



# Florida's 21<sup>st</sup> Century Community Learning Centers Site Visit Report

Agency Name:	Kids For Kids Academy
Project Number:	N09-2446B-6PCC1
Date(s) of Visit:	1/28/2016
Arrival and Departure Times of Visit(s):	2:00 pm – 6:00pm
Visited Site(s):	Kids For Kids Academy, Inc.
Grade Levels Served at Site:	K,1,2,3,4,5
Type of Site:	Private School
Student to Staff Ratios per Agreement:	PBL-15:2 ; Personal Enrichment- 15:1
Agency Attendees (Name and position):	Beth Davis, Agency Head
21 <sup>st</sup> CCLC Staff (Name and position):	Ain Walker, Program Development Specialist

Proposed Start Date	Proposed End Date	Total Site Enrollment	Proposed Average Daily Attendance (ADA)	Reported Average Daily Attendance (ADA)*			
				BS/WND/HOL	AS	ER	Summer
8/24/2015	6/09/2016	74	72	--	102	--	--
Actual Start Date	Projected End Date			Number of Students Observed			
8/24/2015	6/09/2016						
Proposed Start Time	Proposed End Time			Beginning		End	
K-1 2:00pm 3-5 3:15PM	6:00pm						
Actual Start Time	Actual End Time			Grades K-1: 26 Grades 2-5: 46		Grades K-1: 26 Grades 2-5: 46	
Grades K-1 2:00pm Grades 2-5 3:05pm	6:00pm						

\*Reported ADA is from (December, 2015)

## Purpose

New Program Site Visit: A scheduled on-site visit to a new 21st CCLC program during the first year to address program requirements and provide recommendations.

## Pre-Site Visit Review

Meets Requirements	Opportunity for Growth	Not Meeting Requirements	Not Applicable	Quality Indicator
				<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 2015 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 2015 and date of visit. Accuracy tested using the sample of daily attendance submitted.
<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 2015 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 2015 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:

As a new Program Development Specialist (PDS) assigned to this program, Pre-Site Visit Review notes are based off of November and December deliverables. The program's website is user friendly, organized, and informative. It includes accessible links to the grant narrative, site contact information, and students' academic progress. The program consistently submits required deliverables on time.

## On-Site Review

Meets Requirements	Opportunity for Growth	Not Meeting Requirements	Not Applicable	Quality Indicator 2. Health and Safety
<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.</b> Student attendance and <b>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.</b> Orderly and timely <b>transitions</b> take place between activities or program components.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>F. Program equipment</b> is properly tagged and maintained in a safe and secure environment.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>G.</b> Clearly written <b>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>H. Program rules and expectations</b> are clearly posted and/or expressed to students and their families.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>I. Student work and program accomplishments</b> are displayed.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>J. 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>K. Physical environment</b> is accessible to all participants.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>L. DCF license</b> (if applicable) and <b>emergency exit plans 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/proposal.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>N.</b> At least one staff member on-site is <b>CPR and first aid certified.</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>O.</b> Majority of students participate for entire <b>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:

Students, program teachers, and school-site teachers followed the school dismissal/afterschool pick-up procedures fluidly. Students that arrived by bus were welcomed by a teacher and escorted to class so that they may begin snack and homework on time. The attendance is reported to the Assistant Director, who signed the students in electronically. The PDS observed the procedure for students that are walked from the target school. Three teachers walked to the target school prior to the students being dismissed. They waited for the students at the designated door where they accounted for both present and absent students. A teacher was assigned to gather all attendance data and report the information to the Assistant Director via phone so that the attendance is inputted into the electronic attendance system expeditiously. The teachers then, walked their assigned class to Kids for Kids with the assistance of school crossing guards. The healthy snack provided to all students in the program was a granola bar and a cup of low-fat milk. Program had all documents readily available in a binder or posted for review. The program utilizes six volunteers to ensure an adequate student-adult ratio. All volunteers have completed the DCF affidavit and the Kids for Kids Volunteer Guidelines provided by the National Association for the Education of Young Children. The program is effectively using the karate and bus contractors as evidenced by the “rainy day” contingency plan. There was evidence of students utilizing the gardening consumables as notes in the budget. The program maintains effective and efficient tracking and inventory of electronic devices purchased with 21CCLC funds. The PBL lessons are: rigorous and engaging, encourages cooperative learning, and addresses multiple modalities. The program ensures that students participate for the duration of the program.

## Equipment/Curricula Review

In-Use	Purchased (not in-use)	Not Purchased	Not Applicable	Quality Indicator 3. Equipment and Curricula
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.

## Equipment/Curricula Review Notes:

3. A. The equipment toward which funds were allocated is evident in the program and in use by the students and staff. There are photographs of the students gardening and harvesting displayed. A well maintained garden was observed.

3. C. The other materials and supplies towards which funds were allocated are evident in the program and in use by the students and staff. Students in grades K and 1 were observed participating in the contracted Karate lessons.

## On-Site Program Component Observations

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

Academic and/or Enrichment Program Component:	Enrichment Program: Karate
Time of Observation:	2:40p – 2:50p
Total number of staff present:	1 karate instructor, 1 staff
Total number of students present:	13
Grade Level(s) present:	K, 1
Type of Space:	Karate gym
Description of Activity:	Students were taking turns practicing self-defense moves demonstrated by the contracted karate instructor.
Standards Addressed:	--
Grant Objectives Addressed:	--
Materials/Equipment Used:	Mats and punching bag
Social Interactions (among students, staff and peers):	Karate instructor and staff complimented students. Students were receptive to recommendations. Staff and the instructor provided an encouraging environment.
Engagement (engaging activity and facilitator):	Students were excited and eager to participate. Staff was present to assist the instructor with managing the students and the pace of the class.

Academic and/or Enrichment Program Component:	Homework
Time of Observation:	3:35p – 3:55p
Total number of staff present:	1 staff, 1 volunteer
Total number of students present:	10
Grade Level(s) present:	1
Type of Space:	Classroom
Description of Activity:	Students completed math homework independently. Teachers called on individual students to provide assistance with spelling words. Teacher told the student the words and the student wrote it on loose leaf paper. The teacher checked their spelling. If the word was spelled incorrectly, the student had to write the word(s) three times each for practice.
Standards Addressed:	--
Grant Objectives Addressed:	--
Materials/Equipment Used:	Paper, pencils, Go Math assigned homework

<b>Social Interactions (among students, staff and peers):</b>	Teacher and volunteer monitored students' progress and provided assistance when students asked for help. Teacher provided one-on-one assistance with spelling homework.
<b>Engagement (engaging activity and facilitator):</b>	Students were focused and concentrated on completing their homework assignment.

<b>Academic and/or Enrichment Program Component:</b>	PBL
<b>Time of Observation:</b>	4:00-5:30
<b>Total number of staff present:</b>	1 staff, 1 volunteer
<b>Total number of students present:</b>	15
<b>Grade Level(s) present:</b>	K, 2, 3, 5
<b>Type of Space:</b>	Classroom
<b>Description of Activity:</b>	<p>K- Students continued their lesson on "People Who Work in the Community". The teacher asked students, "Who are some people who work in their community?" Students responded with teachers, nurses, policemen, and firemen. Teacher passed out the Time for Kids magazine and went over text features and predicting what the article would be about. Teacher read the article and directed students to point-and-read to encourage sight reading skills. After reading, the teacher asked students comprehension questions to check for understanding.</p> <p>2 and 3- Students were playing a game called "Fractionland" that encouraged cooperative learning. Student had to pick a card that either represented a fraction as a picture, in words, or numbers. The student needed to figure out the fraction representation then move their game piece to the corresponding fraction on the game board. After playing the game, the teacher transitioned to group discussion. All students moved to the carpet area, where there was a white board, to talk about what they did, what was learned, and how the game helped them. After the discussion, students went back to their tables to write a reflection in their journals. The teacher encouraged students to use the proper mathematic vocabulary when discussing or writing about the lesson.</p> <p>5- The focus of this PBL was main idea and details. The teacher began the lesson by discussing what main idea and details are and provided students with a graphic representation. Next, the students began their warm-up lesson. The teacher gave each student random strips of paper that either had a main idea or detail. The students needed to communicate with each other to complete the set of matching main idea and details. Once the students completed their set, the teacher had them share out. After this activity, the teacher distributed a non-fiction/informational text by Super Science. The teacher focused on pre-reading skills.</p>
<b>Standards Addressed:</b>	<p>K- LAFS.K12.R.1.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>LAFS.K12.R.2.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>2 and 3- MAFS.3.NF.1.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i> d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>5-LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

<b>Grant Objectives Addressed:</b>	K- Improve ELA performance 2 and 3- Improve mathematics performance 5- Improve ELA performance.
<b>Materials/Equipment Used:</b>	K –Time for Kids, “People Who Work in the Community anchor chart” 2 and 3- Fractionland board game, Fractionland cards, Fractionland game pieces, and student journals, white board 5- Sentence strips, whiteboard
<b>Social Interactions (among students, staff and peers):</b>	Staff and volunteer ensured that all students got the opportunity to participate and answer questions. Students assisted one another. Staff, students, and peers demonstrated respect towards one another.
<b>Engagement (engaging activity and facilitator):</b>	Lessons were engaging and rigorous. Students actively and willing participated in lessons. Students collaborated with one another to complete assignments.

**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.*

- 2. A. Source documentation maintained on-site is available and organized.
- 2. B. Arrival procedures are timely and organized. They include a process to record attendance.
- 2. I. Student work and program accomplishments are displayed.
- 2. J. Clean, organized, and safe physical environment with adequate space provided for program activities.
- 2. M. Students adequately monitored by qualified staff and meet ratios identified in approved application/proposal
- 2. O. Majority of students participate for entire duration of proposed program hours (e.g., busses leave at end of program).
- Lessons are well-planned, rigorous, engaging, and are taught by knowledgeable, qualified teachers.

**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.*

- No items at this time.

**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.*

- No items at this time.

**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.

**Final Comments and Recommendations:**

The Department and the 21<sup>st</sup> CCLC team appreciate the time the program staff dedicated to this site visit. It is our hope that the visit will support your continued efforts to improve program quality and have a positive impact on the program objectives and the students it serves.

**Are additional visits recommended?**       Yes     No