Evaluation Report: Kaleidoscope Place

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**Purpose of Evaluation:**

This evaluation provides Kaleidoscope Place’s Executive Director Mary Lundquist an assessment of current program issues, proposed recommendations and additional resources for improvement. It focuses on the After School Kids program that runs five days a week during the Minneapolis Public School (MPLS) academic year. Kaleidoscope receives $3.50 per student from MPLS for the two-hour math and reading help its teachers provide students. Recently, there have been some program changes implemented by Mary to increase the stipend level provided by MPLS. These changes include a half an hour increase in the after school program’s daily schedule and the provision of supper for students. Additionally, there have been several new program hires that have replaced the former paid staff. Therefore, this evaluation assesses: 1) the adaptation of new hires program changes and to their roles in the organization 2) The organization’s internal communication, strategic planning, outreach and promotion practices 3) Kaleidoscope's overall staff capacity 4) The after school program student body diversity.

**Program Description:**

Kaleidoscope is a non-profit organization located in the Phillips neighborhood. Its mission is “to provide a creative, educational, and nurturing environment for children to learn and grow in character and community for success in a changing world,” (Retrieved from Kaleidoscope’s official website). Kaleidoscope strives to make its services affordable to families with children. It offers five programs at different periods of the year: After School Kids, Summer Kids, Children’s Garden, Youth Employment and Families Together. Three full staff and two part time staff run these programs. In addition, Kaleidoscope relies on the ongoing support of volunteers from various organizations including the University of Minnesota and Augsburg College.

**Evaluation Methodology and Design:**

This evaluation employs a mixed method data collection approach. First, we gathered information through face-to-face interviews with Non-management staff as well as the executive director Mary Lundquist. Mary served as our key informant. We conducted two interviews with her (not including our initial introductory meeting) and she provided us with a significant amount of information regarding her specific concerns and the mission/internal structure of the organization.

Second, we spoke with a former afterschool teacher who was also in charge of the program’s technology issues to determine the unmet IT needs prior to his exit from the organization. Due to time constraints and scheduling difficulties, we were unable to interview the current IT staff member to assess his role and needs. Third, we conducted a semi-structured group interview with three of the newly hired program staff. This
provided a great opportunity to collect data on continuing IT needs, the student volunteer program, the organization’s internal communication strategies and staff dynamic.

In addition to interviews, we analyzed the enrollment data of students provided to us in the form of an excel spreadsheet. We also read and gathered information from the program’s volunteer handbook. Furthermore, we reviewed the organization and structure of Kaleidoscope's website and its Facebook page activity. We also conducted online research to gather data on standardized practices to measure and improve student social skills.

**Evaluation Findings:**

There have been some major changes at Kaleidoscope Place in the past few months. Its after school program has seen some structural alterations. In addition, there has been an almost complete replacement of former paid staff including the teachers, the IT staff member and the volunteer coordinator. Even with these transformations, one thing is clear: both the outgoing and newly hired program staff demonstrates a visible passion for the work that they do in this organization. They have a clear stake in the well-being and stability of the program as a whole and are genuinely interested in improving outcomes. This is particularly true of the Executive Director, Mary Lundquist who currently manages the program. The findings outlined below reflect our program observations, interpretation of interview results and additional research. They highlight the major identified issues with the afterschool program that need to be addressed in order for Kaleidoscope Place to thrive.

- **Newly hired program staff has experienced barriers to successful role adjustment and program changes:** Due to the lack of adequate face-to-face communication and data transfer with the outgoing paid staff members, the currently hired employees were not handed complete access to key program documents and information that are useful to their positions. There continues to be a limited understanding of individual roles and responsibilities for the program on the part of new staff. This is in part due to the fact that they have not been given a written job description that clearly outlines their responsibilities. In addition, the staff does not consistently meet with Mary as a group to discuss program issues, agendas, goal setting, program changes, and ideas for improvement. This also leaves little time for staff to work on completing program paperwork collectively.

- **Lack of effective method for information sharing among paid staff and volunteers:** Currently, volunteers email the volunteer coordinator to inform the staff when they cannot make it to their shift. Since only the coordinator receives this information, the classroom teachers often remain unaware of how many volunteers will be present at a given time. There is no centralized method of recording absences
in a way that allows the entire program staff to have equal access to attendance information. With little heads-up about volunteer absences and a lack of adequate time to prepare, teachers are put in a vulnerable position as they rely heavily on assistance with students.

- **Irregular website and Facebook updates:** Kaleidoscope’s website is its main method of communication with the community it serves, potential funders and other key stakeholders. Yet, there continues to be a lack of regular updates regarding ongoing program activities and events to inform the general public about such details. Its Facebook page currently has 185 likes and the period of time between updates posted by Kaleidoscope has been largely irregular (weeks apart). There is little activity and engagement from followers on the FB page. There is also no clear plan to enhance the organization’s online presence.

- **Overwhelmed program staff:** The reduction of paid staff over the past few months and almost complete replacement of old former employees with new hires who are still adjusting to their roles at Kaleidoscope has increased the workload on each individual staff member. Each individual is doing multiple tasks at any one given moment; some of these tasks do not align with their actual job positions and expertise. Taking on various unrelated tasks limits the time staff can dedicate to completing their main job responsibilities. For instance, the staff member in charge of IT currently works both in the main office and with the afterschool children even though his main responsibility is to focus on technology issues. This paid staff member currently works 8 hours a week. Having a limited amount of time to dedicate to the various IT related work outside of the afterschool program classrooms has hindered website maintenance, the development of online engagement strategies, and necessary technological updates in the office. Furthermore, Mary is forced to take on multiple management and monitoring tasks in addition to actively seeking funding/revenue opportunities with limited assistance. Rather than having a specified role and responsibility, she is forced to float between different roles with little time to dedicate one specific duty or project.

- **Little racial/ethnic diversity in after school program classrooms:** The majority of the students enrolled in the After School Kids program are of Somali descent. Although the program seeks to not only diversify but also increase the current student body, it lacks a well-established mechanism of advertising its programs to attract students from various backgrounds. Many of the students who attend the afterschool program live in the surrounding neighborhoods. Additionally, Kaleidoscope Place is on their school bus line. Parents have also identified “work of mouth” and family/friends/neighbors as the reasons they chose to enroll their children in Kaleidoscope. The lack of active promotion and recruitment is apparent. There is currently little outreach that is being actively developed among the staff.
- **Lack of clear and standardized incentive system for students to exhibit good behavior and a disciplinary system for students who continue to misbehave:** Discipline has been identified as a key issue for students in the program. There are a few identified incentive systems that the teachers and the volunteer coordinator currently use to get students to behave. The “buck system” is one method that the teachers have used in the past—where students collect “K bucks” for good attendance and good behavior. Once they collect 27 of these bucks, they are able to “buy” gym time and access to other activities. This system is not working very effectively as students are not always honest about their behavior and attendance in the classrooms. The current program staff is struggling to come to a shared method of dealing with students who leave the classrooms without permission or asked to step out of the room due to misbehavior. As one of the staff members stated, “*there is no system to put students back in the classroom [when they have been naughty]*.”

- **Inadequate funding continues to be an issue for the program’s stability and longevity:** Kaleidoscope continues to seek grant and donation opportunities to fund its after-school program. Currently, it relies heavily on staff-made pamphlets (mailed by hand and/or delivered via email) to attract donors. Its online webpage also provides a link to GiveMN.Org, where donors can contribute money using a credit card. In addition, Mary, as the executive director, has been seeking out and applying for applicable grants. Kaleidoscope continues to seek out ways to increase its revenue, donations, and grant awards, as the current funding does not allow for expansion, addition paid staff and major structural improvements. Program changes have been pushed and implemented by Mary to increase revenue in the past few months. Whether or not these changes will increase revenue in the long run are still to be determined.

- **The vast majority of the volunteers are college students:** Since volunteers are mainly recruited through existing partnerships between Kaleidoscope and the institutions/programs/classes they are affiliated with, undergraduate students serve as the major source of unpaid staff in the afterschool program. While these volunteers are highly valuable to the program, they adhere to an academic calendar that can at time, limit the amount of hours they can come in during a particular week or month, leaving program staff to fill in these resource gaps. For instance, student volunteers often limit their hours during the last few weeks of each semester due to final exams. Additionally, many do not continue to volunteer during holiday school breaks—particularly during the months of December and January. During these periods of low volunteer attendance, paid program staff are left with limited assistance.
Recommendations:

1. **A strategic planning meeting for the entire program staff during the two-week winter break:** It is evident that the newly hired staff has not had a chance to meet with Mary and clarify their individual roles and responsibilities. In addition, there has been little opportunity for any strategic planning or the development of a shared vision for the program among staff. Mary should lead the process of determining the best time and date for all paid staff to meet with her together and begin to address key concerns and identify possible solutions collectively. This meeting should be a time for staff to establish norms within the classroom, develop a disciplinary system for students, and brainstorm how to improve the recruitment of students and volunteers. Moreover, Mary should provide paid staff a paper copy of their position descriptions and go over their individual roles in the program to clarify any confusion about duties.
   a. See Appendix A for the program theory, which outlines the types of problems the afterschool program is currently addressing, how it is addressing them, and what needs to be done in order for the program to be successful. Provide this program theory sheet to paid staff to help them understand the goals of the organization. This program theory can also be used to apply to grants. Some foundations require that organizations keep a program theory.
   b. See Appendix B for a stakeholder analysis diagram that provides a depiction of the key groups that have a stake in the After School Kids program. When considering program changes, it is important to understand how these alterations will be both affected and received by the stakeholders involved. Knowing this will help staff (particularly the executive director) determine how to move forward with changes and develop strategies to get acquire support for proposals.

2. **Establish a recurring hour-long staff meeting with an agreed upon time and place:** Mary Lundquist and all paid staff should have regular meetings at least once a month to discuss concerns, program updates, ideas, and plan activities. These meetings should give staff the opportunity to evaluate the effectiveness of current organizational strategies. Open and honest discussion should be encouraged by giving staff members an adequate amount of time during meetings to express their opinions. In addition, meeting notes should be recorded and saved in the office by a designated individual. Any staff member who was not able to attend should be able to access these meeting notes.

3. **Create a central calendar to share information on volunteers:** The IT staff member should develop an online central calendar (via Google calendar) for volunteers and staff to share and update attendance schedules and absences. Being able to use a Google calendar will require that all paid staff establish a Google email
account. This online calendar is essential to keeping the classroom teachers informed about how many volunteers will be available to assist with students. Once it is established, the IT personnel should take some time to teach paid staff how to effectively utilize this resource.

4. **Recruit non-college student volunteers in conjunction to the program’s current efforts through university partnerships:** Kaleidoscope should actively recruit non-student volunteers in order to diversify the pool of unpaid staff available during the holiday seasons and school breaks. Volunteers are particularly needed during the December and January months, as well as during the summer when many college students are not able to fulfill their duties. Kaleidoscope needs to advertise volunteering opportunities in community centers, in local neighborhood newspapers and via the pamphlets that are regularly sent out to subscribers. Recruiting more volunteers will not only provide the teachers more assistance in classrooms but also allow the volunteer coordinator and IT staff member to focus on their specific tasks rather than having to help in the classrooms during the afterschool program. It will also help increase the amount of time these two staff members can dedicate to working in the office.

5. **Reorganize the Kaleidoscope website to effectively communicate ongoing activities and events:** Considering the time and energy it takes to rework a website, this can be considered a medium-term goal for Kaleidoscope rather than a short-term goal. Currently, the information on the website is not telling the whole story about the program’s activities and ongoing events. One staff member has expressed: “The more we can say about this is what we are doing. I mean we are doing free arts, we have America Reads and this what we are doing with them, we have a group with College Possible that is going to come on Dr. King Day…those things we need to get out there and let people know what we are doing. Even if it doesn’t mean that they are going to give us money. The name recognition is important.” The IT staff member should take the lead role in determining how best to improve the website and be given adequate time to do so.

6. **Allow adequate time for the volunteer coordinator and IT staff member to focus solely on their specific tasks:** Currently, the IT personnel is also being made responsible for helping students in the classroom, taking on the role of volunteers who should already be in the classrooms assisting the teachers. This reduces the amount of time dedicated to major IT issues that need to be addressed: website maintenance, the development of online engagement strategies for the program, and necessary technological updates in the office. The volunteer coordinator often works in the classrooms during the afterschool program rather than sticking to the management and organization of the volunteer program itself. There is little time that is currently being dedicated to work that needs to be done in the office because these
two staff members are forced to take on multiple roles during the afterschool program.

7. **Hire an unpaid development intern to assist with grant writing and outreach efforts:** Hiring an intern who can help Kaleidoscope with grant writing, program outreach and promotion while gaining non-profit work experience in return will be a beneficial opportunity for both the organization and the intern. Currently, Mary is the only staff member that has been seeking and applying for grants to help fund the program. This is a time consuming effort that should be done by more than one individual. Having an intern who is able to assist in this task will free some time for Mary to focus on other management duties. The position will be unpaid as there are many college students who seek work experience in a non-profit organization.
   a. See Appendix C for the Development Intern application that can be used to recruit and hire a qualified assistant. The application provides a detailed description of the position and specifies preferred skills/qualities. Also included in this appendix is a list of contacts and website links where the application can be posted.

**Conclusion:**

The analysis and recommendations outlined in this evaluation are meant to provide a comprehensive assessment of the After School Kids program for the executive director, Mary Lundquist. It is also our hope that Mary will share the key findings and recommended action plan with her staff in order to begin a strategic planning process for necessary changes. Addressing the limitations identified in this evaluation will improve internal communication and information sharing, enhance staff capacity, allow for more regular program planning, and increase organizational cohesion.
Appendix A:

Program Theory

SITUATION ANALYSIS

Nature and extent of the problem
- Insufficient programs in the Phillips neighborhood to help students with homework
- Parents do not have access to the After School Kids programs that are close to their homes
- Parents have limited ability to assist their children in reading
- Students lack positive mentors to help them identify their passions and skills
- Students have limited opportunity to grow strong self-esteem within a supervised interaction based learning environment

Causes and contributing factors
- About 50 years ago, the Philips neighborhood lacked after school programs to support students living in the neighborhood with their homework
- Long distance from school to the after school programs makes it harder for parents living in the Philips neighborhood to take their children to programs outside the area
- Majority of the students are from refugee and immigrant families and parents lack skills to assist their children with reading assignments although mostly are able to assist them with math assignments.
- Due to the large number of students in school and the numerous amount of materials that need to be covered, students do not receive enough one-in-one assistance to help them identify their passions and possible career paths
- Students lack one in one assistance to help them develop social skills

Consequences
- Without enough assistance outside the classroom, students are at risk of failing which will affect high school graduation rate
- Lack of adequate assistance with social skills makes students at risk of developing low self-esteem which will affect their interactions with other students and lead to a long term negative impact in their performance but also their health
- Without an after school program in the neighborhood, parents living in the area have to commute to long distance which will inconvenience other duties.
Focusing and Scoping

The focus of the After School Program with Kaleidoscope Place is:

- To group students in classrooms based on grade level
- To help students maintain good academic performance
- To meet the Minneapolis Public Schools Regulations
- To assist students with reading and math homework for a minimum of two hours for 5 days a week following the Minneapolis Public Schools’ academic calendar
- Design activities that will develop students skills in art and enhance their creativity
- To help students identify goals about future College education based on their passion and skills
- To provide students with a learning environment in which they can develop important skills like self-esteem, conflict resolution and social skills
- To provide a safe environment for the students
- To provide students with healthy snacks and supper during the program hours

The Scope of the After School Kids program at Kaleidoscope Place is:

- The maintenance of relations with the Minneapolis Public Schools
- The ongoing Minneapolis Public Schools financial support for the After School Kids Program
- The ability of Kaleidoscope staff to build and maintain relations with students and parents
- The ongoing school bus transportation from the Minneapolis bus system to drop off students at the Kaleidoscope Place from schools
- The ability of parents to pick up students after the completion of the program
- The expectation that access to reading and math support will improve students’ performance in those subjects
- The expectation that providing access to art activities and media learning will help improve student’s cognitive development
- The expectation that applying the GetReady curriculum will help students identify future career goals and help them grow to College
- The expectation that Kaleidoscope staff will create a safe environment for students
OUTCOMES CHAIN

- If students receive one-in-one help in reading, THEN they will be good readers and their test scores in reading will improve
- If students receive help with math homework, THEN their test scores in math will improve
- If students are involved in creative art and media learning activities, THEN they will develop strong creativity and have higher cognitive skills
- If students have access to activities that make them interact with each other under the supervision of an adult, THEN they will develop good social skills

Theory of Action

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<thead>
<tr>
<th>Outcome: Improved academic performance</th>
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<tbody>
<tr>
<td><strong>Success criteria</strong></td>
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<tr>
<td>• Increased reading and math test scores</td>
</tr>
<tr>
<td><strong>Assumptions about program factors that affect the outcome</strong></td>
</tr>
<tr>
<td>• All students have equal access to resources at Kaleidoscope that assist them improve their reading and math skills</td>
</tr>
<tr>
<td>• Teachers at Kaleidoscope have the qualifications and certification to teach their assigned grade level students</td>
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<tr>
<td>• Programs at Kaleidoscope are directed to meet the different individual need of students</td>
</tr>
<tr>
<td><strong>Assumptions about non-program factors that affect the outcome</strong></td>
</tr>
<tr>
<td>• Volunteers from different partners will continue to provide help with the different activities in and outside classrooms in Kaleidoscope</td>
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<tr>
<td>• Parents will continue to desire that their children participate in programs at Kaleidoscope</td>
</tr>
<tr>
<td><strong>Activities to achieve this outcome</strong></td>
</tr>
<tr>
<td>• Grouping students in classrooms based on their grade level</td>
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<tr>
<td>• Assist students with reading and math homework</td>
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<tr>
<td>• Develop activities with students to perform one-in-one reading activities with America Reads volunteers</td>
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<tr>
<td>• Pick up students from the school bus line</td>
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<tr>
<td>• Providing students with supper</td>
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<tr>
<td>• Allowing students to play with iPads on games that enhance critical thinking</td>
</tr>
<tr>
<td>Outcome:</td>
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</tbody>
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| **Outputs (and throughputs if appropriate)** | • Percent increase in reading and math test scores  
• Percent increase in student body at Kaleidoscope  
• Percent increase in number of volunteers |
| **Resources (AKA inputs)** | • Classrooms  
• Classroom materials (books, chairs, iPads, pencils etc.)  
• Funding from Minneapolis Public Schools ($ 3.50 per student)  
• Funding from other sources (i.e. donations)  
• Volunteers from different community partners  
• Paid staff  
• School bus system |

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Improved social skills</th>
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| **Success criteria** | • Improved individual student conduct in classroom (less noise making, less interruptions, more following of teacher’s directions etc.)  
• Improved student interactions with each other ( less incidents of bothering other students) |
| **Assumptions about program factors that affect the outcome** | • All students have equal access to resources and treatment at Kaleidoscope that assist improve their social skills  
• Teachers are positive role models that are able to control the classroom environment and maintain order  
• Students with special needs receive adequate treatment to meet their needs and help them improve cognitive skills  
• Kaleidoscope staff help maintain a safe environment for students |
| **Assumptions about non-program factors that affect the outcome** | • Kaleidoscope continue to receive enough volunteer support to help supervise the different activities that are developed for students  
• Kaleidoscope continue to secure enough funding to run programs  
• Parents are able to provide students with a safe environment at home  
• Students attend schools where they have access to a safe and healthy environment |
<table>
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<tr>
<th><strong>Outcome:</strong></th>
<th><strong>Improved social skills</strong></th>
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</table>
| **Activities to achieve this outcome** | • Students are provided with instructions for each activity  
  • Students receive a punch as a reward for respecting or doing well in various classroom activities. This serves as an incentive to encourage good behavior  
  • Activities are developed in the gym to allow students to interact with each other |
| **Outputs (and throughputs if appropriate)** | • Increase in observed student behavior and conduct  
  • Reduction in reported student misconduct |
| **Resources (AKA inputs)** | • Classrooms  
  • Classroom materials (books, chairs, iPads, pencils etc.)  
  • Funding from Minneapolis Public Schools ($3.50 per student)  
  • Funding from other sources (i.e. donations)  
  • Volunteers from different community partners  
  • Paid staff  
  • School bus system  
  • Parents/guardians as positive role models  
  • Healthy and safe School environment |
Appendix B:

Stakeholder Diagram

Policy of focus: Implementing Afterschool Program Changes

Description of diagram:

- The Vertical arrow on the left side of the diagram illustrates the direct involvement level of stakeholders in the after school program. It indicates that the highest the level of involvement is at the top of the diagram while the lowest level of involvement is at the bottom of the diagram. The students for example are placed at the highest point of involvement because they attend the afterschool program regularly and are directly affected by it. The donors on the other hand have a very low direct involvement in the program even though they contribute financial resources to Kaleidoscope.
The horizontal arrow illustrates the level of power that these stakeholders have in determining program change. It progresses from the lowest level of decision power on the left to the highest level of power on the right.

Power and Involvement interact in this diagram to give a depiction of which stakeholders are the most invested and are also the most influential. Prior to making program changes, it is imperative that Mary as the executive director, consider these relationships to make sure the changes will be effectively implemented with little pushback.

List of stakeholders:

Donors: They provide financial resources. They require audits/info about how the money is being used.

Mary Lindquist: She directs/manages the program. She has the power to fire and hire staff. She is in charge of day to day operations. She applies for grants.

Students: They attend the after school program. The Kaleidoscope Place receives 35 cents per student for the two hours after school service they receive. Their continued learning experience encourages their parents to keep them in the Kaleidoscope Place.

Parents: They enroll their children into the program. They pay money. They can recommend the program to others.

Minneapolis public schools: They provide some stipends per child that attends the after school program because it is an authorized Area Learning Center.

Program teachers: They develop curriculums. They interact/instruct students directly.

Program staff: They provide administrative and IT services for the program. They help coordinate the volunteer program. They promote the program.

College student volunteers: They help assist the teachers and the young students in the after school program.

Board members: They make connections with donors. Vote on major program changes. Establish organizational policies. Make sure there are adequate financial resources. Approve program budget.

Lutheran Social Services of Minnesota: rents the space out to Kaleidoscope place.
Members of the church have been donors and continue to be potential donors to Kaleidoscope Place.

**University of Minnesota:** They have various programs that connect student volunteers with the Kaleidoscope after school program.

**Phillips Park Neighborhood:** Other members of the neighborhood community that are not current participants of the after school program are potential users of this program. There are community members from diverse cultural backgrounds who could use the after program.
Appendix C:

Development Intern Application

Organization:
Kaleidoscope Place
Center for Changing Lives
2400 Park Ave Minneapolis, MN 55404
Contact: (612) 871-9268

Compensation: Unpaid
Arrangements can be made for students interested to do this internship for class credit.

Hours: 6-8 hours per week. Flexible scheduling.

Mission:
Kaleidoscope Place is located in the Phillips Neighborhood of Minneapolis. It provides services to serve four main goals:
1. Provide a safe and nurturing environment for children to form caring and supportive relationships with their peers and adults.
2. Provide relief for financially strained families by offering a highly affordable and enriching environment for their children during their out of school time.
3. Improve the academic achievement of the children at Kaleidoscope.
4. Provide learning-rich, structure youth employment opportunities for middle and high school students to gain valuable employment skills.

Description of the expected tasks and responsibilities:
- Help write and edit grant proposals; track progress of current grants.
- Compile and analyze data and use this data to tell compelling stories.
- Write letters of appreciation for grants received.
- Assist with program outreach.

Preferred Qualifications:
We are looking for a student that is motivated, passionate, and energetic with excellent written communication, research, quantitative and qualitative data collection and outreach skills. Student must be at least junior in college to apply.

Interested applicants should send their resume to Mary Lundquist at marygreg@usinternet.com.
Contacts and locations where the internship position can be posted:

- **Council of Non-Profit**
  **Directions:**
  You first need to create an account, then post the position. You will need to provide a timeframe for which you want the position to be kept open on the website. Most of the positions I have seen say, open until filled while some of them are kept open for short periods ranging from a couple of weeks to a month.
  **URL:** [http://www.minnesotanonprofits.org/post-jobs](http://www.minnesotanonprofits.org/post-jobs)

- **Macalester College Internship Office**
  **Directions:**
  You first need to create an account before posting the internship position.
  **Contact information:**
  Internship Program
  Kagin Commons, First Floor
  651-696-6128
  651-696-6628 (fax)
  internship@macalester.edu
  **URL:**
  For reviewing what is expected of employers: [http://www.macalester.edu/internships/employers/whatisexpected/](http://www.macalester.edu/internships/employers/whatisexpected/)

- **St. Thomas Career services**
  **Directions:**
  You will need to create an account before you can post the internship.
  **Contact information:**
  The University of St. Thomas Career Development
  651-962-6761
  career@stthomas.edu
  **URL:**
  [https://stthomas-csm.symplicity.com/employers/](https://stthomas-csm.symplicity.com/employers/)

- **GoldPass University of Minnesota**
**Directions:**
Create an account and then login to post the internship position

**URL:**
http://goldpass.umn.edu/
Bibliography


Additional URL

http://www.kaleidoscope-kids.org/

https://www.facebook.com/KaleidoscopePlace