



ROB S. SAXTON  
Deputy Superintendent of Public Instruction

February 28, 2013

A.J. Grauer, Superintendent  
Sheridan School District  
435 S Bridge St  
Sheridan, OR 97378

Dear Superintendent Grauer:

Enclosed please find the staff report from our Title IV-B, 21<sup>st</sup> Century Community Learning Centers review of the Sheridan School District. The review was part of the regular monitoring required by Oregon's participation in the Elementary and Secondary Education Act (ESEA). The Oregon Department of Education (ODE) recognizes the efforts underway to ensure Sheridan School District's compliance with ESEA.

The report does not have any Title IV-B, 21<sup>st</sup> Century Community Learning Center program findings that require response or action by the district. I personally want to thank the district staff who participated in the review process for their dedication and diligence in designing services that improve basic programs for the students who are most in need in the district.

We look forward to continuing our partnership with the district. If you have any further questions or concerns, please contact Pete Ready at [pete.ready@state.or.us](mailto:pete.ready@state.or.us) or 503- 947-5785.

Sincerely,

Tryna Luton, Director  
Office of Educational Improvement & Innovation  
(503) 947-5922  
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Enclosure



## Oregon 21<sup>st</sup> Century Community Learning Centers

### Desk Audit Tool

Date: February 27, 2013	Grantee Name: Sheridan School District (SSD)	Year # 4
Program Contact: A.J. Grauer, Superintendent of Sheridan Schools		
Date of Desk Audit: February 21, 2013		
Personnel Interviewed: A.J. Grauer, Superintendent of Schools; Kim Butt, Sheridan High School (SHS) Teacher; Michael Goetz, Faulconer-Chapman (FC), KG-8 Site Coordinator; Bobbi Kidd, Faulconer-Chapman, KG-8 Instructor; Marty Hofenbredl, SHS Instructor		

#### Areas Requiring Corrective Action(s)

*The checked areas below do not contain a finding for which there is a required action. The report may offer recommendations to assist you in addressing an identified challenge, question or a topic discussed during the visit. In this case no response is required.*

- Needs & Resources
- Partnerships
- Program Design

- Management & Staffing
- Program Evaluation
- Fiscal Compliance

#### NEEDS & RESOURCES

Law Reference	Criteria	Comments
4204(b) (2)(i)	<p><b>Needs Assessment:</b></p> <p>Is there evidence of an evaluation of community needs and available resources for the community learning center and a description of how the program is addressing those needs (including the needs of working families)?</p>	<p><b>Comments: No Finding.</b> Sheridan SD, in its originally approved application &amp; regularly since, utilizes specific community needs assessment data &amp; available objective data resources including: state assessment results, attendance reports, local economic statistics plus accompanying factors: need for high school credit recovery, low literacy &amp; math performance, lack of Kindergarten readiness, adolescent risk behavior, lack of access to services/programs/child care. <b>FC &amp; SHS:</b> The After School Advisory Council uses student academic data from formative assessments (OAKS, DIEBELS, AIMSWEB), teacher assessments &amp; student grade reports and surveys. Afterschool staff &amp; SSD administrators have input in afterschool content &amp; schedule. Parents give input about program operations in parent showcases at the end of each 6 week session. Parent, student, &amp; staff surveys at the end of each school year provide feedback on program effectiveness and suggestions for future program improvements. Before School programs in Math &amp; Reading rely on DIBELS &amp; AIMSWEB for student assessment &amp; progress monitoring. 21<sup>st</sup> CCLC program activities and services are aligned to address priority needs with the input of students &amp; parents.</p>
4205(b) (1)(A)	<p>Is the needs assessment based upon objective data?</p>	<p><b>Comments: No Finding. FC &amp; SHS:</b> Programs recruit students via Parent Newsletters &amp; flyers are distributed at school registration &amp; mailings go to all students. Students meeting program priorities also receive phone call invitations. Teachers make referrals to building Principals who either refer or invite students to the program for specific academic needs. The community at large receives information by local newspaper &amp; local cable channel. The Before School program selects &amp; invites students by letter &amp; phone calls based on teacher &amp; principal referral.</p>
4204(b) (2)(f)	<p><b>Recruitment:</b> Is there evidence that program primarily targets students who attend schools eligible for school-wide programs and the families of such students? (How are students selected and retained?) (Is there a waiting list?) (How are students involved in planning?)</p>	<p><b>Comments: No Finding. FC &amp; SHS:</b> Programs recruit students via Parent Newsletters &amp; flyers are distributed at school registration &amp; mailings go to all students. Students meeting program priorities also receive phone call invitations. Teachers make referrals to building Principals who either refer or invite students to the program for specific academic needs. The community at large receives information by local newspaper &amp; local cable channel. The Before School program selects &amp; invites students by letter &amp; phone calls based on teacher &amp; principal referral.</p>

4204 (b) (2)(1)	<b>Attendance:</b> Is the program serving the number of students indicated in approved grant application? (What is the regular attendance?) (Staff: student ratio)	<b>Comments: No Finding. FC &amp; SHS:</b> FC: Grades K-8, Enrollment: School-657, Site-323, Before-37, After-97; Teacher: Student Ratio = Academic: 7:10, Recreation: 1:12 <b>SHS:</b> Grades 9-12, Enrollment: School-241, Site-108, Before-8, After-20; Teacher: Student Ratio = Academic: 1:10, Recreation: 1:10
4204(b) (2)(A)(iii)	<b>Dissemination:</b> Is there evidence that the information has been disseminated about the community learning center (including its location) to the community in a manner that is understandable and accessible?	<b>Comments: No Finding. FC &amp; SHS:</b> FC & SHS send newsletters & recently completed a website that includes listserv capabilities <a href="http://www.sheridaneducationfoundation.org">www.sheridaneducationfoundation.org</a> . SSD utilizes the local newspaper and the cable television community news station for special events such as parent nights and key registration dates. The program is currently developing a Facebook presence to post program & activity information.

### PARTNERSHIPS

Law Reference	Criteria	Comments
4204(b) (2)(H)	<b>Partnerships:</b> Is there evidence there is a partnership between a local educational agency, a community-based organization & another public entity or private entity?	<b>Comments: No Finding. FC &amp; SHS:</b> Key partners include = City of Sheridan, (School Resource Officer), Sheridan Education Foundation (stakeholders), White Wolf Family Martial Arts, Dual Language provider, Parent University Providers & Chess for Success.
4204(b) (2)(D)	<b>Collaboration &amp; Communication:</b> Is there evidence that the program was developed and carried out in collaboration with the schools/the students attend? How is communication between school staff and afterschool staff accomplished?	<b>Comments: No Finding. FC:</b> Communication between school staff & ASP staff occurs through e-mail & face to face: conversations about grade level work & individual student's needs. ASP staff asks school staff about students. School staff relays student information to ASP staff. With each new session, teachers receive shared enrollment rosters. Teacher & ASP staff communicates regularly. SHS: ASP & SHS staff is the same so communication is frequent. Teachers share data about academic work & individual needs. Relevant student referral information is shared weekly.
4204(b) (2)(C)	<b>Coordinated Funding:</b> Is there evidence federal, state & local programs are combined or coordinated with 21stCCLC to make most effective use of public funds?	<b>Comments: No Finding. FC:</b> The Before School program will become the responsibility of Title 1 as they move to a school-wide K-8 Title I program next school year (2013-14).
4204(b) (2)(K)	<b>Sustainability Plan:</b> Is there evidence of efforts & progress toward "a plan for how the community learning center will continue after funding under this part ends?"	<b>Comments: No Finding. SSD</b> is working closely with OregonASK and their local board to continue the mission of sustaining the afterschool program in the future.

### PROGRAM DESIGN

Law Reference	Criteria	Comments
4201(a) (1) 4205(a)	<b>Academic Activities:</b> Is there evidence that the program includes academic activities? What specifically?	<b>Comments: No Finding. FC &amp; SHS:</b> SSD provides a variety of academic options: Homework time, Credit recovery, using e2020 for credit recovery Math, ELA & Social Studies key areas.

4201(a) (2) 4205(a) 4204(a)(2) ODE RFP Pgs 16-19, incl. Att. F	<b>Enrichment Activities:</b> Is there evidence that the program includes enrichment activities as approved in the application? What specifically? What recreational activities?	<b>Comments: No Finding. Falconer Chapman:</b> Chess for Success (4-8), Outdoor Sports and Games (3-8), Arts and Crafts (K-8), Dual Language (Spanish, Japanese) (3-8), Martial Arts (K-8), Fine Arts Mini Experiences (K-8), Science Exploration (K-8), Sign Language (2-8), Modern Dance (4-8), Lego Robotics (4-8), Food Classes (4-8), Zumba (K-8), Computers (K-8). <b>Sheridan HS:</b> Chess for Success (K-12), Conditioning & PX90 (9-12), Art (9-12), Fine Arts Mini Experiences (9-12), Science Exploration (9-12), Zumba (9-12), Robotics Club (9-12), Cooking (9-12), Computers (9-12)
4201(a)(3)	<b>Family Education Activities:</b> Is there evidence that the program includes family education/literacy activities? What specifically?	<b>Comments: No Finding. FC &amp; SHS:</b> Parents & Families – benefit from the support through Parent University & support students receive to be successful in school. Afterschool staff builds relationships with parents through Parent Showcase & Afterschool Advisory Council. Goal: help Parents support their student academically & excite parents as life-long learners. SSD is encouraged to upgrade family education/literacy activities as part of its current & future efforts.
ODE RFP Pgs 5-6, 21	<b>Program Hrs/Schedule:</b> Are weekly hours consistent with approved grant application? (Required 12 hours/week, 4 days/week)	<b>Comments: Falconer Chapman:</b> 23 hours per week. <b>Sheridan HS:</b> 21 hours per week.
4204(b) (2)(A)(i) 4204(c)	<b>Safety:</b> Is there evidence that the program takes place in a safe and easily accessible facility?	<b>Comments: FC &amp; HS:</b> SSD Afterschool's Safety Plan is the same as regular during the day and the afterschool program takes place in the same facilities.
4204(b) (2)(E)	<b>Principles of Effectiveness:</b> Is there evidence that the activities are meeting the principles of effectiveness?	<b>Comments: No Finding. FC &amp; SHS:</b> Surveys, attendance and outcome based performances are the main evaluation metrics. Annually each spring SSD distributes surveys to parents, students and staff and reflect upon the information in planning the next year. Attendance is monitored in each class as a gauge for program effectiveness. SSD reviews assessment data from AIMS, OAKS & NWEA to guide student groups. SSD program goals include services based on school needs. Outcome based assessments are used in enrichment activities. Robotics & chess participants work toward tournament competitions and their level of performance is an indication of the knowledge they have attained during the class. The Before School Reading and Math program reviews data collected from DIBELS and AIMSWEB and a running record is kept on each student.

### MANAGEMENT & STAFFING

Law Reference	Criteria	Comments
21 <sup>st</sup> CCLC RFP	<b>Staff &amp; Volunteer Training:</b> Describe the program's staffing patterns  Does the program use volunteers? If so, how are they screened and trained? Does the program assess the training needs of staff? Is there a written plan for staff development?	<b>Comments: No Finding. FC &amp; SHS:</b> 21 <sup>st</sup> CCLC staffs participate in district in-service & professional development at school year start. Assistant coordinators attended Bridges Conference in Seattle and provide professional development activities for staff. Administrative staff provides timely professional development throughout the school year.

**PROGRAM EVALUATION**

Law Reference	Criteria	Comments
4205(b) (2)(A)	<b>Evaluation Plan:</b> Is there evidence the grantee is implementing a periodic evaluation to assess progress toward achieving its goal of providing high quality opportunities for academic enrichment?	<b>Comments: No Finding. FC &amp; SHS:</b> SSD student data results are shared with stakeholders, staff & regular day teachers. The program receives recommendations to improve instruction & program delivery. The program takes evaluation information to make changes that meet needs of students both academically & through enrichment activities. The Advisory Committee reviews and makes the recommendation to the administrative team who follow-up with program changes.

**FISCAL COMPLIANCE**

Law Reference	Criteria	Comments
OMB A-133 OMB A-87	Is there documentation that 21stCCLC funds are maintained in a separate account?	<b>Comments: FC &amp; SHS:</b> All non-consumable materials & those purchased with 21 <sup>st</sup> CCLC funds are tagged with a district inventory label and cataloged separately in SSD inventory system. Assistant coordinators in each building maintain the inventories for their building and report to the project coordinator for a district compiled inventory system. The district business manager and superintendent audit purchases for compliance, as well as do the school district auditors. No evidence of audit findings has been received and all fiscal records submitted reflect appropriate fiscal procedures.