

**21st Century Community Learning Center
Site Evaluations
2016-2017 School Year**



**WFPS
West Fargo Public Schools
West Fargo ND**

Conducted July 18 and October 5, 2017

**Prepared by:
Westwood Research & Statistical Services
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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; 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

- October 5, 2017 – West Fargo ND
 1. Candida Braun, Site Director

Site Visit Dates, Locations and Program Staff Involved

- July 18, 2017 – Cheney Middle School (West Fargo ND)
 1. Candida Braun, Site Director

MQIT Results (Narrative)

Grant Management and Sustainability

1. During the 2015-16 school-year West Fargo Public Schools (WFPS) received funding from the North Dakota Department of Public Instruction to provide 21st CCLC programs/activities. At present, this second-year funded program, located solely at Cheney Middle School in West Fargo, provides support and engagement for students with afterschool and summer programming.
2. The Cheney site currently partners with CHARISM to host the STEM Competitions Club (after school program), along with the STEM Academy (summer program). CHARISM is a non-profit, neighborhood center that seeks to provide outreach programs for at-risk individuals and families in the community. Further descriptions of these programs, among others, can be found in the “Programming/Activities” section of this evaluation.
3. The Cheney site continues to identify and serve eligible students and their families consistent with the grant application as evidenced by their participant list and registration forms. Furthermore, students and families benefit from an experienced and dedicated WFPS and CHARISM staff, day school teachers, mentors, partners, volunteers, and principals/administrators. These individuals are committed to provide a safe and healthy environment in which students can improve their learning and increase their skills through numerous academic and enrichment activities.
4. The grantee conducts outreach to eligible participants employing a variety of approaches including: daily school announcements; program flyers; brochures developed and handed out by teachers at parent/teacher conferences; school newsletters; mailings with report cards; Facebook; Twitter; conferencing with students via their counseling department; Cheney Middle School website; CHARISM website; West Fargo Public Schools website; along with various handbooks. More detail is provided in the “Program Management” section of this document.
5. During the 2016-17 time-period the Cheney site averaged 12.0 hours per week, or considerably more than the seven hours, on average, as required.
6. The grantee continues to provide various opportunities for student/parent/family activities such as monthly STEM family nights. Typically, these gatherings connect families with the adult education programs along with educating parents on methods to nurture STEM student career ambitions. Further descriptions of these opportunities can be found in the “Center Operations” section of this evaluation.
7. Transportation is provided by the WFPS bus service. Bus personnel log the trips and sign-in/out times to ensure accountability for the afterschool participants.
8. WFPS site goals include:

- a. Students will increase or maintain proficiency in North Dakota achievements standards;
 - b. Students will be engaged and feel supported in their learning during each session;
 - c. Students will increase ambition and aspiration for STEM careers through grades 6-8;
 - d. Teachers will produce standards-based meta-disciplinary, cultural relevant projects that are accessible and engaging for all students for each session; and
 - e. Students will demonstrate growth in the 21st century skills of collaboration, communication, critical thinking, and creativity (4 c's) during each session.
9. The grantee's "Marketing and Sustainability Plan" key elements include:
- a. Program staff will meet with community organizations to foster partnerships. One partnership will be established per quarter. STEM Academy staff will attend community events to share program activities quarterly.
 - b. 21st CCLC grant funding. Site coordinators will provide ongoing management and stewardship, fiscal oversight, and compliance with all grant guidelines.
 - c. Program fees. Fee structures for beyond year three will be explored and discussed with community stakeholders annually.
 - d. School district funding. Contributions from the school district and leveraging in kind resources will be explored. Budget requests will be justified along with outcome data from the annual report.
 - e. USDA reimbursable meals/snacks. Cheney 21st CCLC coordinators are to meet West Fargo food service representatives and will continue to meet biannually to meet nutritional requirements during the program.
 - f. Scholarship funding stream. A scholarship fund will be developed and one partnership per year will be sought out to provide scholarships for low income participants beyond the timeline of the 21st CCLC grant.
 - g. Marketing strategy. Utilizing the marketing strategy developed with SUNDOG (marketing firm), the grantee will reach out to stakeholders with targeted messages. The grantee will increase social media presence and followers by 20 people quarterly utilizing Twitter. Community service learning will enhance visibility and provide a quality reputation within the community. Development of a monthly blog will update stakeholders on activities and celebrations.
 - h. Parents and students. Quarterly advisory meetings will be held at Cheney Middle School. Food will be provided as an incentive for attendance. Advisory communication of program outcomes to parents and students and opportunity for input.
 - i. WFPS administrators. Program evaluations will be conducted annually and shared with school district administration and Cheney 21st CCLC partners.
10. In addition to the "Marketing and Sustainability Plan", the grantee continues to benefit from the "STEM Academy Marketing Plan" developed by SUNDOG. The plan addresses program goals and objectives, strengths and opportunities for improvement, along with recommendations to be carried-out throughout the years.
11. The Cheney site works in collaboration with various partners. Further detail is provided in the "Partnerships" section of this document.

12. The grantee offers their program in safe and accessible facility/environment. A secured entrance is in place at the Cheney site. Details can be found in the “Health and Safety” section of this evaluation.

Program Management

1. The grantee’s organizational structure is a collaborative partnership which includes a Cheney 21st CCLC Site Director responsible for overseeing and managing all operations of the afterschool STEM Competitions Club and the STEM Academy summer program. As a collaborating partner, CHARISM provides a STEM Program Coordinator, STEM Competition Club Coach and/or STEM Academy Coach, along with various lead teachers, mentors, and volunteers.
2. WFPS maintains relevant employee documentation as substantiated by timesheets, background checks, etc., at CHARISM’s main office located in Fargo or at Cheney Middle School in West Fargo.
3. As indicated previously, the grantee conducts outreach to eligible participants employing a variety of approaches including: daily school announcements; detailed daily schedules; program flyers; brochures developed and handed out by teachers at parent/teacher conferences; school newsletters; mailings with report cards; Facebook; Twitter; conferencing with students via their counseling department; the Cheney Middle School website; the CHARISM website; and the West Fargo Public Schools website. Any requests/questions regarding the program are personally addressed by the WFPS Site Director. The Site Director also emails parents with appropriate links to brochures, registration forms, etc.; the information is also available to students via Office 360, which all students have accounts/access. Furthermore, various guides are provided the Cheney site staff. These detailed handbooks include: the “Cheney Middle School Student Handbook”; “Cheney Middle School Teachers Handbook”; “CHARISM Mentor Handbook - Youth Program Operations, Plans & Policies Manual”; “CHARISM Volunteer Handbook”; and the “CHARISM Youth Programs Parent Information Handbook.”
4. Student/staff ratios for Cheney is appropriate for all program activities and meet student needs. It should be noted that the number of attendees during the 2016-17 schoolyear increased dramatically from the previous time-period.
5. As during the previous schoolyear, the WFPS Site Director and STEM Program Coordinator typically meet weekly before STEM Competition Club programming to discuss any afterschool program matters. Furthermore, the WFPS Site Director and STEM Academy staff meet monthly (prior to the summer STEM Academy programming) to focus on topics relevant to the program. Communication/collaboration between day school teachers, afterschool teachers, school administration, and CHARISM staff is ongoing, benefiting both the student and program. WFPS stipulates communications/collaborations among principals, teachers, site coordinators, and students at the site be a priority, resulting in improved outcomes. Periodically, or as the need arises, the CHARISM Executive Director, WFPS Site Director, and STEM Program Coordinator meet to discuss pertinent subject matters.

6. The grantee encourages involvement in decision making regarding program operations as evidenced by periodic advisory committee meetings. The purpose of the committee is to strengthen, advise, assist, support, and advocate for STEM learning, curricular programs, and career pathways. Typically, the advisory committee assesses and provides feedback regarding the STEM program and pathways. Committee suggestions are designed to improve and assist students and educators with STEM learning. Specific activities include communicating programs to stakeholders, serving on presentation review panels, and assisting in developing business partnerships. Furthermore, they promote STEM learning opportunities throughout the community. Promotion or marketing include identifying industry and community resources, talking to legislators, or presenting at parent or public meetings. The committee is comprised of students, teachers, parents, counselors, and administration.
7. The WFPS's program maintains ongoing documentation of contributions by partners as supported by information provided in partner-specific MOU's and/or Statements of Work.
8. The grantee participated in nearly all monthly phone conferences with the North Dakota Department of Public Instruction's 21st CCLC Program Administrator/Regional Directors. Furthermore, the WFPS Site Director attended the statewide annual CCLC conference held in Fargo during August. In addition to the above, the WFPS Site Director and STEM Program Coordinator attended a national conference in San Diego California during the 2016-17 school year. Topics included: learning cycles and measures for continuous improvement; systematic improvement of core practices; rapid prototyping design challenges; engaging the community in internships, PBL, and deeper learning; and improvement science, among others. Conference attendees also had the opportunity to participate in student-led tours, classroom observations, panel discussions, and exhibitions, etc.

Staffing and Professional Development

1. The grantee's Site Director and program staff are highly qualified, knowledgeable, and experienced as substantiated by their job descriptions/requirements. Upon hire, employees participate in an orientation meeting with the Site Director to review the "Youth Program Operations, Plans & Policies Manual" and the "Cheney Middle School Teacher Handbook." Employees are responsible for understanding the information discussed and to maintain satisfactory work throughout employment. Prior to starting work, staff and volunteers are expected to attend group orientation and trainings held before each semester of the afterschool and summer programming. Employees are required to attend these orientation sessions the dates of which are provided upon offer of employment, before they are permitted to begin work with the children. Orientation includes, but not limited to: emergency, health, fire, and safety procedures; the importance of handwashing, sanitation, and hygiene procedures; any special health or nutrition problems of the children enrolled in the program; any special needs of the children enrolled in the program; the planned activities of the program; rules and policies of the program; child abuse and neglect reporting laws; complete and pass online mandatory reporter training; complete CPR and first aid training (volunteers exempt); and complete a basic course relating to childcare.
2. Mentors and employees working within the CCLC program complete a minimum of 10 hours of training/professional development annually. The training must be approved by the Site Director and can be completed face-to-face or online. Professional logs are kept on file at CHARISM's

main office or at Cheney Middle School. In addition, staff is offered numerous professional development opportunities such as national and state conferences and meetings/training such as the state CCLC summer conference.

3. The grantee assesses staff training needs periodically and conducts professional development training regarding curriculum on a periodic basis. Training needs, in part, are assessed via a “Professional Development Needs Assessment Survey”, focusing on preferred presentation formats, topics, and best timeframes for such training.
4. All employees are required to pass appropriate background checks. Job duties and responsibilities are well-defined for each position with staff evaluations conducted periodically to provide WFPS/CHARISM with clear feedback for continuous performance improvement.
5. Throughout the site visit staff was observed to be extremely sensitive to culture and language disparities. The “Cheney Middle School Student Handbook” includes detailed statements regarding sensitivity to demographic differences.

Partnerships

1. Partnerships enhanced WFPS’s ability to address both 21st Century Skills and STEM education. During the 2016-17 school year the program again contracted, via MOU, with CHARISM. Other partners included: Aerospace Studies Center at the University of North Dakota (“Mission to Mars” program), Emerging Prairie (entrepreneurship/good business practices), Hjemkomst Heritage Center (community history/culture/traditions - located in Moorhead Minnesota), North Dakota Petroleum Council (oil pipelines), North Dakota Department of Health (diseases/viruses), and SUND OG Marketing and Advertising (scientific-related myths), among others. It should be noted that one of the program’s sustainability plan goals is to establish one additional partnership per quarter.
2. The grantee’s leadership has by all accounts taken advantage of the opportunity to establish partnerships for the continued viability of the program., via a commitment to provide dollars to sustain professional development for Cheney 21st CCLC teachers.
3. In addition to WFPS leadership’s commitment, as in the past year, SUND OG’s “Marketing Plan” recommends STEM Academy partnership opportunities should continue to include an array of local businesses, specifically targeting those in STEM fields, many who already have a relationship with STEM Academy. These are likely to be the most important target audience with respect to donations, in terms of dollars, space, supplies, technology, etc., all necessary to permit the STEM Academy to move forward. Businesses however, must understand that it also an opportunity to partner with educational efforts in the community, not only by providing necessary tangible resource, but equipping students with necessary skills to excel in their education and career path. Typically, these businesses will consider donating, seeing as they believe in helping prepare students for the future and desire to provide local companies with skilled and able employees.

Center Operations

1. STEM Competitions Club’s programming runs throughout the regular school year, Monday through Thursday from 3 to 5pm. The programs help students meet/exceed state and local education standards in core academic areas such as reading and math, offers students a broad array of enrichment activities that complement their regular academic programs, and offers various educational services to their families.
2. Information regarding Cheney’s STEM Competitions Club can be found on the Cheney Middle School website. “STEM Competition Club” should be entered in the Search-tab or via a rather lengthy tab-step approach (Programs-Activities-Clubs & Organizations-STEM Competition Club tabs). At the STEM Competition Club tab, information such as announcements, schedules, program information, and forms can be found. Additional STEM Competitions Club and STEM Academy information can also be found in the Cheney website (About Us-School Publications-Newsletters tabs). Furthermore, a brief statement regarding the STEM Academy is also available on the CHARISM website (“CHARISM Program Guide” should be entered in the Search-tab).
3. The grantee promotes the programs employing various methods including: daily school announcements; detailed daily schedules; program flyers; brochures developed and handed out by teachers at parent/teacher conferences; school newsletters; mailings with report cards; Facebook; Twitter; conferencing with students via their counseling department; the Cheney Middle School website; the CHARISM website; and the West Fargo Public Schools website. Furthermore, any requests/questions regarding the program are personally addressed by the WFPS Site Director. The Director also emails parents with appropriate links to brochures, registration forms, etc.; the information is also available to students via Office 360, which all students have accounts/access.
4. The grantee’s standards of behavior for participants are communicated clearly and encourage parental involvement and are based school policy as detailed in the “Cheney Middle School Handbook” Specifically, West Fargo Middle schools use a behavior expectations program which teaches personal responsibility, rigor, relationships and respect, the 4 R’s. The goal of the program is to promote a safe and caring environment where all students are taught the difference between appropriate and inappropriate behavior. The behaviors are classified as either minor or major infractions. Typically, teachers address minor behaviors, and most major behaviors require administrative intervention. Not all major behaviors require an immediate office visit. Teachers’ discretion is respected, as all situations are unique. Students are expected to demonstrate appropriate behaviors aligned to the 4 R’s. If a student makes a poor choice the student will be expected to take responsibility for the action. The teacher or adult will address the expectation by redirecting, re-teaching and/or clarifying the expectation. A teacher assigned consequence may be issued. If the behavior continues, the teacher will seek additional supports and will document the behavior using the “Behavior Referral Form.” An administrator will be involved if the problem persists or a major infraction occurs. Many behaviors classified as major infractions are inappropriate for school and can be a violation of state law, district/school policy, and do not support a safe environment. When a student engages in a major infraction it will require involvement by the school administrators, parent(s) or guardian(s), and possibly legal authority.

5. The grantee's program encourages parental involvement in decision making regarding program operations and provides activities for student families as evidenced by their plan to conduct parent advisory meetings, key stakeholder quarterly meetings, and conversations/communications with families and students regarding program outcomes. Such program outcomes, for example, included two STEM Academy Community Exhibitions held in June and July of 2017. These exhibitions illustrate projects STEM Academy students and teachers have created, such as: "Become an entrepreneur as you learn about what it takes to run your very own cupcake bakery"; "Step into the shoes of a Martian explorer as you experience student habitat designs for successfully living on planet Mars"; "Experience a variety of cultures as you learn about the traditions of places around the world"; "Become a scientist and learn about myths students have been studying and find out if the myths can or cannot be busted"; "Step into the shoes of an engineer while you experience student designs for a leak-proof oil pipeline specific to North Dakota"; and "Experience a zombie apocalypse through the eyes of the students as you learn about their survival through their documented journey", among others.

Programming/Activities

1. The grantee's programs reflect the goals and mission of the program and needs/interests of the students. All programs/activities follow an appropriate schedule, flow, and duration. Academic programs/activities are age/grade appropriate and include a wide variety of subject matters. In addition, the site provides time for socialization/snack and recreation.
2. During the 2016-17 school year, Cheney Middle School partnered with CHARISM to host a STEM Competitions Club. The STEM competitions hosted included:
 - a. The Innovative App Challenge (Verizon App Challenge), one in which students propose solutions to real problems in their community. For example: students use the engineering design process to brainstorm and choose a problem in their community; identify a specific problem their team can address; use the scientific inquiry by using scientific practices or the engineering design process to come up with their solution to their community problem by creating an app concept for others to use; and submit their app concept entry.
 - b. The SeaPerch mission, an innovative underwater robotics program that equips teachers and students with the resources they need to build an underwater Remotely Operated Vehicle (ROV) in an in-school or out-of-school setting. Students build the ROV from a kit comprised of low-cost, easily accessible parts, following a curriculum that teaches basic engineering and science concepts with a marine engineering theme. The SeaPerch Program provides students with the opportunity to learn about robotics, engineering, science, and mathematics (STEM) while building an underwater ROV as part of a science and engineering technology curriculum. Throughout the project, students learned engineering concepts, problem solving, teamwork, and technical applications.

- c. The STEM Video Game Challenge, a challenge for students in grades 5-8, where teams (up to four students) or an individual will design their video game based on three criteria, namely, the extent to which the game keeps players fully engaged, the uniqueness of the game concept, and clarity of game play goals, balance of challenges and rewards, and feedback to the player.
3. The STEM Academy portion of the project engages and empowers teachers, leaders, and students in an ongoing and meaningful process of educational innovation. The focus of the STEM Academy includes the use of the engineering design process, the infusion of 21st century skills to solve real-world problems, and the empowerment of teacher leaders capable of delivering 21st century content. Students attending the STEM Academy leave with the competencies and disposition to move toward their desired career. As mentioned previously, during the 2016-17 school year numerous STEM Academy sessions were conducted, including: “Mission to Mars”, “Discover your Recipe for Success”, “This is your Culture”, “Conquer the Crude”, “Infected! Surviving the Zombie Apocalypse” and “Mythbusters.” These sessions involved guest speakers and hands-on participation by the students.
4. The grantee is committed to provide a variety of evidence-based academic and enrichment programs/activities. For example, of the total student hours reported for the 2016-17 school-year, 15.0% related to art/music; 12.8% cultural/social studies; 3.5% entrepreneurial; 1.9% health/nutrition; and 16.7% in each of the areas of math, science, reading/literacy, and technology/computer. Most programming tends to be STEM driven.
5. Regarding daily programming, Cheney met the mandated objective requiring that more than 65.0% be of high quality in the core academic areas of reading/literacy, math, science, technology/computer, and art/music.
6. The program accommodates students with special needs whether developmental, social, or physical needs. The program ensures that staff members responsible for caring for or teaching children receive proper instructions as to the nature of the child’s special needs and potential for growth and development. However, it will not be able to make special medical accommodations for youth that require a higher level of care, this will be arranged in part by the family.

Health and Safety

1. The Cheney site’s essential health and safety issues continue to be attended to as required, such as: daily nutritional snacks; clearly defined procedures for participant pick-ups; emergency contact information; internet access (firewall, etc.); emergency, health, fire, and safety procedures; the importance of handwashing, sanitation, and hygiene procedures; addressing any special health or nutrition problems, such as food allergies; any special needs of the students; child abuse and neglect; CPR and first aid training (volunteers exempt); and completion of a basic childcare course; among others.
2. Furthermore, Cheney conducts fire/safety drills frequently/periodically.

3. As mentioned previously, the grantee houses programs in safe and accessible facility/environment. 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 and/or has a controlled access feature where family members/visitors are “buzzed-in.”

Evaluation/Measuring Outcomes

1. The grantee has adopted evaluation processes collecting both qualitative and quantitative information, via statewide partner, parent, student, teacher surveys, etc. Specifically;
 - a. Student’s Attitude to STEM survey;
 - b. Tripod’s 7C’s framework of effective teaching and associated survey measures which capture essential elements of instructional practice. Student-completed surveys, which includes pre-post-test results.
 - c. Tripod – Actionable Student Feedback Promoting Excellence in Education and Learning survey; and
 - d. NYSAN Quality Self-Assessment Tool to Improve Program Quality.

Each of these surveys/self-assessments were conducted during the 2016-17 school-year. Results were fed back to the appropriate stakeholders.

2. Unfortunately, no YouthServices-based teacher surveys or SurveyMonkey-based teacher, parent, and partner surveys were conducted/reported. Results of surveys/assessments such as these 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. All State Assessment math and reading proficiencies have been recorded into YouthServices. Typically, these scores are used as means to measure yearly improvement in math and reading.
4. The grantee collects and shares specific stories and photos about the after-school program’s impact on the students/families, generally in newsletters, the CHARISM website, and storyboards at various schools. Furthermore, the grantee’s site shares and requests promising practices internally and among the remaining regions in the state.
5. As a means to record many of the CCLC related program documents and assist the CCLC State Evaluator in the regional evaluation process, Cheney 21st CCLC makes available a dedicated Google drive, systematically organized by quality improvement categories, identical to those found in the Monitoring and Quality Improvement Tool (MQIT).

Strengths

1. Students and families benefit from an experienced and dedicated WFPS and CHARISM staff, day school teachers, mentors, partners, volunteers, and principals/administrators. These individuals are committed to provide a safe and healthy environment in which students have the opportunity to improve their learning and increase their skills through numerous academic and enrichment activities.
2. The grantee's Site Director/staff and CHARISM program personnel are highly qualified, knowledgeable, and experienced. Upon hire, employees participate in orientation meetings; employees are responsible for understanding the information discussed and required to maintain satisfactory work throughout employment.
3. The grantee's programs reflect the goals and mission of the program and needs/interests of the students. All programs/activities follow an appropriate schedule, flow, and duration. Academic programs/activities are age/grade appropriate and include a wide variety of subject matters. In addition, the site provides time for socialization/snack and recreation.
4. The grantee promotes the programs using various methods including: daily school announcements; detailed daily schedules; program flyers; brochures developed and handed out by teachers at parent/teacher conferences; school newsletters; mailings with report cards; Facebook; Twitter; conferencing with students via their counseling department; the Cheney Middle School website; the CHARISM website; and the West Fargo Public Schools website. Furthermore, any requests/questions regarding the program are personally addressed by the WFPS Site Director. The Director also emails parents with appropriate links to brochures, registration forms, etc.; the information is also available to students via Office 360, which all students have accounts/access.
5. Cheney site staff is provided various comprehensive handbooks including: the "Cheney Middle School Student Handbook"; "Cheney Middle School Teachers Handbook"; "CHARISM Mentor Handbook - Youth Program Operations, Plans & Policies Manual"; "CHARISM Volunteer Handbook"; and the "CHARISM Youth Programs Parent Information Handbook."
6. The WFPS Site Director and STEM Program Coordinator typically meet weekly before STEM Competition Club programming to discuss any afterschool program matters. Furthermore, the WFPS Site Director and STEM Academy staff meet monthly (prior to the summer STEM Academy programming) to focus on topics relevant to the program. Communication/collaboration between school day teachers, afterschool teachers, school administration, and CHARISM staff is ongoing, benefiting both the student and program. WFPS stipulates communications/collaborations among principals, teachers, site coordinators, and students at the site be a priority, resulting in improved outcomes. Periodically, or as the need arises, the CHARISM Executive Director, WFPS Site Director, and STEM Program Coordinator meet to discuss pertinent subject matters.

7. During the 2016-17 school year, Cheney Middle School again partnered with CHARISM, to host a STEM Competitions Club. The hosted competitions included: The Innovative App Challenge (Verizon App Challenge), the SeaPerch mission, and the STEM Video Game Challenge. The STEM Academy portion of the project included various sessions/exhibitions such as: “Mission to Mars”, “Discover your Recipe for Success”, “This is your Culture”, “Conquer the Crude”, “Infected! Surviving the Zombie Apocalypse” and “Mythbusters.” These sessions/exhibitions involved guest speakers and hands-on participation by the students. In addition, the grantee is committed to provide a variety of other evidence-based academic and enrichment programs/activities.
8. The Cheney site’s essential health and safety issues were attended to as required, such as: daily nutritional snacks; clearly defined procedures for participant pick-ups; emergency contact information; internet access (firewall, etc.); emergency, health, fire, and safety procedures; the importance of handwashing, sanitation, and hygiene procedures; addressing any special health or nutrition problems, such as food allergies; any special needs of the students; child abuse and neglect; CPR and first aid training; and completion of a basic childcare course; and a safe and accessible facility/environment.

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 Cheney site visit. Most of these recommendations are based on 21st CCLC grant award requirements. The following should be addressed and completed during the 2017-18 regular school year.

1. Although the grantee conducts outreach and employs various excellent approaches to inform students/families about the afterschool program, it seems rather challenging to locate specific program information (STEM Competitions Club and STEM Academy) on the Cheney Middle School website. The grantee should make every effort to simplify access to such information on the Cheney website and be reminded that Region-specific evaluations be posted to the site, or other appropriate location.
2. Unfortunately, no YouthServices-based teacher surveys or SurveyMonkey-based teacher, parent, and partner surveys were conducted/reported. Results of surveys/assessments such as these 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. The grantee should make every attempt to conduct and feed-back results to stakeholders regarding all YouthServices and SurveyMonkey-based surveys.