

## Site Visit Report

<b>Agency Name:</b>	YMCA of South Florida
<b>Project Number:</b>	13K-2447B-7PCC2
<b>Date(s) of Visit:</b>	11/14/16
<b>Type of Visit:</b>	Site Visit
<b>Visited Site(s):</b>	Frederick Douglass Elementary **
<b>Grade Levels Served at Site:</b>	K-5
<b>Type of Site:</b>	Public School
<b>Student to Staff Ratios per Agreement:</b>	15:1
<b>Agency Attendees (Name and position):</b>	Erica Byrd, Program Coordinator Maria Leiva, Area Manager Ayxis Averhoff, Senior Program Director
<b>21<sup>st</sup> CCLC Staff (Name and position):</b>	Maura Lopez, Program Development Specialist

Approved Start Date	Approved End Date	Total Site Enrollment	Proposed Average Daily Attendance (ADA)	Reported Average Daily Attendance (ADA)*			
				BS	AS	WH	Sum 2016
8/22/16	6/8/17	18	30	--	14	--	--
<b>Actual Start Date</b>	<b>Projected End Date</b>						
8/22/16	6/8/17						
Approved Start Time	Approved End Time	Adult Family Member Services		Number of Students Observed			
		Total Proposed	Total Completed	Beginning		End	
3:05 pm	6:35 pm	9	0	3:05 pm (K-1) = 8		6:07 pm (K-5) = 7	
<b>Actual Start Time</b>	<b>Actual End Time</b>			4:05 pm (2-5) = 9			
3:05 pm	6:35 pm						

\*Reported ADA is from (October, 2016)

\*\* Due to construction at Frederick Douglass Elementary, the 21<sup>st</sup> CCLC program is temporarily being housed at a nearby school, Phyllis Wheatley Elementary. Program staff explained that the change of location has impacted their proposed attendance. It is expected that the program will return to the Douglass site as soon as construction is complete which could be as early as January 2017. FDOE will be notified once the move is confirmed.

### Pre-Site Visit Review

Meets Requirements	Opportunity for Growth	Not Meeting Requirements	Not Applicable	Quality Indicator
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1. Reporting, Deliverables and Documentation</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A. Deliverables</b> were uploaded in complete and accurate form by the due date for the period between August 2016 and date of visit.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B. Monthly Attendance</b> was reported by the due date and appears to properly reflect program attendance between August 2016 and date of visit.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C. Evaluation requirements</b> have been met by the due date for the period between August 2016 and date of visit (to be completed by the evaluation team).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>D. Monitoring requirements</b> have been met by the due date for the period between August 2016 and date of visit (to be completed by the monitoring team).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>E. Program Website</b> meets requirements (e.g., updated within the last month, approved application is posted, program contact information).

Pre Site Visit Review Notes:

- 1.A. August and September deliverables were submitted in a timely manner and in approvable form.
- 1.B. Reported attendance for August and September were submitted in a timely manner and appears accurate.
- 1.C. The Evaluation deliverable was submitted by the due date and was approved by the Research and Evaluation Unit on 11/4/16.
- 1.D. The first monitoring requirement will be the submission of the MQIT on 11/15/2016.
- 1.E. The program website meets all the requirements per RFA Sections 2.16, 5 and 6.

**On-Site Review**

<i>Meets Requirements</i>	<i>Opportunity for Growth</i>	<i>Not Meeting Requirements</i>	<i>Not Applicable</i>	<i>Quality Indicator</i> <b>2. Health and Safety</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A. Source documentation</b> maintained on-site is available and organized.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B. Arrival procedures</b> are timely and organized. They include a process to record attendance.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C. Student attendance and Sign-In/Out Sheets</b> are accurate and sufficient and include one original signature by a student or a parent/legal guardian.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>D. Healthy snacks/meals</b> provided to all students in an efficient and timely manner in a clean environment.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>E. Orderly and timely transitions</b> take place between activities or program components.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>F. Clearly written schedule</b> available to staff and posted so it is clearly visible to parents, and students.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>G. Program rules and expectations</b> are clearly posted and/or expressed to students and their families.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>H. Student work and program accomplishments</b> are displayed.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>I. Clean, organized and safe physical environment</b> with adequate space provided for program activities.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>J. Physical environment</b> is accessible to all participants.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>K. DCF license (if applicable) posted.</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>L. Emergency exit plans are posted.</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>M. Students adequately monitored by qualified staff and meet ratios</b> identified in approved application.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>N. At least one staff member on-site is CPR and first aid certified.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>O. Majority of students participate for entire duration</b> of proposed program hours (e.g., busses leave at end of program).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>P. Dismissal procedures</b> are organized and include procedures to ensure all students are accounted for and dismissed in a safe manner (e.g., there is written parent/legal guardian authorization for walkers and dismissal staff know who they are).

On-site Review Notes:

- 2.A. The program uses mobile presentation boards to organize and display important documentation. A parent-specific board is set up at the sign-out table. Other boards displaying DCF License, schedules, and CPR certifications were set up in the front area of the cafeteria.
- 2.B./2.C The kindergarten/first grade group was released from school at 3:05 pm and met in the cafeteria to sign in and eat snack. A staff member took attendance and wrote down the time the students arrived. The site coordinator then transferred these times to the students' individual sign-in sheets. At 4:05 pm, when the 2<sup>nd</sup> -5<sup>th</sup> grade group was released from school, they also met in the cafeteria for sign-in and snack.
- 2.D. Snacks were provided by Miami-Dade County Public Schools. Students ate snack in the cafeteria. After snack, students remained in the cafeteria for programming.
- 2.E. Transitions between program components were orderly and timely. Students walked in a straight line from one location to another location while being accompanied by a staff member.
- 2.F. The schedule was posted on a display board for students, parents and staff to reference.
- 2.G. Program rules and expectations were clearly expressed and reinforced. Students worked quietly and raised their hands when they had questions.
- 2.H. Pictures of student work and program accomplishments were organized in a small photo album which is kept by the sign-in/out area. The pictures were not labeled.
- 2.I. The cafeteria and the PBL classroom were clean, organized and safe. For the SPARK activities, students participated in an outdoor area. Due to daylight savings and lack of outdoor lighting, the area was very dark.
- 2.J.K.L. The current DCF license was posted on a display board and expires 12/20/16. Emergency exit plans were posted in the cafeteria and the PBL classroom.
- 2.M. Students were organized in two grade level groups; K-1 and 2-5. Two counselors worked with the students in grades K-1. When the 2-5 grade level group arrived, one of the counselors stayed with the K-1 group and the other led the 2-5 group. Throughout the program the proposed student to staff ratio of 15:1 was maintained.
- 2.N. Two staff members were CPR/First Aid certified and copies of their certifications were on display on the presentation boards and also kept in their personnel files.
- 2.O. The majority of students did not stay the full duration of the programming. Program staff stated that ever since the time change due to daylight savings, parents have been picking up their students earlier because the school is not located in the home school boundaries. By 6:18 pm, all students had signed out. Eight students signed out before 6:00 pm and ten students signed out between 6:00 pm and 6:18 pm.
- 2.P. Parents came to the cafeteria to sign-out and pick up their students. All staff members were aware of who is authorized to sign out the students.

**Equipment/Curricula Review**

<i>In-Use</i>	<i>Purchased (not in-use)</i>	<i>Not Purchased</i>	<i>Not Applicable</i>	<b>Quality Indicator</b> <b>3. Equipment and Curricula</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>A.</b> The <b>equipment</b> toward which funds were allocated is evident in the program and in use by the students and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B.</b> The <b>curricula</b> towards which funds were allocated is evident in the program and in use by the students and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C.</b> The <b>other materials and supplies</b> towards which funds were allocated is evident in the program and in use by the students and staff.
<i>Meets Requirements</i>	<i>Opportunity for Growth</i>	<i>Not Meeting Requirements</i>	<i>Not Applicable</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>D.</b> <b>Program equipment</b> is properly tagged and maintained in a safe and secure environment.

Equipment/Curricula Review Notes:

3.A./3D - No equipment was listed in the 2016-17 program budget. Equipment was not purchased in previous grant years.  
 3.B./3.C. - Enrichment materials such as board games, puzzles and books were in use during programming. Consumable materials such as glue, crayons and construction paper were in use during the PBL component. All supplies, materials and curricula were stored in large plastic bins and locked in a closet during non-program hours.

**On-Site Program Component Observations**

*Add observation table as necessary for the number of program components observed throughout the site visit.*

<b>Academic and/or Enrichment Program Component:</b>	Homework (Academic)
<b>Time of Observation:</b>	3:05 pm - 3:30 pm, 25 minutes
<b>Total number of staff present:</b>	2 counselors 1 site counselor
<b>Total number of students present:</b>	9
<b>Grade Level(s) present:</b>	K-1 <sup>st</sup>
<b>Type of Space:</b>	Cafeteria
<b>Description of Activity:</b>	Students signed-in and had snack. Students worked on their homework while staff members walked around and helped students as needed. Students worked on a variety of activities including Math and ELA homework. After homework, the students worked on an activity based on the “Word of the Week”, fragile.
<b>Alignment with Regular School Day:</b>	Alignment with the regular school day was evident since students were working on homework activities.
<b>Grant Objectives Addressed:</b>	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance. Improve Mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.
<b>Materials/Equipment Used:</b>	Students worked on their school-based homework.
<b>Social Interactions (among students, staff and peers):</b>	The counselors walked around and helped students as needed. The students interacted positively with the staff and fellow students.
<b>Engagement (engaging activity and facilitator):</b>	The students were engaged in their homework activities. The small ratio of 3:1 allowed the students to remain focused and on task.

<b>Academic and/or Enrichment Program Component:</b>	PBL - Oceans (Academic)
<b>Time of Observation:</b>	3:32 pm - 4:31 pm, 59 minutes
<b>Total number of staff present:</b>	1 counselor 1 certified teacher 1 lead teacher
<b>Total number of students present:</b>	9
<b>Grade Level(s) present:</b>	K-1 <sup>st</sup>
<b>Type of Space:</b>	Classroom
<b>Description of Activity:</b>	The certified teacher began the activity by asking the group, “What have we been studying?” Students answered with “the ocean” and “coral reefs.” The teacher then had students name things that are found in the ocean while he listed the items on the board. The teacher then explained that the students would be creating a diver using construction paper. The teacher showed the class his example and pointed to the diver’s body where the students would draw a picture of their “favorite thing in the sea.” Students were given precut construction paper and used it to create a diver. The teacher then played a video about the ocean while the student drew their favorite animal on the diver’s body. Once the divers were complete, the students worked on a graphing activity of their favorite animal on a Creature Chart worksheet. Students used bar graphs to represent their favorite sea creature.

<b>Alignment with Regular School Day:</b>	In primary grades, students study different types of animals and their habitats, therefore alignment was evident.
<b>Grant Objectives Addressed:</b>	Improve Science performance to a satisfactory level or above or maintain an above satisfactory level of performance. Improve Math performance to a satisfactory level or above or maintain an above satisfactory level of performance.
<b>Materials/Equipment Used:</b>	Students used construction paper, glue sticks, and copies of the Creature Chart. The teacher used the dry erase board, dry erase markers, and Smart Board (in-kind).
<b>Social Interactions (among students, staff and peers):</b>	The students enjoyed creating the diver. They shared their favorite animal with the other students in their group. The staff members and students had a positive rapport and worked well with each other.
<b>Engagement (engaging activity and facilitator):</b>	The teacher was engaging and made the activity exciting for the students. The students were focused and engaged. Student were very active and benefited greatly from the 3:1 ratio.

<b>Academic and/or Enrichment Program Component:</b>	PBL - Oceans (Academic)
<b>Time of Observation:</b>	4:32 pm - 5:33 pm, 61 minutes
<b>Total number of staff present:</b>	1 counselor 1 certified teacher 1 lead teacher
<b>Total number of students present:</b>	8
<b>Grade Level(s) present:</b>	2 <sup>nd</sup> - 5 <sup>th</sup>
<b>Type of Space:</b>	Classroom
<b>Description of Activity:</b>	The certified teacher began the activity by asking the group, "What have we been studying?" Students answered with "coral reefs." The teacher asked the students to name things that live in the ocean and listed the items on the board. The group then discussed the importance of protecting the coral reefs. Students then created their own "save the coral reef" poster using white construction paper and crayons.
<b>Alignment with Regular School Day:</b>	Alignment with the school day was not evident since the group contained a broad range of grade levels.
<b>Grant Objectives Addressed:</b>	Improve Science performance to a satisfactory level or above or maintain an above satisfactory level of performance.
<b>Materials/Equipment Used:</b>	Students used construction paper and crayons. The teacher used the dry erase board and dry erase markers.
<b>Social Interactions (among students, staff and peers):</b>	Students worked well with each other and shared their poster ideas. Staff members walked around had students describe their posters to them.
<b>Engagement (engaging activity and facilitator):</b>	The students enjoyed creating their posters and sharing them with others.

<b>Academic and/or Enrichment Program Component:</b>	SPARKS - Physical Fitness (Personal Enrichment)
<b>Time of Observation:</b>	5:35 pm - 5:58 pm, 23 minutes
<b>Total number of staff present:</b>	2 counselors 1 lead teacher 1 certified teacher 1 site coordinator
<b>Total number of students present:</b>	14
<b>Grade Level(s) present:</b>	K-5 <sup>th</sup>
<b>Type of Space:</b>	Outdoor field area
<b>Description of Activity:</b>	Students began this component by completing warm up activities like jumping jacks, running in place and stretching. The certified teacher then arranged the students into two groups.

	Each student stood in a hula hoop that was placed on the floor and practiced kicking a soccer ball to the partner in front of them.
<b>Alignment with Regular School Day:</b>	Alignment with the regular school day was not evident.
<b>Grant Objectives Addressed:</b>	Improve physical fitness and healthy eating habits.
<b>Materials/Equipment Used:</b>	Students used soccer balls and hula hoops.
<b>Social Interactions (among students, staff and peers):</b>	The students played cooperatively with each other. The staff members were very encouraging.
<b>Engagement (engaging activity and facilitator):</b>	The students enjoyed being outside and being able to play with their friends.

<b>Academic and/or Enrichment Program Component:</b>	Visual Arts (Personal Enrichment)
<b>Time of Observation:</b>	6:00 pm - 6:19 pm, 19 minutes
<b>Total number of staff present:</b>	1 counselor
<b>Total number of students present:</b>	4
<b>Grade Level(s) present:</b>	2 <sup>nd</sup> -5 <sup>th</sup>
<b>Type of Space:</b>	Cafeteria
<b>Description of Activity:</b>	Using construction paper, students created turkeys for the upcoming Thanksgiving activity.
<b>Alignment with Regular School Day:</b>	Alignment with the regular school day was not evident.
<b>Grant Objectives Addressed:</b>	Grant objectives were not addressed.
<b>Materials/Equipment Used:</b>	Students used construction paper, scissors and glue.
<b>Social Interactions (among students, staff and peers):</b>	The students helped each other with the activity. The counselor worked with the group.
<b>Engagement (engaging activity and facilitator):</b>	The students enjoyed creating their turkeys as was evident in their excitement and engagement.

### Areas of Strength

Identify observed areas where the program is demonstrating strength (e.g., staff qualifications, engaging activity, or strong process). When appropriate, link to the quality indication by including the item number.

- Program documentation is well-organized using the mobile presentation boards and photo albums for student activities.
- To guarantee proper preparation, staff members report to the site early to ensure all materials and supplies are set up and ready for use when students walk into the program.

### Opportunities for Growth

Identify observed areas where the program may be encountering some challenges. All items identified above as "Opportunity for Growth" must be included in this section. For each item, identify any technical assistance provided.

- 2.F. The "Arts & Crafts" component in the schedule should be updated to "Visual Arts" or "Art."
- 2.H. Program maintains pictures of student work and program accomplishments in a small photo album, however, the pictures were not labeled. It is recommended that the staff label the activities presented.
- 2.I. Since the outdoor area is very dark due to lack of lighting and daylight savings, it is recommended that the SPARK activities be relocated to a safer area or moved earlier in the schedule.

### Action Required

Identify observed areas where the program is not meeting minimum requirements for the 21<sup>st</sup> CCLC program. All items identified above as "Not Meeting Requirements" must be included in this section. For each item, identify any technical assistance provided.

- Attendance. The proposed attendance is 30 students, however, the reported attendance for August, September and October was 14, 18 and 17 respectively.
- 2.O. Due to safety concerns regarding daylight savings and distance from original site, parents are picking up their students early. Program should consider providing transportation if a move to the original site does not occur within the next couple of months. If the program is not able to relocate to their original site at Frederick Douglass elementary by January 2017, it is recommended that the program file an amendment in order to revise the proposed number of

students and revise the daily operations to better reflect the performance of the site or to add transportation to the program budget.

**Note:** Subrecipient must develop a corrective action plan for each item identified in this section. The corrective action plan must include the staff responsible for the plan and the date of completion. The plan must be submitted to FDOE within **30 days** of receiving the site visit report and must be approved by FDOE.

**Are additional visits recommended?**       Yes    No

*The 21<sup>st</sup> CCLC Program Office would like to express our appreciation to the program staff for the time and effort they dedicated to this site visit.*