

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



**NESC
Northeast Education Services Cooperative
Devils Lake ND**

Conducted June 17 and September 15, 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 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.

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Visit Details

MQIT Visit Date, Location and Program Staff Involved

- September 15, 2015– Devils Lake ND
 1. Julie Schuler, 21st Century Project Director NESC

Site Visit Dates, Locations and Program Staff Involved

- June 17, 2015 – Sweetwater Elementary (Devils Lake ND)
 1. Dr. Deb Follman, Elementary School Principal
- June 17, 2015 – Warwick Public School (Warwick ND)
 1. Sandy Barber, Site Coordinator
- September 15, 2015 – Tate Topa Tribal School (Fort Totten ND)
 1. Mena de la Paz, Site Coordinator

MQIT Results (Narrative)

Grant Management and Sustainability

1. NESC identifies and serves eligible students/families consistent with their grant application. Students and families benefit from an experienced and dedicated staff, community involvement, and agency partners. Staff and programs are committed to bring the afterschool program and community together to shape a learning environment which encourages students to reach their full potential and live a quality life.
2. The grantee conducts outreach to eligible participants. Each site is provided a “Family Handbook” which describes: the program mission, program vision, program goals/objectives, program site information, program cost, CCLC staff, holidays/storm day policies, release of students, visitor information, field trips, snacks, accident/illness, medications, volunteers, responsible behavior, dismissal procedures, nondiscrimination/sexual harassment statements, access to student records, technology/computer/network facilities, staff/family partnership agreements, and field trip permission forms. The handbook is updated as annually.
3. Schools also conduct outreach via: individual school newsletters, principal’s school newsletters, program brochures, school hallway posters, family night flyers, periodic structured parent/family meetings (with agendas), press releases to newspaper/radio, and the NESC and school-specific websites.
4. NESC continues to house 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 this/these individual(s) to potentially cause turmoil at the site. Further details can be found in the “Health and Safety” section of this document.
5. During the 2014-15 time period only one of the grantees’ schools did not average 10 hours or more per week.
6. Each site continues to offer a snack/socializing, math, reading, spelling, homework/tutoring, enrichment programming, recess/recreation, and computers/games. Some sites offer Reader’s Theatre, drama, art, cooking to enhance math and reading skills, keyboarding, and additional technical computer skill activities.
7. NESC’s program continues to provide numerous opportunities for parent/family activities including: Prairie Public literacy events, annual parent meetings and family fun nights (book fairs, suppers, carnivals, book walk, math/math bingo, smart board activities, legos/robotics presentations, etc.). Generally, family nights are conducted quarterly.

8. By and large all afterschool participants are transported, with the exception of Rolette. As in previous years, the grantee acknowledges that Devils Lake area transportation is a concern, in particular, distances from school to home (very rural areas). Numerous afterschool students do not reach home until after 6:15pm or later; unfortunately as in past years is out of NESC's control.
9. NESC's sites continue to meet their goals of increased numbers of students, number of regular attendees, increased partnerships, and are working toward an innovative curriculum to entice students and family involvement. The continuation of an innovative curriculum includes the ongoing training and implementation of GPS equipment, WeDo Robotics, Reader's Theater, and STEM camps, for example.
10. The grantee makes available a written sustainability plan, one which addresses issues should federal funding be discontinued or should school buildings no longer be eligible to receive funding. In particular: a 25.0 percent local donation from each site; additional resources including the national School Lunch program, transportation, and the North Dakota State University Extension Program; increased assistance from partnerships and the business community, including additional monetary contributions/materials and volunteers; and meeting and activity space.
11. NESC continues to maintain appropriate documentation for employees as evidenced by timesheets, background checks, etc. Background checks are conducted for all CCLC staff. In addition, the grantee has attended all required CCLC meetings.

Program Management

1. The grantee's organizational structure is clearly defined and provides site coordinators to supervise staff and oversee daily programming.
2. NESC staff is provided a comprehensive "Employee Handbook" which includes: program mission and vision, program goals and objectives, program information, dress code, cell phone use, active involvement, curriculum, communication, evening check-out, accident/illness policies, behavioral guidelines, staff development/evaluation, sexual harassment/non-discrimination statements, warnings/dismissal policies, and job descriptions/performance responsibilities. The handbook is updated annually.
3. Student/staff ratios for NESC schools continue to be appropriate for all program activities and meet student needs.
4. The grantee holds quarterly meetings with site coordinators and school principals. Scheduled meetings are published on the NESC website. Furthermore, individual sites hold monthly staff meetings and more frequently if necessary. Detailed agendas are provided for the meetings. Additional time is also allotted at the meetings for ad-hoc questions/discussions.
5. NESC remains committed to promote programs through numerous means including: school newsletters, daily school program/activity schedules, parent/family nights, newspaper articles, "Family Handbook", "Employee handbook", and NESC and school-specific websites.

6. The grantee has one established advisory board for each of the schools in the region; the boards meet regularly. Although the grantee acknowledged that in previous years some boards were in need of additional parents to act as members, during the 2014-15 school year this was not the situation, demonstrating the parent's interest in the program.
7. The NESC also provides a monitoring document which is reviewed during annual fall meetings of site coordinators and principals. Typically site coordinators submit monitoring documentation to the Project Director for review; the Project Director then visits each site using the monitoring document as the focus for discussion; followed by site-specific reports completed by the Project Director. The reports include specific requirements and recommendations for compliance.
8. The grantee maintains ongoing documentation of contributions by partners as evidenced by YouthServices.

Staffing and Professional Development

1. The grantee's project director and program staff are highly qualified and competent as demonstrated by their job descriptions/requirements. All new staff participates in "new staff orientation." Orientation typically includes: explanation of the program, program requirements, registration, program hours, care of materials, managing homework and specific skills, YouthServices.net training, and transportation. In addition, a "General Safety Rules" document is distributed to all staff. The rules are considered minimum safety standards for usual work conditions and must be adhered to by all employees, students, and the general public while providing and/or using services at the schools.
2. As mentioned previously, all employees must pass appropriate background checks.
3. Generally staff evaluations are conducted periodically by principals to provide them with clear feedback for continuous performance improvement. Annually the NESC Project Director conducts program site visits/evaluations, examining such areas as program attendance, staffing, leadership, fiscal management, and program planning/implementation, for example. Each written evaluation also includes staff/program commendations and recommendations for improvement.
4. In addition to the above, as in previous years, the NESC 21st Century Project Director is also evaluated on an annual basis. The written evaluation, based on a series of Likert scale ratings and areas for additional comments are completed by individual site coordinators, school principals, and the NESC Executive Director. Program areas examined include: general leadership, staff relations, cooperative procedures, student programs, public relations, and project direction/fiscal management.
5. During site visits staff were observed to be particularly sensitive to culture and language disparities. The grantee provides ongoing training relating to sensitivity of culture and language disparities.

6. NESC staff is provided handbooks and policies/procedures (“Employee Handbook”) and is aware and can explain the relationship between program goals and the activities carried out to reach the goals. NESC assesses staff training needs quarterly and provides appropriate professional development based on the results of the assessments. Professional development, for example, included brain-based learning practices and hands-on science for afterschool programs, among others. In addition, during the 2014-15 school year 27 staff, including teachers, attended/participated in the annual 21st CCLC statewide conference, while two staff attended national conferences/meetings.

Partnerships

1. NESC recruits and retains partners to address unmet needs. Partners include a variety of public, private, and governmental sector agencies. The grantee currently enjoys numerous partners including the following:
 - a. 3 M Manufacturing, Altru Clinic, ATA Martial Arts, Benson County Extension Office, Benson County Farmer’s Press,
 - b. Boys Scouts of America, Candeska Cikana Community College, Craft Yarn Council of America, Devils Lake Fire Department,
 - c. Devils Lake Park Board, Devils Lake Police Department, Farmer’s Union Oil, Good Samaritan Society, Head Start,
 - d. Heartland Care Center, Kiwanis Club, Lake Region Special Education, Lake Region State College, Lakota Community Center,
 - e. National Archery in Schools Program, NDSU Extension Office, NESC, Prairie Public Broadcasting, Relay for Life,
 - f. Rhythm Riders, Rolette Area Development, Safe Alternatives for Abused Families, Salvation Army, Spirit Lake, 4H,
 - g. Spirit Lake Casino, Spirit Lake Indian Health, Sully’s Hill Game Preserve, The Julia Group/7 Generations Foundation,
 - h. The Old Post Office Museum, Title 1 Federal Program, University of North Dakota, US Border Patrol, Warm Up America,
 - i. Warwick Church WELCA, Warwick Lutheran Church, Warwick School FACS, Warwick School FICS, Warwick School PEP,
 - j. Wiconi Ohitaka Project, Women’s Ministries-Rolette, and many individuals who contributed time and dollars.
2. The grantee continues to create and sustain partnerships between community organizations that share the goals of promoting learning and community engagement. During the 2014-15 school year various new “organizations/businesses” agreed to act as CCLC partners.
3. NESC partners are aware of the afterschool goals and objectives. The grantee collaborates/communicates regularly with partners and seeks input from them. NESC acknowledges partners via school-specific letters and newsletters informing/updating them on programs/activities and thanking them for their continued support.
4. During the 2014-15 school year the grantee did not subcontract with any individuals/organizations.

Center Operations

1. NESC application forms, program hours, schedules, locations, activities, services, etc. continue to be available and promoted through various methods, including: school-specific activity schedules, school newsletters, open houses for students/families, student/family nights, the grantee's website, and school-specific websites.
2. Standards of behavior for participants are communicated clearly and encourage parental involvement. These standards are provided in the "Family Handbook." Departures from these standards are documented and reported to the site coordinator and parent/guardian. A letter sent to the parent/guardian describes the behavior in question and asks them to discuss and correct the behavior exhibited by the participant. In addition, the Devils Lake Public Schools publishes and distributes a brochure titled "Respect for All", a respect and protect violence prevention and intervention program detailing choices, consequences, and processes for violence intervention.
3. NESC continues to promote parental involvement in decision making regarding program operations and provides activities for student families as evidenced by annual parent meetings, membership on advisory boards, Prairie Public literacy events, and family fun nights (book fairs, suppers, carnivals, book walk, math/math bingo, smart board activities, legos/robotics presentations, etc.).

Programming/Activities

1. The grantee provides a variety of evidence-based academic and enrichment programs/activities. Students participate in an array of programs/activities including math, reading, science, homework help/tutoring, technology units, arts, music, character education, and numerous recreational activities. All grades place emphasis on reading, language arts, and math. Programs are targeted and based on student need. One of the schools visited targets students using a rather unique approach; specifically by using a combination of MAP test scores, grades during day school, and teacher observation.
2. All programs/activities have an excellent schedule, flow, and duration, and are based on student needs and interests. Generally schools within the NESC begin the afterschool program at approximately 3:30pm when a snack is provided; followed by 20 minutes of physical activity; then approximately one hour or slightly more of time dedicated to math, reading, spelling homework, and enrichment activities; followed by approximately one-half hour of hands-on computer time and games. However, each school decides on daily schedules based on student and family situations. All of the grantee's schools met the mandated objective requiring that more than 65.0% of daily programming offered at each site be of high quality in the core academic areas of reading/literacy, math, science, and technology/computer.

3. NESC day school and afterschool teachers continue to collaborate/communicate verbally and via written documentation at least weekly regarding specific assistance that individual afterschool students need. The specific assistance is typically academic tutoring and/or social skill development.
4. NESC began using WeDo LEGO Education programming in 2013-14 and further developed the program in 2014-15, specifically by training staff for more effective program use. The WeDo concept helps teach in what manner technology plays an active role in the students' everyday life. The programming seems ideal for teaching various topics/subjects at primary levels including literacy, science, math, technology, and engineering. For example, science related learning processes include: working with simple machines, gears, levers, pulleys and exploring various other science topics. Targets are also provided for math, literacy, engineering, technology, and computing.
5. In addition to the above, teachers continue using GEM kits to integrate many subject areas for hands-on learning. These kits include “Secret Formulas”, “Build it Festival”, “Group Solutions”, “Mystery Festival”, and “Buzzing a Hive”, among others. Books are also available for checkout. Teachers also use “Science Club” or 2-6 week science units within the CCLC program. Zulu Science modules assist the staff in focusing on science standards. Furthermore, STEM camps are offered students, which include topics such as wind energy and forensic science, for example.
6. Many of the grantee sites employ the “Skillastics” program, an effective and simple means to execute a series of standard-based fitness and sport specific activities that encourage students, regardless of age or ability, to have a positive experience about being physically active. The program complements other afterschool activities by building pro-social competencies (collaboration, problem solving and decision making) and “readies” the brain for tutoring/academics.
7. The grantee continues to offer numerous other “hands-on” activities for students, such as: the “Your Hired” project, a team competition in which student teams use STEM along with afterschool academics to solve real present day challenges; “Art after School”; Quilts for Care Centers (service learning); and participation with the “Salvation Army Red Kettle Campaign” (service learning); among others.
8. As in past years, the program continues to accommodate students with special needs as supported by registration/attendance records.

Health and Safety

1. NESC area school essential health and safety issues are largely attended to as required; for example: 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, and internet access (firewall, etc.). The grantee acknowledges that all appropriate staff is/will be trained

in first aid/CPR “sometime” during the school year. At least one afterschool staff trained in first aid and CPR is always present at each NESC site.

2. Fire/safety drills are conducted at all CCLC program sites during program times.
3. NESC houses programs in a safe and accessible facilities/environments (in schools). Past concerns related to individual(s) entering a school “unrecorded/ unchecked” by any day school or afterschool staff. Currently, family members/visitors of the afterschool program have access to the school by only a single entrance, one which is typically staffed by an individual who “checks-in” persons entering the school or has a controlled access feature where family members/visitors are “buzzed-in.”
4. NESC continues to update their emergency readiness plan and has provided the plan to staff/students/families. The instant alert system includes telephone calls, text messaging, e-mail, and radio broadcasts, among others, should any emergencies arise.

Evaluation/Measuring Outcomes

1. Although NESC has adopted evaluation processes collecting both qualitative and quantitative information, via the YouthServices-based teacher surveys and school advisory board feedback; the grantee did not take part in the SurveyMonkey-based partner, parent, student, and teacher survey process.
2. When results of the stakeholder surveys mentioned above are available, unfortunately they have not been fed back to respective stakeholders and/or NESC staff. Measuring such outcomes 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. A vast majority of the schools have completed entering MAP math and reading scores, however many are now using STARS as an alternative. At the time of this evaluation, none of North Dakota’s regions have received State Assessment math and reading proficiencies from the State.
4. NESC continues to collect and share site-specific stories and photos about the afterschool program’s impact on the students/families, generally in newsletters or newspaper articles. In addition to these stories/pictures, the grantee’s schools share and request promising practices internally and among the remaining seven regions in the state.

Strengths

1. NESC staff and programs are committed to bring the afterschool program and community together to shape a learning environment which encourages students to reach their full potential and live a quality life. Their organizational structure is clearly defined and provides site coordinators to supervise staff and oversee daily programming. Furthermore, the project director and program staff are highly qualified as demonstrated by their job descriptions/requirements. All new staff participates in “new staff orientation.”
2. The grantee holds quarterly meetings with site coordinators and school principals. Scheduled meetings are published on the NESC website. Furthermore, individual sites hold monthly staff meetings and more frequently if necessary. Detailed agendas are provided for the meetings. Additional time is also allotted at the meetings for ad-hoc questions/discussions.
3. Generally staff evaluations are conducted periodically by principals to provide them with clear feedback for continuous performance improvement. Annually the NESC Project Director conducts program site visits/evaluations, examining such areas as program attendance, staffing, leadership, fiscal management, and program planning/implementation, for example. In addition, the NESC 21st Century Project Director is also evaluated on an annual basis. The written evaluation are completed by individual site coordinators, school principals, and the NESC Executive Director.
4. The grantee provides a variety of evidence-based academic and enrichment programs/activities. Students participate in an array of programs/activities including math, reading, science, homework help/tutoring, technology units, arts, music, character education, and numerous recreational activities. All grades place emphasis on reading, language arts, and math. Programs are targeted and based on student need. One of the schools visited targets students using a rather unique approach; specifically by using a combination of MAP test scores, grades during day school, and teacher observation.
5. All programs/activities have an excellent schedule, flow, and duration, and are based on student needs and interests. The program also provides numerous opportunities for parent/family activities including annual parent meetings and family fun nights. Generally, family nights are conducted quarterly.
6. As in past years, NESC day school and afterschool teachers continue to collaborate/communicate verbally and via written documentation at least weekly regarding specific assistance that individual afterschool students need. The specific assistance is typically academic tutoring and/or social skill development.

7. NESC has one established advisory board for each of the schools in the region; the boards meet regularly. Although the grantee acknowledged that in previous years some boards were in need of additional parents to act as members, this was not the case during the 2014-15 school year, demonstrating the interest in the program by parents.
8. NESC continues to recruit and retain new partners to address unmet needs. Partners include a variety of public, private, and governmental sector agencies. The grantee currently enjoys numerous partners. During the 2014-15 school year various new “organizations/businesses” agreed to act as CCLC partners.
9. NCEC houses programs in a safe and accessible facilities/environments (in schools). Past concerns related to individual(s) entering a school “unrecorded/ unchecked” by any day school or afterschool staff. Family members/visitors of the afterschool program have access to the school by only a single entrance, one which is typically staffed by an individual who “checks-in” persons entering the school or has a controlled access feature where family members/visitors are “buzzed-in.”

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 NESC 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 school year.

1. Although NESC has adopted evaluation processes collecting both qualitative and quantitative information, via the YouthServices-based teacher surveys and school advisory board feedback; the grantee did not take part in the SurveyMonkey-based partner, parent, student, and teacher survey process. When results of the stakeholder surveys are made available they have not been fed back to respective stakeholders and/or NESC staff. Measuring such outcomes 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.

Table 1					
Mean Scores by Monitoring and Quality Improvement Tool (MQIT) Category					
NESC - Northeast Education Services Cooperative - Devils Lake					
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	5	1	-	-	3.83
All MQIT Categories Combined	61	1	-	-	3.98

Table 2					
Mean Scores for Grants Management and Sustainability					
by Performance Measure (Best Practice)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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)					
NESC - Northeast Education Services Cooperative - Devils Lake					
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	-	-	3.00
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	5	1	-	-	3.83