

**21st Century Community Learning Center
Site Evaluations
2017-2018 School Year**



**RASP
Regional Afterschool Program
Dickinson ND**

Conducted September 26-27, 2018

**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; and opportunities for improvement and associated timeframes for action. Detailed MQIT results (tabular) are available by contacting the Project Director.

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Visit Details

MQIT Visit Date, Location and Program Staff Involved

- September 27, 2018, Dickinson ND
 1. Karla Haugen, RASP Director
 2. Jessica Aparicio, RASP Director Assistant

Site Visit Dates, Locations and Program Staff Involved

- September 26, 2018 – Hebron Elementary (Hebron ND)
 1. Jennifer Hosman, Elementary School Principal and Site Coordinator
- September 27, 2017 – Heart River Elementary (Dickinson ND)
 1. Karla Haugen
- September 27, 2018 – Roosevelt Elementary (Dickinson ND)
 1. Karla Haugen

MQIT Results (Narrative)

Grant Management and Sustainability

1. RASP continues to identify and serve eligible students and their families consistent with the grant application. Students and families benefit from an experienced and dedicated staff, involved school district(s), and committed partners, among others.
2. It should be noted that effective August 3, 2018, one of the grantee's Co-Directors resigned to take a position with Dickinson Public Schools. Following the resignation, the program's former Co-Director was named Director. Furthermore, a current staff member now acts as Director Assistant to handle many of the day-to-day responsibilities. During the evaluation visit it was apparent that both were eager and dedicated to carry-on as in past years, offering experience, stability, and integrity to the program.
3. RASP and Dickinson Public Schools maintains appropriate files for employees of the program including time sheets and background check documentation.
4. Each of the region's four schools met or exceeded the requirement that each site offer services at least seven hours per week on average.
5. The grantee houses programs in safe and accessible facilities/environments. Details can be found in the "Health and Safety" section of this evaluation.
6. RASP uses various evidence-based academic and enrichment programs/activities similar to those provided by Dickinson Public Schools. These include: math, reading, science, homework help, tutoring, computer/technology, arts and crafts, keyboarding, and recreational activities. In addition, as in past years, RASP staff has access to educational services for K-12 teachers by the Dickinson Public School Multi-Media Center which include: multimedia kits, video tapes, and other resources to supplement all curricular areas. The grantee also provides parent/family programming such as a summer and winter parent/partner gathering and continues to piggyback with Dickinson Public School's extra curricula activities.
7. The program effectively addresses the transportation needs of children, in particular, summer programs (Dickinson schools only), and "special needs students" programming/activities.
8. The grantee continues to identify and conduct outreach to eligible participants in the form of school-specific newsletters, letters to parents, Facebook, online web-based RASP program information, and/or school-specific website links to the RASP website. Information includes: how to register, school sites, basic rules, behavior rules, billing, hours, rates, Director/Director Assistant contact information, parent handbook, and

daily announcements/special dates. Daily announcements are also available on the Dickinson Public Schools Facebook page. Web-based materials and Facebook pages are updated as necessary. The grantee also provides a “Reminder App” which is used to inform attendees/family of program deadlines, weather advisories, school closings, etc.

9. RASP continues to make adequate progress toward meeting goals and objectives set out in the grant application. Goals include: (1) Increase after school student success in reading and math; 70.0% of students in grades 2-5 will achieve expected growth in reading and math as measured by fall and spring NWEA Map assessments. (2) Increase family involvement in RASP by 30.0%. (3) Decrease student behavior notices by 10.0%.

10. Throughout the years several community input meetings were held involving both RASP staff, parents, and partners. Progress continues to be made to "connect" with these community stakeholders. With RASP being a well-established and acknowledged community program, discussions lean towards federal funding/sustainability. As a result, RASP continues to re-visit its sustainability plan and develop new/additional strategies to ensure sustainability of the program. These include: charging a flat rate to parents for participating students; families unable to afford program fees will be able to continue enrollment in the program via reduced rates for free/reduced students and free fees if homeless; and likely larger wage increases for RASP employees, to reward their expertise and dedication, and attract additional staff in an area with low employment rates.

Program Management

1. The grantee’s organizational structure continues to be well defined and provides for a RASP Director and Director Assistant located in Dickinson; site coordinators in Hebron and Beach; lead supervisors, one at each of the grantee’s four sites; and tutors, located at the Roosevelt and Heart River schools in Dickinson and at Lincoln Elementary in Beach. RASP provides afterschool staff with an excellent “Employee Handbook”, which addresses: the RASP philosophy, contact lists, time off policies, time sheets, dress code policies, active involvement, communication, confidentiality, teamwork, accidents/illness, behavioral guidelines, staff development, employee evaluation, cell phone policy, and employee expectations. The handbook is updated as needed.

2. Program staff continue to maintain communication and collaboration with school-day personnel, administrators, school boards, and districts on an ongoing basis. Furthermore, the RASP Director conducts two meetings per month, one with lead supervisors and one with all supervisors.

3. Student/staff ratios are appropriate for all program activities. The number of students at each school is not capped.

4. The grantee promotes their programs through numerous means including: the “Student/Parent Handbook”, school-specific newsletters, letters to parents, the RASP website, school-specific links to the RASP website, parent/family programming such as Lights on After School, Welcome to Summer (summer program kickoff), Turkey Bingo, and other parent/partner gatherings which piggyback with Dickinson Public School’s

extra curricula activities. In addition, local media such 105.7 (The Mix) and KXDI-TV occasionally provide free advertising/promotion for the afterschool program.

5. The grantee documents all in-kind contributions such as: office space, furniture, computers, printers, software, internet, etc., to offer a more detailed representation of actual support provided the afterschool program.
6. Over the past number of years, the grantee lacked an advisory board(s), one(s) typically comprised of parents, students, community member at large, and partners, to provide advice and feedback. During the 2017-18 school year, however, the RASP program established an advisory board comprised of the Vice-Superintendent of the Dickinson Public Schools, various Dickinson Public School staff, Dickinson Public School Board members, RASP staff, partners, parents, “outside” community members, and family members of students with “special needs.”

Staffing and Professional Development

1. The grantee’s program staff is experienced as evidenced by their job descriptions/requirements, years of service with RASP, educational backgrounds, and site visits. All staff is required to pass appropriate background checks, with staff evaluations conducted quarterly by the Director. Every RASP employ must re-apply for a program position at the end of the school year. During the site visits staff were observed to be particularly sensitive to culture and language disparities.
2. RASP employees are aware and can explain the relationship between program goals and the policies, procedures, and activities which need to be carried out to attain their goals. Staff use the employee and parent handbooks as a framework for program policies, procedures, and stakeholder interactions.
3. RASP continues to assess training needs when necessary and provide relevant training/professional development; for example, supervisory training relating to autism spectrum and behavior strategies, reading training sessions, first aid/CPR, and various afterschool related in-state conferences. During the 2017-18 school year, two staff attended the statewide CCLC conference in Fargo.
4. The grantee continues to do an exceptional job in seeking and employing afterschool teachers. Typically, day teachers, college students, and high school students are drawn on for staffing. RASP has an excellent working relationship with both Dickinson State University (DSU) and Dickinson High School. A large number of the grantee’s staff attends DSU.

Partnerships

1. Prior to the 2012-13 school year RASP partners, comprised of public, private, and governmental sector agencies, were aware of the program’s goals and how their support plays a role in attaining those goals. However, that awareness seemed to diminish, in part, as a result of a lack of

communication with them. During the last three to four years communications with partners was re-established to a similar level experienced during earlier time-periods. A majority of that rebuilding was a result of the previous Co-directors, current Director and Director Assistant, and the staff's dedication to the afterschool program.

2. During 2017-18 the grantee continued to make every effort to retain established partners and recruit new ones. Current partnerships include: Dickinson Dinosaur Museum; Dickinson Public Library; and West Dakota Parent & Family Resource Center/Partners in Parenting (a sub-contractor who provides training relating to supervisors regarding the autism spectrum and behavior strategies); Conoco Phillips Gas Petroleum; Dakota Community Bank and Trust; Veritas (drilling company); and local media such 105.7 (The Mix), and KXDI-TV which on occasion provides free advertising/promotion for the afterschool program.
3. Generally, the grantee meets with partners annually (late winter/early spring) for a "Parents and Partners Luncheon" while maintaining ongoing communication with them.
4. Although rather limited, the grantee enters into formal agreements with subcontractors, typically those that provide training sessions.

Center Operations

1. The grantees' program hours, schedules, locations, and standards of behavior are readily available and promoted by means such as brochures, newsletters, and online web-based information. The RASP website includes: parent information/registration, school locations, staff, contact information/office hours, handbooks, calendars, quarterly newsletters, and announcements, etc.
2. The grantee makes available a "Student/Parent Handbook." The handbook includes: RASP mission statement; statement of goals for students, parents, and staff; program policies, procedures, and responsibilities for parents and students; behavior policies; consequences; run-away policy; billing; clothing; emergency care; illness; items from home; snack; termination of services; arrival and pick up; attendance; time clock; child registration form; and responsibility contract, one which must be signed by the parent and RASP staff. The handbook is available online and updated as needed.
3. Standards of behavior continue to be communicated clearly and encourage parental involvement. Departures from these standards are documented on "Behavior Notices" (grades K-5) and require parental review and signature.
4. As mentioned previously, the grantee provided parent/family programming such as summer field trips, (gardening, etc.) and winter (the RASP Winter Festival) parent/partner gathering, among others. In addition, they continue to piggyback with Dickinson Public School's extra curricula activities.

Programming/Activities

1. RASP continues to provide a variety of evidence-based academic and enrichment programs/activities including: academic enrichment learning programs, academic improvement/remediation programs, mentoring, supplemental educational services, recreational activities, tutoring/homework help, programs that promote parental involvement and family literacy, and expanded library materials/hours. During the 2016-17 school year, “Every Monday Matters” (EMM) was incorporated into the RASP program. EMM creates and delivers programs that inspire people to understand how much they matter and empower them to get involved and make a difference, one Monday, one action at a time. Each year EMM recognizes 12 monthly themes which appears the world could use a little improvement in, such as health, the environment, being happier, etc. Clear-cut themes are outlined monthly, with weekly Monday activities designed to facilitate the individuals experience with and connection to the monthly theme. The EMM concept remained an integral component of the RASP program during the 2017-18 school year.
2. Programming/activities continue to exhibit appropriate schedules, flows, and durations, and remained based on student needs and interests.
3. During the 2017-18 school-year all RASP sites met the mandated objective requiring more than 65.0% of daily programming at each site be of high quality in the core academic areas of reading/literacy, math, science, technology/computer, and arts/music. As stated before, all the region’s sites met the requirement that each offer services at least seven hours per week on average.
4. The grantee conducted CCLC-funded summer school programs and activities at Prairie Rose Elementary in Dickinson during June 5 through August 10, 2018, Monday through Friday from 7:30am to 6:15pm. Programs and activities were similar to those conducted during the regular school year.
5. The program continues to accommodate students with special needs as evidenced by the registration/attendance records and site visits.

Health and Safety

1. Health and safety issues are attended to in an effective manner. Examples include: daily nutritional snacks, addressing unique health issues (such as allergies), clearly defined pick-up procedures and who is allowed to pick-up participants, emergency contact information and readiness plans, fire/safety drills during the after school program, and internet access. Family members/visitors of all RASP sites have access to the school by only a single entrance, one which is typically staffed by an individual (doorman concept) who “checks in” persons entering the school or has a controlled access feature where family members/visitors are “buzzed-in.”
2. Each RASP site has an emergency kit for its program. The kit contains items such as: pens, name tags, a student list, first aid items, etc. When fire/safety/emergency drills are conducted, supervisor(s) are required to carry the emergency kit with them as they exit the site (school).

3. Although a majority of appropriate Dickinson RASP staff are certified in first aid and CPR, not all are presently certified. Each of the grantee's four sites have at least one certified first aid/CPR staff member accessible during the afterschool program. Furthermore, several staff have completed training regarding the "Medication Administration in the School Setting" program, allowing them to administer certain medications.
4. In addition to previously mentioned safety/security matters, one site took part in "AliCE" training (alert, lockdown, inform, counter, evacuate), instruction which educates staff/students in various drill scenarios regarding preparedness for active shooter situations. The site also installed "Nightlock" door barricade devices to further enhance safety/security. The site and training/safety devices was acknowledged by the County Sheriff's Office as "being ahead in securing their classrooms." Moreover, community law enforcement is aware that afterschool programs are in session before and/or after the regular school-day starts/finishes, should any safety/security issues arise.

Evaluation/Measuring Outcomes

1. RASP has adopted certain evaluation processes gathering both qualitative and quantitative information via YouthServices and SurveyMonkey-based surveys. YouthServices-based teacher surveys were conducted at three of four of the RASP sites. In addition, regarding SurveyMonkey-based surveys: teachers responded at three of the four sites; parent surveys at all sites; and student surveys at three of the four sites. Unfortunately, no partners responded to the partner surveys.
2. The grantee plans to design a flyer that summarizes survey results, sharing those with appropriate stakeholders (staff, teachers, parents, and students, among others). This information will provide 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. The grantee continues to collect and share site-specific stories and photos about the afterschool program's impact on the students/families, generally in newsletters.

Strengths

1. RASP identifies and serves eligible students and their families consistent with the grant application. Both students and families benefit from an experienced and dedicated staff, involved school district(s), and committed partners, among others.
2. The grantee's organizational structure continues to be well defined and provides for a RASP Director and Director Assistant located in Dickinson; site coordinators in Hebron and Beach; lead supervisors, one at each of the grantee's four sites; and tutors, located at the Roosevelt and Heart River schools in Dickinson and at Lincoln Elementary school in Beach. RASP provides afterschool staff with an excellent "Employee Handbook." All staff is required to pass appropriate background checks, with staff evaluations conducted quarterly.
3. As in past years, program staff continue to maintain communication and collaboration with school-day personnel, administrators, school boards, and districts on an ongoing basis. Furthermore, the RASP Director holds two meetings per month, one with lead supervisors and one with all supervisors.
4. RASP uses various evidence-based academic and enrichment programs/activities similar to those provided by Dickinson Public Schools, including: math, reading, science, homework help, tutoring, computer/technology, arts/crafts, keyboarding, and recreational activities. In addition, as in past years, RASP staff has access to educational services for K-12 teachers by the Dickinson Public School Multi-Media Center which include: multimedia kits, video tapes, and other resources to supplement all curricular areas. The grantee also provides parent/family programming such as a summer and winter parent/partner gathering and continues to piggyback with Dickinson Public School's extra curricula activities.
5. The grantee identifies and conducts outreach to eligible participants in the form of school-specific newsletters, letters to parents, online web-based RASP program information, and/or school-specific website links to the RASP website. Information includes: how to register, school sites, basic rules, behavior rules, billing, hours, rates, director contact information, parent handbook, and daily announcements/special dates. Daily announcements are also available on the Dickinson Public Schools Facebook page. The grantee also provides a "Reminder App" which is used to inform attendees/family of program deadlines, weather advisories, school closings, etc.
6. The RASP program provides an advisory board comprised of the Vice-Superintendent of the Dickinson Public Schools, various Dickinson Public School staff, Dickinson Public School Board members, RASP staff, partners, parents, "outside" community members, and family members of students with "special needs."

7. The grantee does an excellent job in seeking and employing afterschool teachers. Generally, day teachers, college students, and high school students are drawn on for staffing. RASP has an exceptional working relationship with both DSU and Dickinson High School. A large number of the grantee's staff attends DSU.
8. RASP addresses health, safety, and security matters in an outstanding manner. For example: daily nutritional snacks, addressing unique health issues (such as allergies), clearly defined pick-up procedures and who is allowed to pick-up participants, emergency contact information and readiness plans, fire/safety drills during the afterschool program, and internet access. Family members/visitors of all RASP sites have access to the school by only a single entrance, one which is typically staffed by an individual (doorman concept) who "checks in" persons entering the school or has a controlled access feature where family members/visitors are "buzzed-in." Each site has an emergency kit for its program, which contains items such as: pens, name tags, a student list, first aid items, etc. When fire/safety/emergency drills are conducted, supervisor(s) are required to carry the emergency kit with them as they exit the site (school). Each of the grantee's four sites have at least one certified first aid/CPR staff member accessible during the afterschool program. Furthermore, several staff have completed training regarding the "Medication Administration in the School Setting" program, allowing them to administer certain medications. In addition, one site took part in "AliCE" training (alert, lockdown, inform, counter, evacuate), instruction which educates staff/students in various drill scenarios regarding preparedness for active shooter situations. The site also installed "Nightlock" door barricade devices to further enhance safety/security. Moreover, community law enforcement is aware that afterschool programs are in session before and/or after the regular school-day starts/finishes, should any safety/security issues arise.

Opportunities for Improvement and Timeframes for Action

The following recommendations are based on the information/observations provided/made during the MQIT completion and site visit phases of the RASP visit. A vast majority of these recommendations are based on 21st CCLC grant award requirements. The following should be addressed and completed during the 2018-19 school year.

1. RASP has adopted certain evaluation processes gathering both qualitative and quantitative information via YouthServices and SurveyMonkey-based surveys. The information 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. Although it may be difficult in engaging stakeholders to participate in the survey process, RASP should make every effort to do so, so all surveys are conducted, completed by the stakeholders, and that results are fed back to the staff and appropriate survey participants. In meeting with the Director and Director Assistant they indicate their plan to design a brochure/flyer that summarizes survey results, sharing those with appropriate stakeholders (staff, teachers, parents, and students, among others). Recommendations are for the grantee to finalize the brochure/flyer and share results with stakeholders within a reasonable time-period, at the latest, some point during the early 2018-19 school year.
2. Strongly consider adding Beach and Hebron stakeholders to the current advisory board or creating separate boards for each community.