

Program Operation

Directions: Please list the operational times for each site in the spaces below. If you have two or more sites that have the same exact hours of operation, please just use one box for those sites and list each of those sites in the 'Site Name(s)' cell. Please place a 'N/A' in the cells that do not apply (e.g., if a site does not operate before school). Please be sure to scroll down on this page to see the 'Description of Activities' section. Please contact the program's assigned Education Research and Evaluation Specialist if additional space is needed to complete this sheet.

Site Name(s)	Dawson Elementary and St. Mary's Magnet Academy				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	N/A	N/A	N/A	N/A	N/A
End Time (e.g., 8:00AM)	N/A	N/A	N/A	N/A	N/A
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	2:30PM	2:30PM	2:30PM	2:30PM	N/A
End Time (e.g., 6:00PM)	5:30PM	5:30PM	5:30PM	5:30PM	N/A
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)	N/A	N/A	N/A		
End Time (e.g., 4:00PM)	N/A	N/A	N/A		

Site Name(s)	The Club/Teen Center Boys & Girls Club				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	N/A	N/A	N/A	N/A	N/A
End Time (e.g., 8:00AM)	N/A	N/A	N/A	N/A	N/A
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	3:30PM	3:30PM	3:30PM	3:30PM	N/A
End Time (e.g., 6:00PM)	6:30PM	6:30PM	6:30PM	6:30PM	N/A
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)	N/A	N/A	N/A		
End Time (e.g., 4:00PM)	N/A	N/A	N/A		

Site Name(s)	East Boys & Girls Club				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	2:30PM	2:30PM	2:30PM	2:30PM	2:30PM
End Time (e.g., 8:00AM)	7:00PM	7:00PM	7:00PM	7:00PM	7:00PM
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)					
End Time (e.g., 6:00PM)					
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)					
End Time (e.g., 4:00PM)					

Site Name(s)					
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)					
End Time (e.g., 8:00AM)					
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)					
End Time (e.g., 6:00PM)					
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)					
End Time (e.g., 4:00PM)					

Description of Activities

Please provide description of the activities and services offered by your program including new programming and supports being implemented this year. This can include academic, student enrichment and parent/guardian activities as well as field trips or outstanding one time activities, etc.

The daily schedule at MCSO sites is as follows: 2:30-3:00 p.m.- Attendance, snack and academic activity; 3:00-4:00 p.m. - Bathroom breaks, then students attend either 1. Arts Enrichment (dance, drama, art, music, etc.) or 2. Homework help (tutoring, academic enrichment:math on Mondays, reading on Tuesdays, writing on Wednesdays, themed Thursdays); 4:00-5:00 p.m. - Groups switch, bathroom breaks; 5:00-5:30 p.m.- Life skills or character building activity and extra homework time; 5:30-6:00 p.m. - Parent pickup. The East Boys & Girls Club follows a rotating schedule that begins with Power Hour (homework help) for all age groups from 2:30-3:30 p.m. The students are separated by age and rotate between the Education Room, Gymnasium, Sr. Gamesroom, Art room, Enrichment room, and the Technology Room. The Club/Teen Center Boys & Girls Club follows a rotating schedule that begins with Power Hour (homework help) for all age groups from 3:30-4:30 p.m. 4:30-6:30 p.m. - Teens rotate between Art room, Academic Enrichment, the Technology Room, and the Kitchen.

Program Recommendations

Directions: Please provide program recommendations in Column A based upon the results of this Formative Assessment. These recommendations can come from within the program, the external evaluator, or other program stakeholders. In Column B, please describe specific steps for implementation that the program will follow to ensure the recommended actions occur.

Recommendations	Steps for Implementation
<p>Example: The program has made progress but has not met the academic objectives for math and English Language Arts. It is recommended to review student data to identify students who are not showing improvement as well as determine possible interventions and assistance. Individual targeted assistance and tutoring sessions might be helpful based on information provided by regular-school day teachers. It is recommended to communicate consistently with the regular school day teachers to coordinate support and share progress.</p>	<p>Example: Leadership Teams at each site will review student data and grades. Based upon data analysis, the program will use the following interventions to revise the program and activities. 1) The program will develop a portfolio for each student that includes student goals and progress. 2) The program will use project based learning to facilitate connections between learning and the real-world. 3) The program will provide families with appropriate activities to use with their child at home. 4) The program will schedule time for conferences with the 21st CCLC staff and regular school day teachers.</p>
<p>Consider hiring more Teaching Artists, so that one is leading each classroom. Elevating some of the current Program Specialists or B&GC employees may be sufficient, the increased job duties can help staff prepare for improved use of the available time for academic or arts enrichment (East B&G Club)</p>	<p>Due to budgetary constraints hiring additional Teaching Artists to lead each room isn't feasible. In lieu of this, Program Specialists are now creating and presenting lesson plans that are approved by leadership ensuring increased academic achievement.</p>
<p>Design a method for the classroom instructors to receive feedback and recommendations on encouraging instructional practices. (East B&G Club)</p>	<p>East B&GC hosts monthly staff meeting to review programming and brainstorm strategies for improvement. We have created a Team Drive on the Google Drive which includes access to professional development series regarding instruction practices, enrichment ideas, etc.</p>
<p>Although there were many children in a small space, there was a good deal of organization and engagement. The public announcement system seemed most disruptive. The Program Director mentioned that several recommendations were made last year to reduce this disruption, including a system to identify where children were at any time, and an alternative method of communication, such as walkie-talkies. Consider revisiting these options. (East B&G Club)</p>	<p>The EYC Leadership team will meet with East B&GC to discuss this concern and come up with an alternative. The meeting is set for Friday, February 1.</p>
<p>The homework work time observed during the fall site visit at Dawson Elementary seemed productive, and students were appropriately behaved. Consider providing the Head Tutor with some grade-appropriate structures to help students self-monitor during this work time, a metacognitive strategy that will be beneficial toward general academic success.</p>	<p>The EYC Leadership team will meet with the Dawson Head Tutor to implement metacognitive strategies to include a visual structure where students can self-monitor, self-reflect, and direct their own learning based on the current programming schedule. We will collaborate with the school to best display this plan.</p>
<p>Consider off-task or disruptive behavior as observed in cafeteria as</p>	<p>This will be discussed with all staff at the next professional development meeting.</p>

<p>an opportunity to assess whether a lesson is relevant to the students. Such behavior is usually a signal of a need to refocus. (Dawson ES)</p>	<p>We will provide skills to refocus and adjust the lesson plan to make lessons relevant and productive.</p>
<p>Work with the Boys & Girls VP of Operations to set expectations for the B&GC Teen Unit Director with regards to implementation of EYC expectations. Certainly some common ground can be reached, and the Head Tutor can best plan for student activities. (The Club/Teen Center B&G Club)</p>	<p>The EYC Leadership team will meet with the VP of Operations and The Club's Unit Director to discuss this concern and discuss how to improve. After the meeting staff (EYC and B&GC) will implement new programming. After two weeks we will reconvene to make sure implementation is successful or needs to be revised.</p>
<p>As identified by the EYC Program Director, improve the school outreach for these students to identify courses in which they may be in danger of failing, as well as how to support ELA and Mathematics growth, as measured by the GA Milestones exams. (The Club/Teen Center B&G Club)</p>	<p>EYC staff will use our academic provisions plan and team to reach school day teachers to make sure we are providing what the teens need most. This will be focused on especially when grades are released.</p>