

**21st Century Community Learning Center
Site Evaluations
2014-2015 School Year**



**SEEC
South East Education Cooperative
Fargo ND**

Conducted June 22 and 23 and October 29 and 30, 2015

Prepared by:
Westwood Research & Statistical Services
Bismarck North Dakota

Introduction

As part of the 21st Century Community Learning Center (CCLC) evaluation process, a standardized set of quality indicators is used to assess, plan, design, and implement strategies for ongoing quality improvement. This process provides CCLC grantee staff and stakeholders a uniform means for identifying challenges, strengths, and opportunities for improvement.

The standardized set of quality indicators used for North Dakota's CCLC program evaluation process is the Colorado Department of Education's Monitoring and Quality Improvement Tool (MQIT). The instrument is specifically designed to:

1. Serve as a self-assessment tool to improve the quality of CCLC programs; and
2. Serve as a monitoring tool for the North Dakota Department of Public Instruction.

The MQIT is organized into eight categories:

- A. Grant Management and Sustainability
- B. Program Management
- C. Staffing and Professional Development
- D. Partnerships
- E. Center Operations
- F. Programming/Activities
- G. Health and Safety
- H. Evaluation/Measuring Outcomes

Section A: Addresses the grantees' performance level with regard to individual grant requirements (accountability). This section includes examples of evidence and performance ratings for each grant expectation.

Sections B – H: Addresses program quality in a broader sense. These sections include examples of evidence, performance ratings, and timeframes for improvement for each quality indicator.

During the grantee-specific site visits each of the MQIT's standardized set of quality indicators is examined by the State CCLC Program Evaluator and the grantee (two to four hours). In addition, visits are made to a minimum of three randomly selected schools (minimum of six schools for SEEC) to further assess the CCLC's out-of-school day programs/activities and interactions between student and teacher/staff (approximately one hour).

Subsequently, the State CCLC Program Evaluator, as evidenced by documentation provided by the grantee and school-specific site visits, arrives at a rating (score) for each of the standardized set of quality indicators and an overall rating (score). In addition, the State CCLC Program Evaluator identifies strengths and opportunities for improvement and if appropriate recommends plans of action and timeframes for completion of “lower” rated quality indicators. Any questions regarding the results of the evaluation are addressed by the State CCLC Program Evaluator and grantee.

This report summarizes: visit details; MQIT results (narrative); program strengths; opportunities for improvement and associated timeframes for action; and MQIT results.

Report prepared by:

Larry L. Graf MBA
President and Senior Research Analyst
Westwood Research & Statistical Services
2925 Iowa Lane #201
Bismarck ND 58503
701-220-9402
lgraf@bis.midco.net

Visit Details

MQIT Visit Date, Location and Program Staff Involved

- October 30, 2015 - Jamestown ND
 1. Amy Walters, Director SEEC Student Services/21st CCLC

Site Visit Dates, Locations and Program Staff Involved

- June 23, 2015 – LE Berger Elementary (Fargo ND)
 1. Mallory Leite, YMCA Assistant School Age Director
- June 23, 2015 – Madison Elementary (Fargo ND)
 1. Mallory Leite, YMCA Assistant School Age Director
 2. Ina Johnson, Site Coordinator
- June 23, 2015 – Eastwood Elementary (Fargo ND)
 1. Mallory Leite, YMCA Assistant School Age Director
- June 24, 2015 – Griggs County Central (Cooperstown ND)
 1. Linda Olson, Teacher
 2. Nicky Wathne, Teacher
- June 24, 2015 – Washington Elementary (Jamestown ND)
 1. Shelley Mansavage, Site Coordinator/21st CCLC Professional Development Resource Center Coordinator
- October 29, 2015 – CHARISM (Eastwood Elementary) (West Fargo ND)
 1. Shannon Blomker, STEM Program Director (CHARISM)
 2. Brian Kemp, Eastwood Youth Site Director (CHARISM)
 3. Courtney Quist, McCormick Youth Site Director (CHARISM)

MQIT Results (Narrative)

Grant Management and Sustainability

1. SEEC continues to identify and serve eligible students and their families consistent with the grant application as evidenced by their registration forms and information gathered from YouthServices.net. Students and families benefit from an experienced and dedicated staff, day school teachers, principals, and partners. The staff remains committed to providing a safe and healthy environment in which students have the opportunity to improve their learning and increase their skills through academic and enrichment activities.
2. Hiring and retaining qualified staff in many instances is a problem due in part to the area's low unemployment rates. SEEC continues to recruit from within individual schools, however day school teachers are not often interested in the additional hours and afterschool program responsibilities. Furthermore, the grantee has made several changes to their program model, subsequently requiring ongoing professional development and staff training.
3. The grantee identifies and conducts outreach to eligible participants employing various approaches. A site-specific "SEEC Meaningful Out of School Time (MOST) Handbook" is disseminated to students/families, one which: describes the program, its mission, program site information, partnership agreement (staff/family/student), discipline guidance, release of students, visitor protocol, snacks, accident/illness guidelines, medication/emergency administration, holidays/storm days policy, program funding (participant costs), children's rights, staff members' rights, and parent's rights. A "YMCA School Age Services Parent Handbook" which offers similar information is distributed to all YMCA-School Age program participants (generally the Fargo/West Fargo area schools). Both handbooks are updated periodically. Additionally, prior to each summer session and new school year a letter is mailed to all elementary students/families describing the afterschool program and procedures for participation.
4. During the 2014-15 time period each of SEEC's sites averaged 10 hours or more per week.
5. The grantee offers programs in safe and accessible facilities/environments. In past years various concerns related to individual(s) potentially entering schools "unrecorded/ unchecked" by any day school or afterschool staff, making it relatively easy for them to potentially cause turmoil at the site. To address this issue, the grantee continuously updates policies/programs to minimize the risk factors. Secured entrances have been updated at most sites with CCLC program staff controlling access to school buildings during afterschool program hours. Details can be found in the "Health and Safety" section of this document.
6. As in past years, the grantee provides evidenced-based academic and enrichment programs/activities at each site. These include daily focused homework help and lessons which are aligned with classroom strategies and state standards/benchmarks. All but one school in the SEEC met

the mandated objective requiring that more than 65.0% of their daily programming be of high quality in the core academic areas of reading/literacy, math, science, and technology/computer. During the MQIT phase of the site visit, discussions focused on whether data entered into YouthServices.net was in fact correct. Apparently some of the subject category data may have been incorrectly entered into areas other than the core academic areas of reading/literacy, math, science, and technology/computer. Based on program schedules, lesson plans, and site visits to the schools, in all probably, each individual school demonstrated meeting the requirement.

7. Curriculum resources include:
 - a. Engineering Adventures (offers fun, hands-on activities, based on real-world engineering challenges. Each unit comes with supporting materials including background information about the real-world challenges referenced for each activity; questions that help students push their engineering skills and knowledge; detailed lesson plans; and activities that support critical thinking, problem solving, and teamwork).
 - b. Making Sense of Learning (variety of educational topics, games, and applications generally for elementary students of all levels).
 - c. Readers Theater (scripts and plays focusing on reading text with expressive voices and gestures).
 - d. STEM Program Kits (aimed at supporting the teaching of subject areas such as math and science by incorporating technology and engineering into the regular curriculum).
 - e. MindWorks (an afterschool curriculum which includes teacher guides complete with objectives based on the common core standards; pre and post-tests; comprehensive project based learning (PBL) components; and materials kits for hands on learning). Typically students participate in a different subject each week such as: Math Matters (math), Around the World (social studies), Art in Action (art), Exploration (science), Bring on the Books (reading), and Spreading the Word (language).
 - f. Mango Math (lesson-based curriculum which help students learn and practice essential skills needed to succeed in math and teaches critical thinking skills that allows students to become life-long learners by teaching them how to think analytically and conceptually).
 - g. Lego Story Starters (provides an innovative way of teaching a wide range of essential skills, including: literacy skills, in particular writing, language, and reading comprehension abilities; communication skills, including speaking, listening, and presentation capabilities; collaboration and teamwork skills; and digital literacy skills via unique program software).
 - h. Lego WeDo Robotics (introduces students to robotics, subsequently being able to build and program LEGO models using motors and sensors).

8. SEEC provides various opportunities for student/parent/family activities such as family nights, generally conducted quarterly at each site. In addition to family nights, other opportunities include Lights On Afterschool, STEM activities, Making Sense of Learning, and numerous reading events. In addition, Fargo sites currently offer classes such as parenting practices and adult learning for family members. Further descriptions of these opportunities is can be found in the “Center Operations” section of this evaluation.

9. Historically individual schools handle student transportation; the grantee acknowledges that transportation continues to be an issue. Additional students would be able to participate if adequate busing were available at the end of the afterschool program day. In some instances transportation is provided in rural areas by non-CCLC grant funds. Transportation for field trips is funded from program fees and/or program partners. Field trips are made occasionally.
10. SEEC goals and program initiatives include:
 - a. After one program year 21st CCLC staff will participate in at least 10 hours of professional development to increase content knowledge and effective instructional strategies in the out of school time programs;
 - b. After one program year regular attendees (attending more than 30 days) of the 21st CCLC program will demonstrate academic growth in reading and math as described by school districts' second assessment;
 - c. Help families gain access to the organizations, people, and resources they need to support their children's academic success and healthy development; and
 - d. The 21st CCLC program will provide a safe and healthy environment to help students achieve and maintain healthy lifestyles and acquire a broad range of life skills.
11. SEEC continues to update their sustainability plan. The grantee works rigorously to engage local districts in the afterschool program. They aid in building these programs to be sustainable by making local districts vital to the success of their schools and communities. As in the past, key elements of the plan include:
 - a. Schools program staff will meet with community organizations to grow and foster partnerships. (Two new partnerships will be formed each quarter; MOST staff will attend two community events to share program activities quarterly).
 - b. 21st CCLC grant funding. (Site-specific budgets will be created yearly and reviewed with site coordinators; fiscal oversight and compliance with all grant guidelines will be reviewed with site coordinators).
 - c. Program fees. (Fee structures will be established and aligned with community needs yearly; fees collected will be reported on monthly requests for reimbursement).
 - d. School district in-kind. (Contributions will be calculated annually and shared with school district administration; USDA reimbursable meal/snack programs will be utilized; site coordinators will meet with school food service authorized representatives twice a year).
 - e. Childcare assistance, where applicable, and partnership scholarship funding will be secured. (Regularly request childcare assistance for qualifying students; provide quarterly updates to program partners on program impacts to maintain and grow support for student scholarship funds).
 - f. Additional funding sources will be secured. (Alternative funding sources, including grant programs, will be secured to support enrichment activities above and beyond program activities, i.e., Council of the Arts grant to support theater activities).

The grantee acknowledges having an exceptional track record in sustaining programs after federal funds are discontinued.

12. SEEC maintains relevant employee documentation as substantiated by timesheets, time and effort worksheets, and background checks, etc. Generally the documentation is housed in each school's Human Resources Department. The grantees' staff has attended all required state CCLC meetings.
13. SEEC continues to work in collaboration with numerous partners and sub-grantees. Further detail is provided in the "Partnerships" section of this document.

Program Management

1. The grantee's organizational structure is well defined and provides coordinators at each site to supervise staff and oversee daily programming.
2. SEEC staff is provided with a comprehensive "Employee/Head Teacher Handbook/Binder" which addresses: goals and objective contracts for teachers; student registrations, teacher/staff directories; afterschool handbook; typical programming/activity schedule; lesson plan forms; scholarship/grant forms; weekly attendance sheets; time cards; weekly, monthly, yearly duties; reimbursement forms; invoices for services rendered; visitor coupons (free for one day); behavior contracts/incident reports; surveys (classroom teacher – student assessment, teacher – knowledge of program, parent, student); teacher effectiveness tool (principal/site coordinator rating of teacher); homework assignment sheet; suggestions for community service projects; afterschool units/programs; and a "Parent Code of Conduct" one which must be signed by a parent(s)/guardian. The document/policy specifies that parents must refrain from: physical punishment; verbal abuse including yelling, swearing, and cursing; threatening staff, other parents, or children; use of, or under the influence of tobacco, alcohol or other drugs when in attendance of any CCLC activity or function; and quarreling with other parents or staff. The Handbook/Binder, which is updated periodically, includes other associated materials such as calendars, news-notes sent, and SEEC newsletters.
3. Student/staff ratios for SEEC schools continue to be appropriate for all program activities and meet student needs.
4. SEEC holds monthly staff meetings at each site, while grantee-wide meetings are held quarterly. Grantee-wide meetings generally include partners. Communication/collaboration between school day teachers, afterschool teachers, and principals is ongoing, benefiting both the student and program. To date, SEEC has made communications/collaborations among principals, teachers, site coordinators, and students at all sites a priority, resulting in improved outcomes. On a monthly basis principals visit with site coordinators and teachers to discuss current program strengths and any afterschool issues. Furthermore, to strengthen the communications/collaborations between day school and afterschool teachers, written documentation (termed student portfolios) is shared between the two which describe student-specific academic strengths and weaknesses, behavior/social issues, teacher comments, and State/MAP assessment results.

5. The grantee recognizes that effective communication is a key element to providing a quality afterschool program. To that extent SEEC makes available a “SEEC Communication Plan”, one which defines those communication requirements needed for successful program implementation. The plan specifies communication requirements, media, frequency, and distribution in order to ensure that information is conveyed through proper channels and in a timely and consistent fashion. It serves as a catalyst by facilitating the information flow required for timely decision-making, action item tracking, status updates, and overall understanding of program goals and objectives.
6. The grantee promotes their program through numerous means including: school-specific newsletters (topics include a lead story headline, secondary story headline, words from the director, and a back page headline); SEEC newsletters; SEEC/After-school Club brochures; news releases with local media; a website which includes a “Description of the MOST Program”; “Resources” (Students and Families, Staff, and Program Coordination); “Grant Narrative”; “Site Evaluations”; “MOST in Action” (Facebook, Photo Album, and MOST Blog); “21st CCLC Program Statistics”; and “Contact Information.” In addition, SEEC supports school-specific websites which typically include contact information, description of before and after-school programs, staff, parent handbook, family night activities, summer school specifics, advisory committee, survey information, student application, and “latest announcements.” The afterschool program follows the “SEEC Communications Plan” mentioned above as a model to publicize programs and their achievements.
7. The grantee offers a rather unique approach to student service learning and program promotion. During summer months students go door-to-door as a group dropping off flyers which explain a local food drive program. The students tell those that agree to participate they will be back later to collect the donations. As in past years, donations are taken to the Salvation Army food pantry in Jamestown. In addition to the food drive, MOST summer program students called on two nursing homes in Jamestown for a day of interaction in which they visited with residents and took time playing board games and singing.
8. SEEC has established advisory boards, one for Jamestown schools and one for Fargo schools. In addition, each of the region’s remaining sites has their own advisory board.
9. SEEC maintains ongoing documentation of contributions by partners as supported by information provided on YouthServices.net.

Staffing and Professional Development

1. The grantee’s project director and program staff are highly qualified, competent, and experienced as substantiated by their job descriptions/requirements. A vast majority of site coordinators and teachers are certified teachers and/or have numerous years of experience in teaching/education. SEEC continues to employ state standards and benchmarks to aid teachers in developing content knowledge, concepts, and skills, necessary to provide quality academic enrichment for afterschool students. During site visits it was touched on that many staff assistants/aids/helpers were students from local colleges (education majors/minors) or local high school students interested in pursuing the education profession.

2. Staff is offered numerous professional development opportunities such as national and state conferences and meetings/training such as the state CCLC summer conference. Furthermore, SEEC encourages on-demand webinars, behavior/classroom management, curriculum, and other staff training opportunities for CCLC staff; development similar to that offered all SEEC staff as a means for enhancing competencies. The grantee assesses staff training needs periodically and conducts professional development training regarding curriculum on a periodic basis. As in previous years, SEEC continues to conduct “Professional Development Needs Assessment Surveys” focusing on preferred presentation formats, topics, and best timeframes for such training.
3. All employees are required to pass appropriate background checks. Job duties and responsibilities are well-defined for each position with evaluations conducted periodically to provide SEEC with clear feedback for continuous performance improvement. Teachers are also evaluated by the site coordinator using the “Teacher Effectiveness Tool”, an instrument measuring such subject matters as lesson plans, use of time, creativity, discipline, patience, and communications, among others.
4. Throughout the site visits staff were observed to be extremely sensitive to culture and language disparities. SEEC includes a brief statement regarding sensitivity to culture and language on the current individual job description/staff evaluation documents.

Partnerships

1. SEEC makes efforts to retain and recruit new partners to address unmet needs. Existing partnerships and sub-grantees include a variety of public, private, and governmental sector agencies, for example: Mayville State University (STEM Kits, etc.), University of Jamestown (culture/language principles, etc.), James River Family YMCA, Griggs County Central School District, Arts Midwest, various County and North Dakota State University Extension Services, AmeriCorps programs, YMCA of Cass and Clay Counties (sub-grantee), CHARISM (sub-grantee), and the Wahpeton Youth Club (sub-grantee), among. One of the grantees’ challenges is finding new partners in rural communities, whether it be for monetary and/or program support. Generally rural areas do not have the resources or the number of potential partners found in the larger communities. SEEC however continues to communicate with current and prospective partners in the region’s smaller communities in order to invigorate, update, and/or educate them about the afterschool program.
2. SEEC continues to publish a CCLC partner newsletter which is distributed bi-annually. Additionally, the grantee maintains a partnership plan which includes a list of current partners/supporters, means for identifying new partners, and a strategy for formally communicating with them periodically.
3. As in the past, SEEC takes advantage of its area educational institutions (North Dakota State University, Minnesota State University-Moorhead, University of Jamestown, and Mayville State, among others) to further enhance current programs/partnerships/staffing/professional development endeavors. For example, it uses students pursuing education majors/minors for additional staffing; while using the universities

for professional development such as training/seminars/coursework and as educational resources to complement the grantee’s current afterschool program.

Center Operations

1. SEEC continues to make available program hours, schedules, locations, activities, services, etc. through various methods, including: school-specific “SEEC 21st Century Community Learning Centers After-School-Club Handbooks”, newsletters, and school-specific websites, along with family newsletters/mailings. In addition, the SEEC website provides program descriptions and recent student and family activities in the “MOST Blog” section of their home page.
2. The grantee’s standards of behavior for participants are communicated clearly and encourage parental involvement. Deviations from these standards are documented and reported to the site coordinator and parent/guardian. For all incidents, an “After-school Club Incident Report” is completed by the supervising teacher. The report includes: site, student name, date/time, summary of incident, and action taken. Prior to the participant’s acceptance into the afterschool program the student, parent, and site director/coordinator sign a “Student Behavior Contract” agreement specifying the behavioral rules and consequences. Additionally, as mentioned previously, a “Parent Code of Conduct” continues to be an element of the standards of behavior.
3. The grantee’s program encourages parental involvement in decision making regarding program operations and provides activities for student families as evidenced by numerous family night activities/programs and through advisory boards and PTO’s. Examples include fall family night suppers; family nights where families are able to participate in various science experiments such as marshmallow sling shots, potato power, and levitation stations, and making sense of learning-using the website-for families, among a host of others. Well attended family nights continue to be critical in the success and sustainability of the program.

Programming/Activities

1. The grantee’s programs continue to reflect the goals and mission of the program and needs of the students.
2. SEEC remains dedicated to provide a variety of evidence-based academic and enrichment programs/activities as evidenced for example by the “21st CCLC Calendar – Standards & Benchmarks” document and; “Language Arts; Math; Science; Music; Visual Arts; Social Studies; and Science Technology Lesson Plans.” In addition, they continue to introduce creative curriculum into the program, based on academic need. Teachers are responsible for developing daily and/or weekly lesson plans that align with standards and benchmarks. Afterschool teachers collaborate with classroom day school teachers to develop standards and emphasize those areas which lead to student success at the next grade level.

3. Academic programs/activities continue to be age/grade appropriate and include a wide variety of subject matters for math, science, and literature for individual grades K, 1, 2, 3, 4, and five. For example, a typical grade 3 subject (lesson) would include math (multiplication and division, place value in whole numbers and decimals, fractions, etc.), literature (comprehension, word study, writing process, grammar), and science (earth, magnetism and electricity, life cycles, etc.). Lesson plans specify the objectives and probing questions, activity description, benchmarks, and materials needed. In addition, each site provides time for socialization/snack and recreation.
4. All programs/activities follow an appropriate schedule, flow, and duration, and are based on student requirements and interests.
5. The program continues to accommodate students with special needs as demonstrated by the registration/attendance records. SEEC stipulates that “no student is turned away.”

Health and Safety

1. SEEC area school essential health and safety issues are attended to as required; such as: safe spaces/areas for program activities, daily nutritional snacks, addressing unique health issues (such as allergies), clearly defined procedures for participant pick-ups, emergency contact information and readiness plans, internet access (firewall, etc.), and first aid/CPR trained staff.
2. Furthermore, each site continues to make available a school-specific emergency readiness plan which follows each day-school’s policies. Schools conduct fire/safety drills frequently/periodically. Times, dates, and type of drill conducted are generally posted at the entrance of the afterschool area.
3. As mentioned previously, the grantee houses programs in safe and accessible facilities/environments. Past concerns related to individual(s) entering a school “unrecorded/ unchecked” by any day school or afterschool staff. To address the safe and accessible facility/environment issue family members/visitors of the afterschool program generally have access to the school by only a single entrance. Secured entrances have been updated at most sites with CCLC program staff controlling access to school buildings during afterschool program hours.

Evaluation/Measuring Outcomes

1. SEEC has adopted evaluation processes collecting both qualitative and quantitative information, via statewide partner, parent, student, and teacher surveys. In addition, all sites conducting MAP math and reading tests have completed entering the respective scores. The scores are used as means to measure yearly improvement in math and reading. At the time of this evaluation, none of North Dakota’s regions have received State Assessment math and reading proficiencies from the State. SEEC schools also complete site-specific self-assessments which relate to program area best practices. In addition, the self-assessments describe timeframes for improvement, if necessary.

2. Results of the YouthServices-based teacher and the SurveyMonkey-based partner, parent, student, and teacher surveys have been fed back to the respective stakeholders. During the 2014-15 school year a majority but not all schools participated in administering the surveys. Measuring such outcomes, YouthServices and SurveyMonkey-based, provides useful feedback for individuals and organizations involved in providing fundamental CCLC programs and services. These stakeholders have an investment in programs and services and greatly influence what can and will be accomplished; consequently their input and providing feedback to them is critical in achieving successful outcomes. Effective feedback also encourages stakeholders to buy-into the program while lack or ineffective methods of feedback most often lead to program indifference.
3. SEEC continues to collect and share site-specific stories and photos about the afterschool program's impact on the students/families, generally in newsletters, the SEEC website, and storyboards at various schools. In addition, the grantee's schools share and request promising practices internally and among the remaining eight regions in the state.
4. As a means to record many of the CCLC related program documents and assist the CCLC State Evaluator in the regional evaluation process, SEEC has a dedicated Google drive, systematically organized by quality improvement categories, identical to those found in the Monitoring and Quality Improvement Tool (MQIT).

Strengths

1. The grantee's organizational structure is well defined and provides coordinators at each site to supervise staff and oversee daily programming. The project director and program staff are highly qualified, competent, and experienced, with a vast majority of site coordinators and teachers being certified teachers and/or have numerous years of experience in teaching/education. Performance evaluations are conducted periodically to provide SEEC with clear feedback for continuous performance improvement.
2. SEEC uses state standards and benchmarks to aid teachers in developing content knowledge, and concepts and skills, necessary to provide quality academic enrichment for afterschool students. As in past years, the grantee provides evidenced-based academic and enrichment programs/activities at each site. These include daily focused homework help and lessons which are aligned with classroom strategies and state standards/benchmarks. Various curriculum resources include Engineering Adventures, Making Sense of Learning, Readers Theater, STEM Program Kits, MindWorks, Math Matters, Mango Math, Lego Story Starters, and Lego WeDo Robotics, among others. All programs/activities follow an appropriate schedule, flow, and duration, and are based on student requirements and interests.
3. Communication/collaboration between school day teachers, afterschool teachers, and principals is ongoing, benefiting both the student and program. To date, SEEC has made communications/collaborations among principals, teachers, site coordinators, and students at all sites a priority, resulting in improved outcomes. Furthermore, to strengthen the communications/collaborations between day school and afterschool teachers, written documentation (termed student portfolios) is shared between the two which describe student-specific academic strengths and weaknesses, behavior/social issues, teacher comments, and State/MAP assessment results.
4. The grantee promotes their program through numerous means including: school-specific newsletters; SEEC newsletters; SEEC/After-school Club brochures; news releases with local media; a website which includes a "Description of the MOST Program"; "Resources" (Students and Families, Staff, and Program Coordination); "Grant Narrative"; "Site Evaluations"; "MOST in Action" (Facebook, Photo Album, and MOST Blog); "21st CCLC Program Statistics"; and "Contact Information." In addition, SEEC supports school-specific websites which typically include contact information, description of before and after-school programs, staff, parent handbook, family night activities, summer school specifics, advisory committee, survey information, student application, and "latest announcements."
5. SEEC staff is provided with a comprehensive "Employee/Head Teacher Handbook/Binder", while a site-specific "SEEC Meaningful Out of School Time (MOST) Handbook" is disseminated to students/families. A "YMCA School Age Services Parent Handbook" which offers similar information is distributed to all YMCA-School Age program participants (generally the Fargo/West Fargo area schools). All handbooks are updated periodically.

6. SEEC holds monthly staff meetings at each site, while grantee-wide meetings are held quarterly. Grantee-wide meetings generally include partners. In addition, on a monthly basis principals visit with site coordinators and teachers to discuss current program strengths and any afterschool issues.
7. Staff is offered numerous professional development opportunities such as national and state conferences and meetings/training such as the state CCLC summer conference. Furthermore, SEEC encourages on-demand webinars, behavior/classroom management, curriculum, and other staff training opportunities for CCLC staff; development similar to that offered all SEEC staff as a means for enhancing competencies. The grantee assesses staff training needs periodically and conducts professional development training regarding curriculum on a periodic basis. As in previous years, SEEC continues to conduct “Professional Development Needs Assessment Surveys” focusing on preferred presentation formats, topics, and best timeframes for such training.
8. The grantee’s program encourages parental involvement in decision making regarding program operations and provides activities for student families as evidenced by numerous family night activities/programs and through advisory boards and PTO’s. Examples include fall family night suppers; family nights where families are able to participate in various science experiments such as marshmallow sling shots, potato power, and levitation stations, and making sense of learning-using the website-for families, among a host of others. Well attended family nights continue to be critical in the success and sustainability of the program.
9. SEEC has established advisory boards, one for Jamestown schools and one for Fargo schools. In addition, each of the region’s remaining sites has their own advisory board.
10. SEEC makes efforts to retain and recruit new partners to address unmet needs. Existing partnerships and sub-grantees include a variety of public, private, and governmental sector agencies. Generally rural areas do not have the resources or the number of potential partners found in the larger communities. SEEC however continues to communicate with current and prospective partners in the region’s smaller communities in order to invigorate, update, and/or educate them about the afterschool program.

Opportunities for Improvement and Timeframes for Action

The following recommendations are based on the information/observations/discussions provided/made during the MQIT completion and site visit phases of the SEEC visit. A vast majority of these recommendations are based on 21st CCLC grant award requirements. The following should be addressed and completed during the 2015-16 regular school year.

1. There appears little that SEEC must improve to maintain a quality afterschool program and staff. The objective is to preserve the quality of the program and maintain staff to provide the best for its participating students, families, and other stakeholders.
2. Of minor note; each of SEEC's schools should take part in the YouthServices-based teacher and SurveyMonkey-based parent, student, and teacher surveys, thus providing a better grantee-wide perspective of stakeholder assessments.

Table 1					
Mean Scores by Monitoring and Quality Improvement Tool (MQIT) Category					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
A. Grant Management and Sustainability	13	-	-	-	4.00
B. Program Management	9	-	-	-	4.00
C. Staffing and Professional Development	8	-	-	-	4.00
D. Partnerships	5	-	-	-	4.00
E. Center Operations	5	-	-	-	4.00
F. Programming/Activities	6	-	-	-	4.00
G. Health and Safety	10	-	-	-	4.00
H. Evaluation/Measuring Outcomes	6	-	-	-	4.00
All MQIT Categories Combined	62	-	-	-	4.00

Table 2					
Mean Scores for Grants Management and Sustainability					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
					Mean
Grants Management and Sustainability MQIT Categories	Expect. Met	Expect. Met W/Rec.	Partially Met	Not Met	Score
1. Identified and is serving eligible students and their families.	1	-	-	-	4.00
2. Is conducting outreach to eligible participants.	1	-	-	-	4.00
3. Is providing the number of hours of programming.	1	-	-	-	4.00
4. Is implementing the evidence-based academic and enrichment activities.	1	-	-	-	4.00
5. Is implementing the parent/family programming or activities.	1	-	-	-	4.00
6. Is addressing the transportation needs of children.	1	-	-	-	4.00
7. Houses the program in a safe and accessible facility.	1	-	-	-	4.00
8. Is making adequate progress toward meeting goals and objectives.	1	-	-	-	4.00
9. Has developed a sustainability plan and has made efforts to gain other funding, etc.	1	-	-	-	4.00
10. Staff has attended the required state 21st CCLC meetings.	1	-	-	-	4.00
11. Maintains appropriate documentation for employees of the grant program.	1	-	-	-	4.00
12. Program works in genuine collaboration with at least one partner.	1	-	-	-	4.00
13. Participates as requested in the state monitoring and evaluation process.	1	-	-	-	4.00
Grants Management and Sustainability MQIT Categories Only	13	-	-	-	4.00

Table 3					
Mean Scores for Grantee Program Management					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
Program Management MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Organizational structure is well defined and sound. The program has site coordinator.	1	-	-	-	4.00
2. The program has written policies and procedures specific to its operations.	1	-	-	-	4.00
3. Student/staff ratio is appropriate and safe for the specific activity conducted/meets needs.	1	-	-	-	4.00
4. Program holds regular staff and partnership meetings that are more than admin. In nature.	1	-	-	-	4.00
5. Program volunteers are screened and trained effectively.	1	-	-	-	4.00
6. Program staff communicates and collaborates regularly with school-day personnel, etc.	1	-	-	-	4.00
7. Program employs an effective marketing strategy to publicize program and achievements.	1	-	-	-	4.00
8. Program maintains on-going documentation of contributions (in-kind or resources).	1	-	-	-	4.00
9. Program has an advisory board (community, parents, etc) that meets regularly.	1	-	-	-	4.00
Program Management MQIT Categories Only	9	-	-	-	4.00

Table 4					
Mean Scores for Grantee Staffing and Professional Development					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
Staffing and Professional Development MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Project Director and program staff are highly qualified.	1	-	-	-	4.00
2. Program selects staff members based on prior experience, qualifications, etc.	1	-	-	-	4.00
3. Program completes appropriate background checks for all staff.	1	-	-	-	4.00
4. Staff is sensitive to the culture and language of participants.	1	-	-	-	4.00
5. Staff has competence in core academic areas for an afterschool environment.	1	-	-	-	4.00
6. Staff is trained in program policies/procedures. Staff is aware of program goals, etc.	1	-	-	-	4.00
7. Program assesses training needs of staff (and school and community partners), etc.	1	-	-	-	4.00
8. Staff and volunteers are evaluated on a regular basis, etc	1	-	-	-	4.00
Staffing and Professional Development MQIT Categories Only	8	-	-	-	4.00

Table 5					
Mean Scores for Grantee Partnerships					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
Partnership MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program makes efforts to recruit new and retain established partners, etc.	1	-	-	-	4.00
2. Program partners are aware of the program goals and objective, etc.	1	-	-	-	4.00
3. Program regularly communicates with and seeks input from its partners, etc.	1	-	-	-	4.00
4. Program has established linkages with other state, federal and local agencies, etc.	1	-	-	-	4.00
5. The program enters formal written agreements with subcontractors.	1	-	-	-	4.00
Partnership MQIT Categories Only	5	-	-	-	4.00

Table 6					
Mean Scores for Grantee Center Operations					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
Center Operations MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program's hours, activity schedules, and locations are available, accessible, etc.	1	-	-	-	4.00
2. Program activities and services are promoted in the targeted schools, etc.	1	-	-	-	4.00
3. Program has adopted clear standards for student behavior and attendance, etc.	1	-	-	-	4.00
4. Program effectively communicates standards for student behavior to students/parents.	1	-	-	-	4.00
5. Program encourages parent involvement in decision-making, etc.	1	-	-	-	4.00
Center Operations MQIT Categories Only	5	-	-	-	4.00

Table 7					
Mean Scores for Grantee Programming/Activities					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
Programming/Activities MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program activities reflect the goals and mission of the program.	1	-	-	-	4.00
2. Program provides evidence-based academic support and enrichment activities, etc.	1	-	-	-	4.00
3. Program addresses the academic, physical, social and emotional needs of students, etc.	1	-	-	-	4.00
4. Program activities are selected based on student needs and interests, etc.	1	-	-	-	4.00
5. Program has an appropriate schedule, flow, and duration of activities, etc.	1	-	-	-	4.00
6. Program accommodates students with special needs/ELL, etc.	1	-	-	-	4.00
Programming/Activities MQIT Categories Only	6	-	-	-	4.00

Table 8					
Mean Scores for Grantee Health and Safety					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
Health and Safety MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program activities occur in spaces that are adequate, appropriate, and safe, etc.	1	-	-	-	4.00
2. Program provides daily nutritional snacks during program operation, etc.	1	-	-	-	4.00
3. Program addresses any unique health needs of students, etc.	1	-	-	-	4.00
4. Program follows established procedures for authorized student pick-ups, etc.	1	-	-	-	4.00
5. Emergency contact information for students and staff is maintained/easily accessible, etc.	1	-	-	-	4.00
6. Program has adopted an emergency readiness plan and has provided notice, etc.	1	-	-	-	4.00
7. Internet use for academic or enrichment activities, etc.	1	-	-	-	4.00
8. Staff trained in first aid and CPR, etc.	1	-	-	-	4.00
9. Program conducts all required fire/safety drills.	1	-	-	-	4.00
10. Program has adequate security in place.	1	-	-	-	4.00
Health and Safety MQIT Categories Only	10	-	-	-	4.00

Table 9					
Mean Scores for Grantee Evaluation/Measuring Outcomes					
by Performance Measure (Best Practice)					
SEEC - South East Education Cooperative - Fargo					
2014-2015					
Source: MQIT					
Evaluation/Measuring Outcomes MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program has adopted and applies an evaluation process to measure program goals, etc.	1	-	-	-	4.00
2. Evaluation process includes requesting feedback from stakeholders, etc.	1	-	-	-	4.00
3. Program uses the information for decision making, etc.	1	-	-	-	4.00
4. Evaluation findings are regularly and effectively communicated to staff, collaborators, etc.	1	-	-	-	4.00
5. Program also collects photos and stories about program impact, etc.	1	-	-	-	4.00
6. Program identifies and shares promising practices internally, etc.	1	-	-	-	4.00
Evaluation/Measuring Outcomes MQIT Categories Only	6	-	-	-	4.00