



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



2022-2023
21st Century Community Learning Centers
Grant Guidance

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1. General 21st CCLC Information

Purpose of Guidance Document

This document is provided by the North Dakota Department of Public Instruction (NDDPI) as a resource for North Dakota's 21st Century Community Learning Centers (21st CCLC) program grantees. It is intended to provide uniform practices to ensure fidelity in the implementation of the 21st CCLC program.

NDDPI reserves the right to update or change the content of this manual as well as the 21st CCLC program or fiscal requirements, policies, and procedures at any time. This guidance is not intended to replace the legislation, regulations, and Non-Regulatory Guidance published by the U.S. Department of Education (USED). Therefore, it is highly recommended 21st CCLC grantees consult the appropriate resources online for complete guidance and regulations. The sources listed below are the primary sources for regulations and guidance from the USED to state grantees and from state grantees to local subgrantees.

- [North Dakota Department of Public Instruction 21st CCLC](#)
- [The Elementary and Secondary Education Act \(ESEA\)](#) as amended by the Every Student Succeeds Act (ESSA)
- [21st Century Community Learning Centers - Legislation](#)
- [21st Century Community Learning Centers – Guidance](#)
- [Elementary and Secondary Education Non-Regulatory Policy Guidance](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [2 CFR PART 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [General Education Provisions Act \(GEPA\)](#)

Eligibility

All 21st CCLC programs must demonstrate they meet the statutory program requirements of primarily serving students from schools in high poverty areas so students can meet state and local performance standards in the core academics-specifically Science, Technology, Engineering, Art, and Math (STEAM).

Any public or private organization is eligible to apply for a 21st CCLC grant. Examples of such agencies and organizations may be, but are not limited to, the following:

- Local Education Agencies (LEAs)
- Community-Based Organizations (CBOs)
- Faith-Based Organizations (FBOs)
- Institutions of higher education
- Non-profit agencies
- City, county, and Tribal governments
- For-profit corporations

Pursuant to ESSA, Title IV, Part B, Section 4204(b) (2) (H), with each proposal there is an expected standard of collaboration and coordination between any organization (CBO, FBO, Non-Profit Agency, public or private entity, etc.) and the local LEA. In like fashion, any LEA applying must partner, collaborate, and coordinate with at least one external organization within the community and/or State. An exception to this rule is only permissible by statute if the LEA can demonstrate it is unable to partner with a community-based organization within reasonable geographic proximity and of sufficient quality to meet the requirements of this component.

The proposed service site for a Community Learning Center (CLC) must be located within the geographical attendance zone of the eligible school(s) from which students will be served. By federal guidelines and statutes, the NDDPI must ensure that funding priorities and diversity among grantees are balanced regarding geographical areas, urban and rural service sites, and as outlined within the applicable legislation.

NDDPI awards funding only to applicants that serve K-12 students who attend schools that are eligible for schoolwide Title I services, schools that qualify as Targeted or Comprehensive as identified by NDDPI, and/or schools that meet the 40% status of free or reduced meals.

Purpose of Funding

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (20 U.S.C. 7171-7176), the 21st CCLC program is designed to establish or expand community learning centers that:

1. Provide opportunities for academic enrichment, including providing tutorial service to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition, and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their student's education, including opportunities for literacy and related educational development.

All three program components (above) must be offered through each center and must be available to all participating students.

Grant Awards and Duration

It is the intent of NDDPI to award grants of sufficient size and scope to support high-quality, effective 21st CCLC programs for a duration of 3 years. For new awarded applicants, initial funding determination is based on a variety of factors: students served, geographic location, comparison to other programs in the area, and a per pupil formula. In addition to those funding factors, NDDPI includes the following funding factors for all returning and continuing applicants:

- Program complies with all State and Federal laws and guidelines
- Progress towards program goals
- Attendance of required personnel at mandatory trainings and professional development
- Timely and accurate submission of all reports and data
- Appropriate grant fund management (monthly or consistent claims for reimbursements that do not exceed 120 days)
- Program operation that aligns with awarded grant application and serves the target population stated in the grant application
- Grantee evaluates all program components yearly to ensure progress in achieving the grant awarded goals and ensures to distribute information to stakeholders

All awards are subject to availability of Federal funds. Grant applications are subject to negotiation with NDDPI, and final awards may be lower than proposed. Grant awards are not final until approved by NDDPI and an award letter signed and returned to NDDPI.

Additional 21st CCLC Information Resources

Resource	Description
<u>You for Youth</u>	Introduction to the 21 st CCLC (federal guidance, benefits to stakeholders, applying for the grant, program design, etc.)
<u>ESSA Toolkit</u>	Provides information about the ESSA law and which parts have the potential to support afterschool programming
<u>U.S. Department of Education</u>	Links to Virtual Webinars
<u>Beyond the Bell-3rd Edition</u>	Principal’s Guide to Effective Afterschool Programs: Tools for School Improvement
<u>Afterschool Alliance</u>	Afterschool Alliance works with the Administration, U.S. Congress, governors, mayors, and advocates across the country in raising awareness and advocating for afterschool investment.
<u>North Dakota Afterschool Network</u>	Works with ND afterschool programs (and future programs) in providing tools and support to build and ensure access to quality afterschool programming.
<u>The Expanded Learning & Afterschool Project-Toolkit for Expanding Learning</u>	This toolkit provides resources on how to strengthen, plan and/or develop afterschool learning opportunities.

2. Fiscal Management

Budgets

(See Section 6-WebGrants & Reporting Requirements)

The proposed 3-year budget submitted with the 21st CCLC application in WebGrants is NOT the approved budget for release of funds. If the application is approved, subgrantees must submit a final budget in WebGrants for the full amount of the award by line-item detail for review and approval by DPI prior to the release of funds.

Since 21st CCLC funds are made available on a reimbursement basis, it is strongly encouraged that applicants have secured funding or a line of credit to operate the 21st CCLC program for approximately a three-month period.

As a rule, program funds may be used only to cover costs that (1) comply with the approved grant application and budget and (2) are reasonable and necessary for the proper and efficient performance and administration of the grant. "A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost." (2 CFR 200.404) Subgrantees must be able to demonstrate the extent to which the costs are reasonable in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.

Fiscal Oversight and Responsibility

21st CCLC funds must be used to carry out before, after-school, and/or summer program activities (or activities during other times when school is not in session) as described in the approved project application. 21st CCLC funds may only be used to pay for authorized activities to meet the needs of participating students and their families.

Grant funds must be managed according to sound financial management practices. Grant recipients need to use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds. Procedures must be sufficient to enable grantees or auditors to trace funds to a level of expenditure adequate to show that the funds were spent properly as approved by NDDPI to achieve the goals of the project.

Expenses must be properly classified in the grant application budget, and sufficient detail must be provided to understand how the grant recipient plans to expend funds. The narrative explaining proposed expenses should show the calculations of funds needed. These details will enable the NDDPI to approve planned expenditures and will allow auditors to determine if funds were expended as approved.

Supplementing vs. Supplanting

The term “supplement” is defined as “to add to” while the term “supplant,” means “to replace or take the place of.”

Both federal and state laws require that 21st CCLC program funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local and other non-federal or state funds that have been available to conduct before and after school program activities.

- Grant (categorical) funds are additional resources to provide targeted services beyond the basic educational program.
- Grant (categorical) funds do not replace nor are they a substitute for state and local expenditures.
- Using federal funds to substitute or replace existing or previously existing programs and services funded by non-federal sources (state/local) is considered supplanting.
- Additionally, substituting or replacing funds from other federal/state programs required by law for specific categories of students is considered supplanting.

The Federal Supplement not Supplant Provision requires that federal funds be used to augment the regular educational program. They must not be used to substitute for funds or services that would otherwise be provided during the time period in question.

The statute requires that state and local educational agencies (SEA’s and LEA’s) use federal funds received through entitlement and competitive funding only to supplement the amount of funds available from nonfederal sources for the education of students and applicable programs.

The SEA and LEA cannot use these federal funds to supplant funds that would, in the absence of federal funding, have been spent to provide for students and their families through the 21st CCLC program.

Allowable and Non-Allowable Expenses

The following summary is provided for the grantee's convenience and is to be utilized as a **"guide" only**. The NDDPI does not accept responsibility for Grantee interpretation of the Cost Principles from EDGAR as outlined below. Prior to expending funds, grantees should consult all applicable laws and ND Guidance. All costs must be budgeted and approved on the original Grant Application (or Revision) prior to expenditure. Some costs, even after the original Grant approval, will require specific approval from NDDPI prior to the expense.

Items of Cost	In accordance with the uniformed publication of the Office of Management and Budget (OMB) Circulars, the following list is obtained from EDGAR. The regulations are applicable across all federal agencies and organizations, flow-through state agencies, and federal grantee recipients.
Accounting	Allowable- §200.302- § 200.303
Advertising	Allowable for recruitment of grant personnel; procurement of goods and services; and disposal of surplus materials and any other specific purpose necessary to meet the requirements of the Federal award - §200.421
Audit Services	Allowable for audits conducted under the Single Audit Act (consolidated OMB Circulars)
Award for Participation	Not specifically addressed in EDGAR-allowable when it is necessary to accomplish program objectives. Acceptable awards include certificates, plaques, ribbons, small trophies, or inexpensive instruction-related items like pens/pencils
Bad Debts	Unallowable - §200.426
Communication (telephone, FAX, mailing/postage, electronic communication)	Allowable - §200.421(2)
Compensation for Personal Services (salaries, wages, benefits)	<p>Allowable if costs are reasonably comparable for similar work & charges are supported with time distribution records and other documentation as stipulated throughout EDGAR</p> <p>Accurate time sheets that reflect actual hours worked must be maintained and filed accordingly - §200.430 - §200.431</p>
Construction/Remodeling	Unallowable - §200.439(3)

Housing and Personal Living Expenses	Unallowable §200.445
Contributions/Donations to others	Unallowable - §200.434
Criminal Background Checks	Allowable - §200.430
Defense, Prosecution, Claims, & Appeals	Unallowable - §200.435
Depreciation and Use Allowance	Allowable based on acquisition cost as stipulated in EDGAR - §200.313
Displays, Demonstrations, and Exhibits	Allowable - §200.461
Employee Benefits	Allowable - §200.414 §200.430 §200.431 §200.437
Entertainment (amusement, social activities, ceremonials, & any cost with such)	Unallowable - §200.438
Field Trips	Not specifically addressed in EDGAR-educational field trips are allowable when directly related to instructional lessons or meets the program's objectives. Limited to in-state travel only, without NDDPI approval
Fines and Penalties	Unallowable - §200.441
Food	Generally unallowable If food is part of the curriculum supplies (science projects, culinary art program, cooking demonstration) then it is allowable and must be justified.
Fundraising (financial campaign and solicitations of gifts, donations, contributions)	Unallowable - §200.442 <i>*Grant money cannot be spent to raise money (raffle tickets, etc.)</i>
Furniture (file cabinets, shelves, computer desks, whiteboard tables, etc.)	Allowable - §200.313 All furniture with a value of \$750 or more, must be labeled as purchased with federal 21 st CCLC funds and will be reviewed during the 21 st CCLC monitoring process. See <i>inventory guidance for more in-depth guidance procedures.</i>
Goods and Services for Personal Use	Unallowable - §200.445

Insurance	Allowable only when pursuant to the grant and when in accordance with governmental unit's policy and sound business practice - §200.447
Maintenance, Operations, and Repair	Maintenance and operation of building space used for grant activities is allowable to maintain property's functionality as specified in EDGAR - §200.452
Materials and Supplies (including shipping costs)	Allowable when reasonable and customary - §200.453
Meetings/Conference	Allowable for dissemination related to the grant (parent, school, community meetings, etc.) - §200.432
Memberships	Allowable for business, professional, and technical organizations related to the grant. Membership must be in the name of the grantee organization and not in the name of an individual. - §200.454
Professional Development	Allowable - §200.430 §200.459
Promotional Items (t-shirts, caps, totes, key chains, etc.)	Unallowable- §200.421
Proposal Cost (preparing grant application and proposals)	The NDDPI in accordance with USDOE regulations, does <u>not</u> allow costs of preparing grant applications/ proposals for competitive discretionary grants. Additionally, grant funding <u>cannot</u> be utilized for preparing applications/proposals to obtain grant monies.
Publishing and Printing Costs (includes distribution & mailing)	Allowable - §200.461
Rearrangements and Alterations	Allowable for ordinary and normal rearrangement and alteration of facilities to accommodate effective facilitation, but not for purposes of capital improvements or constructions - §200.462
Recruiting	Allowable - §200.463
Rental Costs	Allowable to the extent that the rates are comparable to that of other rental property in the locale of the program; and as specified by the very detailed provisions detailed in EDGAR - §200.465

Service Learning	Allowable as it pertains to the implementation of the grant and in keeping with all other allowable/unallowable expense specifications.
Subscriptions	Allowable for business, profession, and technical periodicals when related to the grant. Subscriptions must be in the name of the grantee organization and not in the name of an individual. - §200.454
Taxes	Allowable except for self-assessed taxes - §200.470
Training and Education	Allowable for training and development of employees - §200.430 §200.472 §200.459
Transportation	Allowable for purposes of bus rentals, etc. - §200.473 <i>*grant funds cannot be used to purchase buses, vans, etc.</i>
Transportation of Goods	Allowable for goods directly related to the grant and purchased with grant funds - §200.473
Travel Costs	<ul style="list-style-type: none"> ▪ Travel costs are allowable related to expenses for transportation, lodging, and related items incurred by employees traveling on official business. ▪ Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or in a combination the two – provided the method uses is applied to an entire trip, and results in charges consistent with those normally allowed in like circumstances in non-federally- sponsored activities. §200.474
Tuition and Fees	Allowable as it pertains specifically to the grantee program

**This chart is in no way comprehensive - ALWAYS defer to the guidance federal EDGAR or accounting firm/department prior to the expenditure of funds!

Monthly Expenditure Reporting

Fiscal monitoring of each grantee is done monthly using the online WebGrant system. At the beginning of each program year, each grantee is required to submit a detailed budget that must be approved by the department before funds are released. Once the grantee budget is approved, the grantee must submit documentation of what was spent (i.e. spreadsheets or ledgers) each month along with their Request for Reimbursement in WebGrants. Reimbursement requests should not exceed 120 days after expenditure.

The expenditures listed must match what is listed on the Request for Reimbursement, and expenditures must be within budget line items. When budgetary questions arise, grantees may be required to submit all backup material for the Request for Reimbursement that is in question. This includes timecards, payroll records, invoices, purchase orders, requisitions, student sign-in sheets, and daily schedules. If an item was found "not allowable," the request will be negotiated back for correction. NDDPI's Fiscal and Grants Management Department has procedures in place to ensure that all federal grants operate effectively and that funds are appropriately expended.

Inventory Guidance

EDGAR 74.34 and OMB Super Circular 2 CFR 200, specifically 200.313, stipulate the rules and regulations pertaining to the use of federal funds for permanent fixtures such as equipment and furniture. 21st CCLC programs keep track and monitor all items purchased with 21st CCLC funds only, but those with a value of \$750 or more, as well as all technology related items (computers, printers, cameras, scanners, etc.) and all furniture (file cabinets, shelves, computer desks, etc.), must be inventoried more formally and will be reviewed during the 21st CCLC monitoring process.

In recent correspondence with the U.S. Department of Education, the NDDPI was informed that ALL COMPUTERS, TECHNOLOGY RELATED PURCHASES, AND FURNITURE must be

tracked on the inventory, no matter their purchase price. For example, if a program purchases a computer for \$500.00 and a digital camera for \$350.00 and a computer desk for 250.00, these items must all be recorded on the inventory.

An inventory must document the following:

- Description of the property
- Serial number or other identification number
- Acquisition date
- Acquisition cost
- Location, use and condition of property
- Any disposition data (including date of disposal and sale price)

The program must also ensure that all materials, supplies, equipment, and furniture (non-consumable items) purchased with federal funds, no matter the value of the item, are labeled as purchased with federal 21st CCLC funds. The equipment inventory will also be reviewed to see that all equipment is being used for 21st CCLC purposes. In addition, all equipment purchased with 21st CCLC funds must be located within the 21st CCLC program.

All items must be kept on the 21st CCLC inventory for five years. After five years, the items lose their identity as purchased with federal 21st CCLC funds and then belong to the program. The program has authority to use or dispose of the items as they see fit, as long as it is recorded under disposition data.

Below is a sample form that contains the necessary information

Description	Serial Number	Acquisition Date	Acquisition Cost	Location	Disposition Information

Computer and Technology Expenses

Whenever possible, 21st CCLC programs should utilize existing equipment available at the program site. This includes use of computer labs, smart boards, and other technology required for program activities. Computer and technology purchases must be pre-approved by NDDPI. Generally approved purchases provide a written narrative describing the need for the equipment, including assurance that the program site does not currently possess the equipment, and justification of how the equipment will enhance academic programming and fulfillment of overall 21st CCLC program objectives. Site coordinators and program directors may purchase computers once every three years as they are required for data entry and 21st CCLC program management. Equipment may not be purchased for school administrators, fiscal managers, or regular school-day programs.

It would be in best practice to always budget for incidental technology costs.

Contract Guidance for Purchased Professional and Technical Services

Object code 300 in the fiscal accounting process is labeled as Purchased Professional and Technical Services. This object code is to be used any time funds will be used to purchase a service. The following are examples of a purchased service:

- Paying a consultant or speaker to do a presentation for staff development.
- Paying a company to receive technical assistance or other services.
- Paying a provider for tutoring services provided to at-risk students.
- Contracted license agreements and fees required to implement an educational program.

Requirements

If you are paying a vendor with federal funds, a contract must be in place. It is crucial that the contract or agreement with that vendor indicate exactly how the funds will be used in order to demonstrate that the services are appropriate for the program. A document that sets forth the specific goods, services, or product being purchased with your federal funds proves to auditors and the U.S. Department of Education your intentions for spending federal funds.

The contract should include, at a minimum:

- Scope of services,
- Duration of the contract,
- Method and amount of payment, and
- Be executed by both parties.

Additionally, programs must ensure that they do not enter a contract or sub grant with any vendor that is debarred, suspended, or is ineligible for participation in federal programs by:

1. Checking the Federal Exclusion Records at <https://sam.gov/content/home>
2. Collecting a certification from the vendor and attaching it to the contract, or
3. Adding a clause or condition to the contract which indicates the vendor is eligible.

Sample Scenarios

If you are purchasing a service with federal funds, a contract must be in place. All funding coded to object code 300 is expected to be evidenced by a contract. Below are sample scenarios in which contracts would and would not need to be in place.

Contract is needed:	Contract is not needed:
<ul style="list-style-type: none">▪ Contract with NWEA to access the online MAPS assessment, receive technical assistance and obtain student assessment reports. Funds are recorded in object code 300.▪ Contract with Sylvan Learning Center to provide tutoring services to a select group of at-risk students. Funds are recorded in object code 300.▪ Contract with external consultant to conduct professional development training with all staff. Funds are recorded in object code 300.	<ul style="list-style-type: none">▪ Licensing fee with NWEA to access the online MAPS assessment and obtain student assessment reports. Funds are recorded in object code 800.▪ Membership to professional organization, such as local REA. Part of membership includes professional development opportunities for staff.▪ Funds are recorded in object code 800.▪ Stipends for teaching staff to participate in professional development outside the regular school day. Funds are recorded in object code 110 or 120. When paying stipends, benefits must be paid as well

Travel Expenses:

Per Uniform Guidance 200.474 (travel), costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the non-Federal entity in its regular operations as the result of the non-Federal entity's written travel policy. In addition, if these costs are charged directly to the Federal award documentation must justify that:

- Participation of the individual is necessary to the Federal award; and
- The costs are reasonable and consistent with non-Federal entity's established travel policy.

In the absence of an acceptable written policy regarding travel costs, grantees must follow the Federal travel and subsistence rates established by the General Services Administration.

Employees must pay for their own meals and submit expenditures on a travel reimbursement request form. Subgrantee organization credit cards cannot be used to pay for staff meals during travel.

An entity should ensure that travel costs are reasonable and necessary to accomplish the goals of subgrantee's 21st CCLC program. A reasonable per diem would be those generally in alignment with Federal or State rates. NDDPI recommends meal costs should only be reimbursed if there is an overnight stay or if the number of hours required for travel includes the entire workday.

The following travel costs cannot be paid with 21st CCLC funds:

- Cost of upgrading airline seats, unless required for medical reasons
- Travel insurance
- Additional Baggage fees (checked or extra weight)
- Daily pass fees for airline clubs if flights are cancelled/delayed

Additionally, reimbursement for plane tickets cannot be requested until round-trip travel has occurred.

Budget Amendments or Revisions

Post-award changes in budgets and projects require the prior approval of NDDPI, and submission in WebGrants. Budget amendments/revisions (changes to the budget) can be submitted anytime through WebGrants during the approved grant period. Budget Amendments, along with appropriate justification narrative and programmatic change (if applicable) should be uploaded to WebGrants for review and approval by the NDDPI 21st CCLC Program Administrator.

Student Participation Fees

Under § 200.307, grantees planning to implement a fee-based system must request and submit a *21st CCLC Program Income Authorization Request Form* to NDDPI to receive approval prior to collecting fees or program income.

For programs assessing a participation fee, the grantee must assure:

- families are not prevented from participating due to financial consideration
- fees collected will be used for the sole purpose of furthering the 21st CCLC program objectives
- any proposed fee must be NOMINAL
- fees will be expended during the program year in which the funds are collected before any federal funds are expended.

NDDPI will review the requests and determine if the fee is reasonable, necessary, and allowable for the purpose of the 21st CCLC program. NDDPI reserves the right to request additional information if necessary and/or disallow the use of program fees if it is determined that the fees would not advance the goals or objectives of the 21st CCLC program.

21st CCLC programs must be equally accessible to all students. Programs may not prohibit any family from participating due to their financial status. It is critically important to note that the priority of 21st CLCC programs is to serve schools with a high percentage of economically disadvantaged families and/or low academically performing schools.

Programs approved to charge fees, must:

- offer a sliding scale or scholarship for those that cannot afford the program
- include fee policies and procedures in the subgrantee student/parent handbook
- maintain adequate and detailed documentation on how fees were spent for the 21st CCLC program
- ensure specific accounting procedures will be used to make sure all income generated follows applicable statute and federal and state guideline

Grantees will need to reapply and submit the *21st CCLC Program Income Authorization Request Form* annually to continue collecting fees for the next program year.

Record Retention

All subgrantees must maintain appropriate and sufficient documentation to show evidence of compliance with federal, state and local regulations. It is the responsibility of the subgrantee to retain all financial and program records in an auditable manner to be accessed and provided to the USED and the NDDPI.

In accordance to 2 CFR 200.334, Retention requirements for records, all accounts, records and other supporting documentation pertaining to all costs incurred with Federal funds shall be maintained for **three (3) years from the last program activity, typically the submission of the final project disbursement report or longer if there is an ongoing investigation, monitoring or audit.**

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff, and all other records pertinent to a federal award.

Grantees will need to reapply and submit the *21st CCLC Program Income Authorization Request Form* annually to continue collecting fees for the next program year.

Record Retention

All subgrantees must maintain appropriate and sufficient documentation to show evidence of compliance with federal, state and local regulations. It is the responsibility of the subgrantee to retain all financial and program records in an auditable manner to be accessed and provided to the USED and the NDDPI.

In accordance to 2 CFR 200.334, Retention requirements for records, all accounts, records and other supporting documentation pertaining to all costs incurred with Federal funds shall be maintained for **three (3) years from the last program activity, typically the submission of the final project disbursement report or longer if there is an ongoing investigation, monitoring or audit.**

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff, and all other records pertinent to a federal award.

Hold on Funds

At any time, NDDPI reserves the right to hold funds for reimbursement if the grantee is determined to be out of compliance of 21st CCLC program expectations. These instances include, but are not limited to:

- Failure to maintain accurate reporting data (CitySpan attendance, activities)
- Missing reporting (Quarterly reports, continuing applications, evaluation tasks, 21APR)
- Failure to attend mandatory professional development or meetings
- Failure to comply with state or federal guidelines

No payments will be administered until the grantee is considered to be in-compliance of all 21st CCLC grant expectations.

Qualities of Being a “Fiscally Responsible” Grantee

Grantees want to adopt fiscally responsible habits. Adopting these practices can help reduce audit findings, reduce the risk of a grantee, prevent a freezing of funds, and can assist NDDPI in future funding decisions for programs.

- Ensure all spending meets award terms and is relevant to the program goals and purpose.
- Charge only for expenditures that are reasonable, allowable, and necessary as defined by EDGAR and the Code of Federal Regulations
- Comply with all monitoring and reporting requirements
- Submit accurate ledgers that follow NDFARMS coding
- Provide detailed descriptions of purchases

➔ For example: when submitting a reimbursement request for supplies, avoid using general terms like, “supplies.” A more descriptive ledger would state the company where the items were purchased, brief description of those supplies, and what it was used for. “AMAZON: scissors, tape, and poster board for STEM project.”

- When collecting revenue, all additional funds are expended first prior to claiming from grant funds. This should be explicitly shown in a ledger.
- Claims for Reimbursements are made within 120 days of expenditure.
- Provide all additional requested documentation and information to NDDPI when requested and in a timely manner.

Additional Fiscal Management Resources:

Resource	Description
<u>WebGrants</u>	NDDPI's WebGrants login page. Provides WebGrants training videos and the user guide.
<u>You for Youth-Fiscal Management</u>	Provides professional development and tools for managing your CCLC budget (example policy/procedures, inventory, etc.)
<u>Afterschool Alliance-Road to Sustainability</u>	A detailed document on creating a sustainability plan
<u>Afterschool Alliance-Funding and Sustainability</u>	Afterschool funding database and resources for preparing for the future of your program with sponsorships, donations, and partnerships
<u>Uniform Administration Requirements, Cost Principals, and Audit Requirements for Federal Awards</u>	Resource provided to aid grantees in the administration of Federal grants awarded by the DOE.

3. Program Management

Location of Programs

In addition to public school campuses, 21st CCLC program centers or sites may be located in a variety of facilities, including, but not limited to, community centers, church activity buildings, college campuses, local government buildings, or even rented commercial spaces. The 21st CCLC program facilities must be at least as available and accessible to the participants as if the program were in a school and meet the same criteria for safe and effective learning including fire codes for safe egress. Program officials are reminded of their obligation under [Section 504 of the Rehabilitation Act](#) to ensure that facilities for community learning center programs must be accessible to persons with disabilities. If the programs are operated in facilities other than a school building, the organization must ensure the facility still meets state, federal, and local standards for safety and general accessibility. For more information about building code and safety guidelines, review resources provided by the [ND Division of Community Services](#).

Subgrantees will need to submit documentation to NDDPI demonstrating the 21st CCLC Program occurs in a location that meets the criteria for accessibility. Notarized documents and fire marshal reports are sufficient to meet this requirement.

Hours

Organizations awarded a 21st CCLC Grant award must offer students educational opportunities outside the traditional school hours. In addition to after school, programs may be offered before school, evenings, weekends, or summers. The operational hours should demonstrate that adequate contact time is being spent with students and families each week. Programming must be a minimum of seven hours per week including those programs operating during the summer months; and at least 65 percent of all programming must be in the core academic areas of reading, engineering, mathematics, arts, technology, and/or science. Credit recovery programs do not qualify for the use of these funds.

Student Attendance Requirements

To maximize the potential impact on student achievement and overall success, subgrantee programs should make every attempt to promote regular attendance of the same students that are served each day of operation throughout the program year. Per federal grant guidance, 21st CCLC programs cannot operate as drop-in programs. Therefore, in the state of North Dakota, 21st CCLC student participants are not counted towards a subgrantees overall enrollment total until they have attended the 21st CCLC program for at least 15 hours.

Subgrantees are required to record individual participant's start and end time of the program each day rounding to the nearest half-hour.

Program Activities

The following are the allowable activities for a 21st CCLC program:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with:
 - The challenging state academic standards and any local academic standards
 - Local curricula that are designed to improve student academic achievement
 - Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured, physical activity programs
- Services for individuals with disabilities
- Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA of 2015, the law's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects, such as reading and mathematics;
- Use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students (ESSA);
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; social-emotional components, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Projects must offer programs that serve the families of participating students that are aligned to state standards, comply with best practices and; if appropriate, are evidence-based, meet the measures of effectiveness, can be measured in terms of performance objectives and are calculated to achieve the intended outcomes (ESSA).

Applicants are reminded of their obligation under *Section 504 of the Rehabilitation Act* to ensure that their program is accessible to persons with disabilities and must comply with the equitable participation requirements of Section 9501 for children attending private schools.

Collaboration with Schools

In accordance with ESSA Sec. 4204(b)(2)(D), 21st CCLC programs must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21st CCLC activities, including through the sharing of relevant data among the schools.

All 21st CCLC programs must be developed in active collaboration with the schools participating students. Funded programs are required to maintain constant communication with the school(s) the participating students attend to ensure that program activities support the learning that occurs during the regular school day. Academic enrichment activities should be aligned to the ND State Standards to reinforce the concepts learned in the classroom. Programs must actively and frequently communicate and collaborate to design 21st CCLC program activities based on content the students are currently learning.

Documentation must be maintained by the 21st CCLC program to demonstrate active communication with schools throughout the grant cycle. During the 21st CCLC program monitoring event, NDDPI will review the following information to determine a subgrantee's level of compliance and implementation of collaborative school partnerships:

- Formal dated meeting notes and agendas between 21st CCLC Program Director and School Principals/District Administrators
- Formal dated meeting notes and agendas between 21st CCLC Program Director/Staff and School Teaching Staff
- If applicable, signed and dated impact data sharing agreements between 21st CCLC Program and School Site(s)/District(s)
- Written impact data collection and evaluation plan including regular meetings focused on sharing 21st CCLC program impact goals and outcomes with school stakeholders

Private Schools

Section 8501 of the ESEA, as amended by the ESSA, outlines the requirements for 21st CCLC programs and consultation with private schools.

- 1) During the development of the grant proposal, the applicant organization is required to contact private school officials in the proposed program's attendance zone (as determined by the proposed schools in the application) to inform them of the opportunity for the private school students and their families to receive 21st CCLC services. Organizations must attest to consultation requirements as a component of applying for funds through the WebGrant system.
- 2) If funds are awarded, subgrantees must consult with private school officials and upload one Private Schools Consultation Form for each private school in the related section within the WebGrants system.
- 3) During the continuation grant years, subgrantees must contact those private schools each year to ensure that private school children and their families have an equitable opportunity to participate in the 21st CCLC program.

Consultation and a completed Private School Consultation Form must be submitted within the 21st CCLC grant application and all continuing applications. Yearly consultation with private school officials must continue throughout the implementation and assessment of 21st CCLC activities. Efforts to contact the private schools is monitored by DPI as part of the Comprehensive Program Monitoring Review (CPMR) Processes. For more information regarding the consultation requirements with private schools, see Section 8501 of the ESEA, as amended by the ESSA. For a list of private schools in the feeder schools attended by students, refer to the [National Center for Educational Statistics](#).

Providing Healthy Snacks

21st CCLC programs must provide a snack and/or meal to all participating students. Meals and/or snacks must be approved and fall within the nutritional guidelines by the [U.S. Department of Agriculture \(USDA\)](#). Snacks and/or meals need to be reimbursed by the [Child and Adult Care Food Program \(CACFP\)](#) or the [National School Lunch Program \(NSLP\)](#).

Family Engagement

In accordance with ESSA SEC 4201(a)(3), A required component of 21st CCLC programs is to offer families of students served by community learning centers opportunities for active and **meaningful engagement in their student's education**, including opportunities for literacy and related educational development.

Subgrantees are required to provide opportunities to allow families and communities to engage and support the learning of students. "Family Nights" where families are only involved in an observation activity or simply given information about the 21st CCLC program should not be the only types of activities provided for families. Family Engagement programming should be designed to provide adult family members with the tools necessary to support their child's academic success.

Successful 21st CCLC programs foster parent/ guardian engagement, promote school and family collaborations, and encourage effective family engagement in consideration of several key factors.

- 1) Involve families in program planning: Programs designed to include families and children in the planning of the 21st CCLC program draw greater support from participants and their families and from the community at large.
- 2) Attend to the schedules of working parents: Family engagement should be designed to accommodate to the daily schedules of working parents/guardians.
- 3) Identify family needs: Adult and family services may vary from site to site, but based upon the identified needs and the approved grant, 21st CCLC parent/family educational opportunities may include, but not limited to:
 - English Learner (EL) training
 - Literacy training in English and mathematics
 - GED preparation classes
 - High school completion classes
 - Parenting education classes
 - Computer training programs

Documentation must be maintained by the 21st CCLC program to demonstrate active communication with families throughout the grant cycle. During monitoring events, DPI will review all information pertaining to parent/family engagement to determine a subgrantee's level of compliance and implementation of parent/guardian engagement and communication requirement.

Schedule of Program Activities

It is best practice for the subgrantee to develop and maintain a daily schedule of program activities. The schedule provides students, staff, and volunteers with clear expectations for each day of the program.

The schedule should be readily available to students, parents, and staff. In addition, the program schedule should demonstrate the following characteristics:

- A focus on ND K-12 Content Standards for math and reading/language arts (at a minimum)
- Non-academic activities that will complement the regular academic program and/or promote whole-child development
- A variety of strategies and/or activities to address various learning interests, grade levels and ability
- Transition time between activities
- Parent engagement activities when appropriate (parent activities may also be provided separately)

Per updated federal GPRA reporting, Site Coordinators are required to record each program activity's start and end time each day, rounding to the nearest half-hour and indicating how many participants attended that specific activity.

Serving Students with Special Needs

(See [Y4Y-Legal Foundations of Inclusion-What You Need to Know](#))

Students with disabilities have the legal right to participate in their school and community, including afterschool programs. Explore the two federal laws that impact students with disabilities in 21st Century Community Learning Centers.

1. Section 504 of the Rehabilitation Act of 1973 (Section 504)

Key Information

- Section 504 prohibits discrimination on the basis of disability in federally funded programs.
- Disability is defined as anyone who has **a mental or physical impairment that limits one or more major life activity**, has a record or history of such an impairment or is regarded as having the impairment.
- The needs of students with disabilities must be met as adequately as the needs of students without disabilities.
- Qualified students are served through a **504 Plan** that details the student's needs and accommodations to meet those needs. Students with 504 Plans are on target academically but need accommodations for learning in the **general education setting**.

What this Means for 21st CCLC Programs

- Since 21st CCLCs receive federal funding, they must adhere to Section 504.
- Students with disabilities cannot be excluded from the program because of their disability.
- You can ask families if their child is served through a 504 plan but cannot require families to provide a copy. Ask permission to review the school 504 plan and collaborate with the school-day teachers to implement similar accommodations into your program.

2. The Americans with Disabilities Act (ADA)

Key Information

- The ADA **prohibits discrimination** on the basis of disability.
- Disability is defined as anyone who has **a mental or physical impairment that limits one or more major life activity**, has a history or record of such an impairment or is regarded as having such impairment.
- Public entities are places **run by federal, state or local governments** such as schools.
- A place of public accommodation is **anywhere that business is conducted** such as recreation or childcare centers.
- Public entities and places of public accommodation must make **reasonable modifications** to ensure people with disabilities have **equal opportunity to participate and benefit** from the services provided.
- Reasonable modifications are made using information about the **individual person**, not their diagnosis.
- Reasonable modifications should not fundamentally alter the nature of the program or cause an undue burden.
- There are four primary types of modifications:
 - Inclusive admissions policies that do not tend to screen out people with disabilities.
 - Changes to organizational policies, practices, and procedures.
 - Auxiliary aids and services to ensure communication.
 - Removal of physical barriers in program facilities.

What this Means for 21st CCLCs

- Since 21st CCLCs are either public entities or places of public accommodation, they must adhere to the ADA.
- Students with disabilities cannot be excluded from the program because of their disability.
- 21st CCLCs can develop systems for gathering information about the individual student (strengths, needs, communication preference, sensory sensitivities, existing modifications they use in other places) and use that information to implement accommodations and modifications in the program.

According to ADA and IDEA you must provide an equal opportunity to give students with disabilities the same access to services as their non-disabled peers. Programs must examine if providing extra supports exert an undue hardship on that program. A student's participation cannot present an undue hardship to the school or the students in the program. This should be determined on a case-by-case basis.

However, you must document that you have made every reasonable attempt, and exhausted all options, to provide services for children with disabilities. Example of the process you may use:

- you have met with the parents, teachers and administrators and confirmed they indeed do need the same services in summer or afterschool as they do during the regular school day (sometimes children don't)
- you have brainstormed scenarios that include inclusion strategies for the child
- you spoke with the Special Education Unit and inquired if they can or cannot provide an aide or resources
- you have brainstormed your staffing options to provide children with the services they need
- you have done your due diligence to include the child in the programing and documented it.

Additional Program Management Resources:

Resource	Description
<u>You for Youth-Managing your 21st CCLC Program</u>	Training and tools for managing your 21 st CCLC program (sample standard operating procedures handbook, project plan & model, timelines, training your staff)
<u>You for Youth-Afterschool Training Toolkit</u>	Resource to build academic, afterschool activities in the multiple academic areas. Also has professional development opportunities for staff
<u>What Works Clearinghouse</u>	Source of evidence-based educational programming, practices, and policies
<u>The National Center for Quality Afterschool</u>	Provides models, tools, and assistance for afterschool programs,
<u>Building and Managing Quality Afterschool Programs</u>	A practitioner’s guide for developing and managing your OST program. This was created by the National Center for Quality Afterschool (SEDL) and funded by the C.S. Mott Foundation.
<u>A Resource Guide for Planning and Operating Afterschool Programs</u>	Provides of description of resources to support 21 st CCLC programs. Published by SEDL.
<u>You for Youth-Strategic Partnerships</u>	Guidance for building, strengthening, and maintaining partnerships
<u>You for Youth-Family Engagement</u>	Trainings that include customizable handouts and PowerPoints. In addition, Y4Y includes a training on Cultural Competence.
<u>Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships</u>	Publication of SEDL in collaboration with the USDOE
<u>Edutopia</u>	Collection of resources and videos about parent- engagement
<u>5 Minute Film Festival: Parent-Teacher Partnerships</u>	
<u>Resources for Building Community Resources</u>	Edutopia provides an extensive list of resources for how a school programs can build partnerships from all aspects of a community.
<u>Engaging Families in Out-of-School Time Programs Toolkit</u>	Publication of Build the Out of School Time Network (BOSTnet) that provides strategies, tips, and ideas for promoting family engagement in your program
<u>You for Youth-Including Students with Disabilities</u>	Training to assist in providing inclusive policies and programming for students with disabilities.
<u>Creating Holistic Partnerships Between School and Afterschool</u>	A study addressing the importance of a relationship between schools and OST programs. It addresses some of the issues, barriers, and provides recommendations to strengthen the partnerships.
<u>Afterschool Alliance-Afterschool and Partnerships</u>	Toolkits, resources, and guides

4. Staffing

Recruitment and Hiring

Subgrantees must ensure that all 21st CCLC staff roles have clearly written job descriptions. The 21st CCLC program should have formal written hiring policies and procedures shared with all 21st CCLC staff members. Subgrantees should ensure all 21st CCLC employees are well informed about their job descriptions, performance expectations, and information regarding the evaluation of their job performance. When recruiting and hiring staff and volunteers, 21st CCLC management should make every attempt to match potential staff with 21st CCLC positions that align with their strengths. All personnel must have a clear criminal background check and screening on file.

Staff Retention

Programs will be monitored by DPI to ensure they are taking the following measures to best support their staff members for high quality out-of-school program implementation:

- Providing time for regular staff meetings to discuss program impact, program improvement as well as individual student and large group needs
- Ensuring staff members have access to materials and resources that inform their work
- Providing staff continual formal and informal feedback on how to improve their practice
- Offering all 21st CCLC staff regular professional development opportunities throughout the academic year
- Providing time for the comparison of collected program impact data to approved subgrantee program goals with 21st CCLC staff, students, parents/guardians, and school stakeholders.

Staff/Student Ratio

There is no specific requirement for the number of students that can be served by one staff member. However, NDDPI encourages all 21st CCLC grantees to keep the student/staff ratio to a maximum of 20:1 for highly qualified teachers. Programs may be staffed by program coordinators, licensed teachers (as far as practical), and paraprofessionals and volunteers who have cleared federal background checks.

Volunteers

Volunteers should be appropriately trained by the Program Director, Site Coordinator, and/or another appropriate staff to maximize the successful use of the volunteers. Once trained, volunteers should be partnered with staff to guide the implementation of the activity. **As with all personnel who interact with children, volunteers, including parent volunteers, must maintain clear criminal background checks.**

Staff Training/Professional Development

A well-trained staff is critical to the success of a 21st CCLC program. Initial and ongoing staff training increases the likelihood that all program goals will be met. All staff and volunteers should be provided a 21st CCLC Staff Handbook that includes formal written policies and procedures for creating and maintaining a safe and high quality out-of-school learning environment. All 21st CCLC program staff, including volunteers, must receive appropriate training in the following areas at a minimum:

- Federal and State requirements for the 21st CCLC program
- Awareness and understanding of the approved 21st CCLC grant proposal's goals and strategies, program design, timelines, deliverables, and evaluation strategies
- 21st CCLC Program Safety procedures
- Fiscal procedures, as appropriate
- Subgrantee-specific 21st CCLC program policies and procedures as outlined in the Staff Handbook. 21st CCLC Staff Handbooks should include at a minimum:
 - Behavior Management Policies and Procedures
 - 21st CCLC-specific safety policies and procedures
 - Data Collection Plans and Procedures
 - Communication policies and procedures with families and school staff
 - Student privacy and confidentiality (FERPA)
 - Transition policies and procedures for student arrival, departure and during program time

Evidence of staff training, including dated agendas with sign-in sheets and presentation materials (e.g., presentation slides, handouts, etc.), should be retained on file and provided during monitoring events for review by DPI staff. Identifying the needed skills and knowledge of each staff member and providing ongoing feedback and resources, supports all staff working with school-age children in out-of-school programs. Annual 21st CCLC program staff professional development calendars should include the following information at a minimum:

- Workshop date (month, day, year) and time
- Workshop topic and facilitator

Additionally, at the end of each professional development workshop, it would be best practice to issue a feedback survey to all attendees to determine if the workshop was successful in implementation style and providing 21st CCLC staff with applicable knowledge.

Additional Staffing Resources:

Resource	Description
<p><u>You for Youth-Creating a Positive Learning Environment</u></p>	<p>Training to support staff with behavior management strategies, building relationships, and setting up a positive learning environment</p>
<p><u>You for Youth-Human Resources</u></p>	<p>Training guides for recruiting staff, creating a supportive environment, sample/customizable human resources handbooks and tools, etc.</p>
<p><u>You for Youth-Building a Positive Organizational Culture and Climate</u></p>	<p>Click & Go training opportunity that enables participants to understand the importance of developing vision, mission, culture, and climate statements. Also demonstrates how to use culture and climate to build a positive environment for staff, students, and families.</p>

5. Safety Policy & Procedures

Written Policies and Procedures

In addition to the required written fiscal policies, written policies and procedures must be developed for the safe and effective operations of the 21st CCLC program. Non-LEA subgrantees may need to access LEA policies to ensure applicable state and federal laws are contained within written policies and procedures. At a minimum, 21st CCLC written emergency preparedness policies and procedures must address:

- Procedures for maintaining participant emergency contact information
- Criminal background checks
- Procedures for safe student pickup
- Disciplinary policies for violence and bullying
- Emergency preparedness plans including:
 - Fire safety (including evacuation route maps from all 21st CCLC classrooms)
 - Adverse weather
 - Lockdowns, lockouts and safe family reunification

Written emergency policies and procedures must also be provided to parents, guardians, and community members in an easily understood format and to the extent possible. All written policies and procedures must be maintained on file and available to DPI upon request.

All 21st CCLC staff, volunteers and students must be trained on site-specific 21st CCLC emergency policies and procedures and evidence of training such as agendas, meeting minutes, and sign-in sheets must be retained. In addition, Program Directors should develop written agreements and require that staff, volunteers, parents/guardians and students sign that acknowledge that they have received and read each of the policies. Signed agreements should be maintained on file and available for review during annual program monitoring events.

Criminal Background Check Policies and Procedures

(Visit the [ND State Bureau of Criminal Investigation](#) for more information)

Organizations awarded the 21st CCLC grant must certify that all employees, direct-service contractors, and volunteers who work with the program have approved criminal background checks on file prior to their work with the program. In accordance with State 21st CCLC guidelines, the organization's procedure regarding criminal background checks must meet the following requirements:

1. Must comply with the criminal background check policy and personnel procedures of the program schools' district(s)
2. In the absence of an LEA or subgrantee's governing board policy, the subgrantee must obtain background checks that meet the following criteria at a minimum:
 - Criminal background checks are run against national and state criminal databases, and must include the North Dakota Sex Offender Registry and the National Sex Offender Database.
 - Criminal record checks must be completed and cleared for all new or existing employees, volunteers, or contractors prior to their interaction with children or handling of 21st CCLC funds.
 - Statewide criminal background checks must include all states in which the employee or volunteer lives or has lived for the previous five (5) years.
 - All criminal background checks must be obtained directly and kept on file by the subgrantee; background checks obtained/submitted by employees are not acceptable. The subgrantee maintains responsibility to ensure that the background check data is accurate and current.
- All criminal background checks must include the following:
 - Date criminal history check was obtained;
 - Name of agency that completed criminal history check;
 - Name of the person who ran the background check; and
 - Results of the criminal history check (i.e., "no record," "record attached," etc.).
3. Individuals convicted of a felony (of any kind) or any offense involving sexual or physical abuse/neglect against a child are strictly prohibited from working with the 21st CCLC program in any capacity.
4. If an employee or volunteer is arrested, charged, or convicted of a crime as indicated above during the course of contracted services with the 21st CCLC program, that individual is required to notify the subgrantee, and the organization must run a new criminal background check. If arrested, charged, or convicted of a crime involving physical abuse/neglect against a child the individual must automatically be disqualified from employment.

Up-to-date criminal background documentation for all 21st CCLC employees and volunteers must be maintained by the 21st CCLC Program Director throughout the grant cycle. During the 21st CCLC program monitoring events, criminal background check reports, policies and procedures must be made available to DPI upon request.

Bullying Policy

During the 2019 North Dakota legislative session, ND adopted [SB 2181](#) which defined bullying and ensured that each school district adopt a policy providing that while at a public school, on school district premises, in a district owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event, a student may not:

- Engage in bullying; or
- Engage in reprisal or retaliation against:
 - A victim of bullying;
 - An individual who witnesses an alleged act of bullying;
 - An individual who reports an alleged act of bullying; or
 - An individual who provides information about an alleged act of bullying.

Subgrantees operating in a public-school facility are encouraged to review and familiarize themselves of the district's anti-bullying policy. Ensure the local 21st CCLC standards and procedures reflect the district's expected guidelines for a safe and effective learning environment.

Fire Safety Policies and Procedures

Program Directors should contact local fire marshals or building administration to ensure the facility being considered for a 21st CCLC site complies with state and local fire codes for facilities where children gather. Programs must have a developed written fire prevention and evacuation plan and have up to date fire inspection reports for all sites in accordance with state and county guidelines for facilities where children gather. At a minimum, the written plan must include policies and procedures in the event of a fire, a schedule for planned evacuation drills, and guidelines for staff on how to respond during and after a fire emergency including but not limited to: how to operate a fire extinguisher, safe egress procedures for all students and adults on site, activating the fire alarm or phoning 911 and follow-up reports after a fire.

Fire exits must be clearly indicated and allow for safe egress. Fire extinguishers must be routinely tested as per state fire codes for buildings where children gather. At a minimum, a fire extinguisher should be easily accessible for each area occupied by children and flashlights should be available to all staff in case of a power outage.

Adverse Weather Policy

Policies and procedures must address actions in the event of adverse weather such as a severe thunderstorm, excessive heat warnings, hurricane, tornado, or snowstorm. The Program Director should routinely review local weather reports to determine if student and staff safety are at risk. In the event the school district closes, the 21st CCLC program should close as well.

Programs may offer make-up days that either will coincide with the school's make up day or a day that programs do not usually operate.

Procedures for Emergency Drills

Policies and procedures related to emergency drills (not related to weather) must be in place for each grantee and be site specific to address the following: lockdowns, lockout and reuniting students with parents in a designated and safe location. If the 21st CCLC program operates on the campus of a local public school, the regular school day emergency policies and procedures are not sufficient in demonstrating compliance for practicing emergency drills. Emergency procedures need to be specific to the spaces and personnel overseeing the afterschool program, and practice drills should be practiced during the afterschool hours of operation.

Additional Safety and Policy Resources:

Resource	Description
<u>You for Youth- Developing and Implementing a Safety Plan</u>	Click & Go training that covers safety plans, protocols, practices, and trainings. Provides several customizable safety guidance documents.
<u>A Guide to Developing a Severe Weather Emergency Plan for Schools</u>	The National Weather Service developed a guidance document to help schools and other facilities prepare for severe weather.

6. WebGrants & Reporting Requirement

WebGrants

The fiscal agent, in collaboration with each program director, is required to submit a number of reports through the WebGrants. Each report is required to be submitted in a timely fashion to avoid freezing of funds. Below you will see a list of these reports, along with a description and due date.

1. Request for Funds - 15th of each month

This report is used to request reimbursement for expenses paid by the fiscal agent. The authorized representative and program director need to communicate to make sure the expenditures are correct and allowable. Good fiscal management practice is to ensure this is done monthly. NDDPI's Fiscal Management Office requests that all reimbursements are made before 120 days of expenditure. Future determination of funding relies on consistent requests.

2. Grant Revision Request - Any time during the grant period

Grant revisions, also known as budget revisions, are used to move funding from one line item to another. The program director will contact the authorized representative if there is a need for a grant revision.

3. Quarterly Status Project Reports (QSPR)– 4 times a year

21st CCLC grantees are required to submit Quarterly Status Project reports. These reports provide formative information about a grantee's program, monitor program implementation, and provide insight into grantee operations on an ongoing basis. The reports shall contain, but are NOT limited to:

- information about the grantees' program operation (staff changes, safety concerns, challenges)
- program implementation (changes made, difficulties, successes, etc.)
- enrollment
- budget and other critical elements (on track to spend your funds, revisions, etc)

Quarter	Dates	Submit by:
Quarter 1	July 1 to September 30	October 31st
Quarter 2	October 1 to December 31	January 31st
Quarter 3	January 1 to March 31	April 30th
Quarter 4	April 1 to June 30	July 31st

4. Continuing Application

Each 21st CCLC program is required to submit a continuing application every year to remain a 21st CCLC grantee. The authorized representative and program director will work together to complete the continuing application in WebGrants.

Additional Resources for WebGrants & Reporting Requirements

Resource	Description
<u>WebGrants</u>	NDDPI's Login to the WebGrant System
<u>WebGrants User Guide</u>	External User Guide
<u>SAM.gov</u>	All recipients of Federal Funds must have a SAM.gov Entity ID
<u>ND Vendor</u>	Vendor Registry provides assistance to register suppliers to receive grant reimbursement.

7. YouthServices (City Span) & Reporting Requirements

NDDPI has contracted with YouthServices (CitySpan) to meet the needs of 21st Century Community Learning Centers and grant administrators. The software enables users to manage information with greater efficiency and to automatically generate required Annual Performance Review (APR) reports.

Purpose for Data Collection

All 21st CCLC sites are required to maintain data to track program activities, youth participants, program attendance, and other data. This data is collected and inputted into YouthServices (CitySpan) to use for the ND statewide evaluation and the federal 21APR. This guidance is intended to help clarify expectations and to ensure quality among statewide grantees.

All 21st CCLC programs are required to have attendance, staffing, and activities entered into YouthServices by the 15th each month. It is highly recommended that grant directors establish a consistent, on-going data entry timeline that works best for their sites. This could be bi-weekly or by the end of the month, however, weekly would be ideal. ***Failure to complete data requirements on a monthly basis could result in a freeze of 21st CCLC funds.***

Required Data Points for YouthServices

YouthServices Tab	<h3 style="text-align: center;">Required Information</h3> <p style="text-align: center;"><i>*information not included on the 21APR, but required by NDDPI</i></p>
Home	<ul style="list-style-type: none"> ▪ Agency name ▪ Program name ▪ Status ▪ Partner Organization ▪ Receiving grant funds ▪ Type of contribution ▪ *site-coordinator's name ▪ *site-coordinator's email
Participants & Staff YOUTH	<p><u>Form 1</u></p> <ul style="list-style-type: none"> ▪ *name ▪ *10-digit state student ID ▪ Gender ▪ Ethnicity ▪ Special ED, ELL, or F/R ▪ Grade level; for summer participants, use the grade they will enter in the fall. ▪ Number of family members <i>*See note below</i> ▪ *birthdate ▪ *Date enrolled
Participants & Staff PROGRAM STAFF	<p style="text-align: center;">Notes on Family Members Served:</p> <ul style="list-style-type: none"> ▪ This is an <u>unduplicated</u> count of immediate family members served. The only exception is if there are participants served by different grade spans (PreK- 5th/6th-12th). Those family members can be included in each count. ▪ Siblings who are also participants cannot be counted as family members. <p><u>GPRA</u></p> <ul style="list-style-type: none"> ▪ All outcome measures assigned to the participant's grade level are required to have a response *exception for private school students and students ▪ attending BIE schools.
	<p><u>Form 1</u></p> <ul style="list-style-type: none"> ▪ *Name ▪ Tactile Group Staff Type ▪ Employment type ▪ Funded directly by 21st CCLC ▪ *Status

Groups / Activities

General Info

- Name of the Activity
- 21st CCLC vs Non CCLC Activity: anything reported as non-CCLC activity is data that will not go into the 21APR
- Start and end times of programming, activities, and participating students need to be documented in YouthServices under one of the new 14 21APR categories.
 1. Science, Technology, Engineering & Mathematics
 2. Literacy Education
 3. Academic Enrichment
 4. Activities for English Learners
 5. Well-Rounded Education Activities
 6. Healthy and Active Lifestyle
 7. Drug and Violence Prevention and Counseling
 8. Assistance to Students who have been Truant, Suspended, or Expelled
 9. Career Competencies and Career Readiness
 10. Services for Individuals with Disabilities
 11. Telecommunications and Technology Education
 12. Expanded Library Service Hours
 13. Parenting Skills and Family Literacy
 14. Cultural Programs

Schedule

Grantees can determine if sites should enter in exact times or round activities to the nearest half-hour. For short activities (snacks/social time), time should still be captured as it is still part of participant's attendance, however, sites could consider adding that activity but not assign a category OR consider that time within a federal category (well-rounded activities, or healthy/active lifestyle).

TIP: Creating a schedule for an activity that is repeated throughout the program will save time when taking attendance.

A partner is any entity that provides an in-kind or cash contribution to support the objectives of 21st CCLC (This excludes the schools served and grantee).

Partners

- Agency Name
- Program Name
- Status
- Partner type
- Indicate if the agency receives grant funds for its contribution
- Type of contribution

Required Data for Program Attendance in YouthServices:

Program attendance records that are missing any of these fields may not be included in federal reporting for Activities (e.g., hours of programming by category) or Youth (total hours of participation):

- **Youth, Activity, and Date** – Each program attendance record should be associated with a specific youth for a specific activity on a specific date.
- **Attendance (Present/Absent)** – Daily attendance should be clearly marked as Present or Absent for each youth in each activity on each date. Blanks in program attendance data are treated as absences and are not included in federal reporting.
- **Begin/End Times** – Each attendance record should have a specific Begin Time and an End Time. This could be the same for every student for every day of an activity or this could vary. If data includes a total “minutes of service” field, this should always align with the begin/end times. Keep in mind student participation should be tracked to the closest half hour. Sites may want to consider inputting 30-minute increments of activities into YouthServices to better account for attendance.

Checklist for Ensuring Accurate Input of Students’ Hours and Attendance

- Do all activities in YouthServices have correct start and end times?
- Do those start and end times capture the entire program day, without gaps or overlaps?
- Are all students enrolled in activities in YouthServices so that their full program day is captured? (This includes social/snack/etc.)
- Do you have a system in place to ensure that students’ attendance is recorded in each activity that they are enrolled?
- Do you have a process for adjusting attendance times for students who arrive late, leave early (including those who leave in the middle of an activity)?

Data Best Practices

The following “best practice” guidance is provided to 21st CCLC grantees to ensure compliance maintaining up-to-date and timely data collection (*Measurement #11-Program Management Review for ND Monitoring*)

Data Due Dates and Accountability

- Make it very clear data due dates are written in policy/procedure manuals and reviewed with staff on a consistent basis.
- A monthly calendar reminder to staff that data is due on certain dates can be beneficial, as well.
- Include data due dates in employees’ monitoring and/or yearly evaluation. This can be used as concrete and achievable measures for all staff.

Data Steward

Programs can assign a data steward, or an employee who oversees data collection. It is recommended that this duty be outlined in the job description for this employee. Duties can include:

- Review data no later than five days after the data due date;
- Provide guidance and technical assistance to program staff on data entry;
- Send weekly/monthly reminders to staff to enter data; and
- Provide training to staff or provide access to training for staff.

This employee would be well-trained, accessible to staff regarding all program data collection and analyzation, and knowledgeable in FERPA regulations

Accountability

Include data due dates in employees’ monitoring and/or yearly evaluation. This can be used as concrete and achievable measures for all staff.

Written Guidance

Policies that are easily accessible and reviewed frequently.

- These practices can be the same descriptors as used in the Data Steward job description.
- As noted above, have data guidelines including due dates in employee handbooks.
- Create training documents including webinars, YouTube videos, and other artifacts regarding data entry and its importance. Have these documents easily accessible to

employees, as well.

Create a Data Culture

It is important to communicate “why” data collection is important and imbed this into your workplace culture. Below are some key points and ideas that a program can communicate:

- Frequently communicate the importance of “why” proper data collection is valued:
 - Funding opportunities;
 - Accountability;
 - Informed and accurate decision making;
 - Accurate reporting to the public; and
 - Quality assurance.
- Create a running staff meeting agenda item regarding data. Review the data process at each staff meeting.
- Provide an update to staff frequently on program data and have a conversation about it.

8. 21APR Reporting Requirements

The Nita M. Lowey 21st Century Community Learning Centers (CCLC) program, like most programs funded through Congressional appropriations, is subject to the Government Performance and Results Act (GPRA). This Act dictates that metrics, referred to commonly as GPRA measures or “The GPRA” serve as program outcomes for the purpose of completing the required annual performance report (APR) submitted to Congress. In 2020, The Department of Education approved a set of five new GPRA measures for the 21st CCLC program.

GPRA Measure	Performance Measured/ Data Type	Description	Grade Levels
1	State Assessment	Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in reading, language arts, and mathematics on state assessments	4-8
2	GPA	Percentage of students in grades 7-8 and 10-12 attending 21 st CCLC programming during the school year and summer with a prior year unweighted GPA less than 3.0 who demonstrated an improved GPA	7-8, 10-12
3	Attendance	Percentage of students in grades 1-12 participating in 21 st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year	1-12
4	In-School Suspensions	Percentage of students in grade 1-12 attending 21 st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	1-12
5	Engagement in Learning	Percentage of students in grade 1-5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning	1-5

Collection of State Student IDs

Each year the USDOE measures the academic growth of students attending 21st CCLC programs. NDDPI utilizes the ten-digit State identification number to collect program attendance data, in-school suspension data, and student assessment achievement data for the 21APR. Grantees/subgrantees are responsible for gathering data for GPRA 2 and GPRA 5.

For the state to gather this data, programs are required to submit the ten-digit State identification number to NDDPI for each student attending the program from the grant awarded sites. Programs will need to require the student ID number for program enrollment and have an agreement with the school district they are serving to provide the ID numbers.

FERPA and Parent Education Release Forms

As ND continues to work on a 21APR Automatic Upload, it would be good practice for grantees to begin collecting parent consent for educational information release forms. This can be included in program parent handbooks or during enrollment periods. *See appendix E for example.

GPRA Implementation Timeline for the 2022-2023 School Year

Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Jul 2023	Aug 2023
ENTER NEW GPRA									ENTER NEW GPRA		
You should enter into 21APR on NEW GPRA for summer and school year 2021-2022.									You should enter into 21APR on NEW GPRA for summer and school year 2022-2023.		
COLLECT NEW GPRA											
You should collect data on NEW GPRA for summer and school year 2022-2023.											

For more information on GPRA and 21APR, refer to QUICK GUIDES on the support page at <http://21apr.ed.gov/support>

9. ND Quality Standards Self-Assessment Reporting

ND 21st CCLC have adopted the ND Afterschool Network’s Quality Standards for the 2022-2023 year. This self-assessment tool is intended for each 21st CCLC program to engage in thoughtful review of program quality with all stakeholders involved. It should assist in facilitating 21st CCLC program directors in the continuous improvement process and the planning of future programming and goal setting.

Programs will take this self-assessment twice a year (beginning and end of program year). Results will be reported to the ND Afterschool Network to help direct the technical assistance team in creating meaningful and relevant professional development for the program year.

This self-assessment is NOT meant to be used as an external judgement tool for identifying “good” or “bad” programs. NDDPI will not use it as a punitive tool and will not be receiving individual site assessment scores. Rather, this assessment tool should be used as a way for programs to highlight areas and practices that are strong, as well as areas of programming that stakeholders can dig into further and work on improving.

Additional Quality Standard Resources:

Resource	Description
ND Afterschool Quality Standards	The self-assessment program quality tool adopted for ND 21 st CCLC programs

10. Monitoring

The NDDPI is responsible for creating a system of oversight and monitoring for 21st CCLC programs as defined by federal requirements.

Grantees are required to submit quarterly progress reports, according to the individual program goals and objectives, as outlined in their application. A quarterly and annual narrative report (continuing application) is also required. Grantees are required to submit monthly fiscal expenditures to NDDPI using WebGrants.

The NDDPI will conduct on site monitoring visits using the Monitoring and Quality Improvement Tool and 21st CCLC Monitoring Report in order to assess compliance with federal regulations and improve overall program performance.

Compliance Monitoring

Compliance monitoring methods were designed to improve the consistency in the approach to monitoring grantees and to ensure transparency in the monitoring process. NDDPI conducts on-site monitoring of each grantee once every three years. Grantees receive notice of the annual schedule of monitoring visits and are notified by official letter of the on-site monitoring date.

During on-site monitoring, NDDPI staff, review grantee compliance in the areas determined by the federal statute, including grant management, fiscal management, program management, and appropriateness of activities. The monitoring report identifies whether a grantee is compliant or not compliant in 43 areas. Following the monitoring visit, NDDPI composes an official letter to the grantee outlining commendations, recommendations, and compliance issues. If a grantee has a compliance issue, they are required to provide a corrective action plan to NDDPI within 30 days of receipt of the monitoring visit report letter.

In addition to on-site monitoring, NDDPI will also conduct regular desk-monitoring that evaluates fiscal and/or programmatic compliance. This will include, but is not limited to: YouthServices attendance, participation, and activities data, quarterly reports, monthly expenditures, program revisions, budget revisions, and other information that may be requested by NDDPI.

Program Evaluation

North Dakota 21st CCLC programs are evaluated on an annual basis by a contracted 21st CCLC program evaluator. The evaluator analyzes academic performance and other data collected by 21st CCLC grantees to inform overall state progress in meeting 21st CCLC performance measures. The annual evaluation is a rigorous process that assists NDDPI to ensure continuous program improvement of the 21st CCLC program.

The state assesses performance based upon a standardized set of goals and objectives. These performance measurements are designed to measure the programs impact on the academic success of participating students. Results of the evaluation are collected and analyzed by the 21st CCLC program evaluator. These results are used to refine, improve, and strengthen the program.

Data collection is the responsibility of individual grantees who are required to submit student academic achievement and other data that is aligned with the performance measurements, into a state database known as CitySpan. This data is analyzed by the 21st CCLC program evaluator who evaluates each grantee individually, and evaluates the State program, based on the data from all grantees. The evaluation measures progress toward achieving the State's Performance Goals and Objectives on an annual basis. In addition, the data collected is used to track and report the program's GPRA requirements.

North Dakota relies on the results from the annual evaluation of 21st CCLC programs and other state and national data to inform decisions regarding before and after school program needs and resources. Demographic and academic assessment data are used to determine which districts/ schools are in need of afterschool programs. Districts, schools, and geographic areas of high poverty rates and low achievement scores (or districts identified for improvement) are then assigned priority. Annual program evaluation helps to measure the extent to which current program activities are meeting program goals, and consequently is useful in determining the types of programs and services needed. The 21st CCLC Program Evaluator presents the findings of the evaluation to the NDDPI staff and outlines suggestions for program improvement. These suggestions are consequently communicated to current grantees and can inform decisions related to continuation funding priorities.

As North Dakota has experienced demographic shifts, changes in academic achievement at district and school levels, and content specific priorities, the next application for selection may look different in terms of the type of programs and activities considered necessary for a high-quality 21st CCLC program. Decisions related to the selection of applications for funding, amount of awards, and program priorities will continue to rely on these data-driven processes, and the expertise of the Program Evaluator, Committee of Practitioners, and 21st CCLC program administrator to inform all program decisions.

Risk Assessment

The NDDPI evaluates each subgrantee's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate monitoring (2 C.F.R. §200.331(b)). Effective risk assessments allow the NDDPI to identify specific areas of non-compliance to provide:

- (1) training and technical assistance on program-related matters;
- (2) on-site reviews; and
- (3) agreed-upon audit procedures (§200.331(e)).

In order to better assist subgrantees, the NDDPI will use three tiers for risk assessment: low risk, moderate risk and high risk. This assessment will be conducted yearly.

11. Appendices

Appendix A: Timeline of 2022-2023 21st CCLC Events

July 2022	<p>20: Programs notified of award for 22-23 year</p> <p>31: Quarterly Report DUE</p>
August	<p>1: Programs can begin without summer components Director's on-site meeting in Fargo</p> <p>31: -New budget revisions DUE -22-23 Program income authorizations renewal forms DUE</p>
September	<p>10: YouthServices data updated for AUG</p> <p>20: Directors' TEAMS Meeting @ 10am</p> <p>28: 21APR closes for activities, staffing, and participation</p>
October	<p>10: YouthServices data updated for SEP ND Afterschool Quality Standards DUE to Afterschool Network</p> <p>18: Directors' TEAMS Meeting @ 10am</p> <p>24: 21APR Data Entry window opens for outcomes</p>
November	<p>10: YouthServices data updated for OCT</p> <p>15: Directors' TEAMS Meeting @ 10am</p>
December	<p>10: YouthServices data updated for NOV</p>
January 2023	<p>10: YouthServices data updated for DEC</p> <p>17: Directors' TEAMS Meeting @ 10am</p> <p>18: 21APR Data window closes for outcomes</p> <p>31: Quarterly Report DUE</p>
February	<p>10: YouthServices data updated for JAN</p> <p>21: Directors' TEAMS Meeting @ 10am</p>
March	<p>10: YouthServices data updated for FEB</p> <p>21: Directors' TEAMS Meeting @ 10am</p>
April	<p>10: YouthServices data updated for MAR 18: Directors' TEAMS Meeting @ 10am 30: Quarterly Reports DUE</p> <p>*Continuing Applications open</p>
May	<p>10: YouthServices data updated for APR</p> <p>16: Directors' TEAMS Meeting @ 10am</p> <p>*Continuing Applications DUE</p>
June	<p>10: YouthServices data updated for MAY</p> <p>*Summer programs can begin</p>

Appendix B: State Monitoring Schedule

2022-2024 State Monitoring Schedule

<u>City</u>	<u>Grantee Name</u>	<u>Monitoring Year</u>
Bismarck	Central Region Education Association	2023
Bottineau	North Central Education Cooperative	2024
Devils Lake	Northeast Education Service Cooperative	2023
Dickinson	Regional After School Program	2023
Fargo	South East Education Cooperative	2024
Fargo	South Sudanese Foundation	2024
Grafton	North Valley Career and Technical Center	2022
Grand Forks	Grand Forks Public School District	2023
Minot	Minot Public School District	2024
Valley City	James Sheyenne Valley Cooperative	2022
West Fargo	West Fargo Public Schools	2022
Williston	Western Education Regional Cooperative	2022

Appendix C: Object Code Categories

110	Certified Personnel – Salaries for certified personnel including: teachers, substitute teachers, stipends to staff for attending workshops that are held after regular school hours.
120	Noncertified Personnel – Salaries for non-certified personnel including: aides, paraprofessionals, bus drivers, secretaries.
200	Employee Benefits – Payments that are not part of gross salary made on behalf of employees; i.e., insurance, Social Security, retirement, unemployment compensation, Workers Compensation, annual leave, sick leave. School districts paying stipends to staff must pay benefits for those stipends.
300	Purchased Professional and Technical Services – Purchased services for which the district has a contract on file including: speaker fees, professional development on site, auditors, consultants, etc.
400	Purchased Property Services – Repair of Equipment.
500	Other Purchased Services – Expenses for transportation including mileage, meals, lodging, airfare, taxi fares, etc. Travel expenses for teachers that are working to become highly qualified, (i.e. mileage, meals, and lodging expenses to attend classes). Travel (transportation) for students to attend student activities (such as Title I summer school or after school programs).
600	Supplies and Materials – Expendable items that are consumed, worn out, or deteriorated in use, freight, books, school supplies, periodicals/subscriptions, software, software applications, food for parental involvement activities, snacks for after school programs, etc.
700	Property & Equipment – Document cameras, iPods, iPads, computers, printers, e-readers, monitors, white boards, smart boards, hard drives, etc. These items must be tagged as being purchased with Title I funds. Exception: Computers are <u>always</u> coded as equipment, even those with a purchase price under \$750.
800	Other Objects – Registration fees for Title I staff to attend workshops. Registration fees, tuition, books for teachers. Cost to have portfolios reviewed. Cost to complete Praxis tests. Licensing fees.
900	<p>Other Use of Funds – Indirect costs are calculated by taking your total approved budget and subtracting any funds listed on the unobligated line and the equipment (object code 700). After you have subtracted the amount, you plan to spend on equipment and the amount set aside as unobligated, you multiply the difference by the indirect cost rate. This equals the maximum allowed for indirect cost.</p> <p>Please Note: *Indirect costs cannot be claimed for reimbursement until the end of the fiscal year. This information is reflected on the Final Financial Report. Indirect costs are figured again at the end of the year and the maximum indirect costs are only paid based on your total expenditures less the funds listed on the unobligated line and the 700-equipment line.</p> <p>*School districts participating in a cooperative agreement must use the <u>fiscal agent’s indirect cost rates</u> for Title I purposes.</p>
950	Unobligated – Costs for funds available but not obligated into the district budget can be coded to object code 950. (This includes undetermined costs for schools or districts currently in program improvement.) This object code is to be used only to budget these unobligated funds and should not appear as an expenditure code. Before the unobligated funds are spent, the district must submit an electronic budget revision and adjust the budget to move these funds into the appropriate object codes listed above.

Appendix D: Parent Release of Information Consent Form

[INSERT PROGRAM/GRANTEE NAME]

21st Century Community Learning Centers

Parent Release of Records and Information Consent Form

Dear Parents and Guardians,

You are receiving this consent form because you have indicated interest in enrolling your student in a 21st Century Community Learning Center after school program.

To enroll your child in this program, [INSERT PROGRAM/GRANTEE NAME] must provide information about your student to the Youth Services online registration system maintained by City Span, which will in turn be shared with the North Dakota Department of Public Instruction. The North Dakota Department of Public Instruction will also provide performance-related information to the Youth Services system and be accessible to the Program provider named above.

I understand that:

To offer after school to my child, [INSERT PROGRAM/GRANTEE NAME] will pursue registering my student in a 21st Century Community Learning Center. Youth Services and the North Dakota Department of Public Instruction will maintain the confidentiality of my student’s personally identifiable information in accordance with law.

To register your student in this program, the following student data must be shared:

- First and last name
- Birth date
- State Student ID
- Student demographics like ethnicity, special education, and English learner status
- Grades and school attendance
- Performance-related information like state assessment scores

I CONSENT to the [INSERT PROGRAM/GRANTEE NAME] disclosing my child’s personal information listed above to Youth Services and the North Dakota Department of Public Instruction for the purposes stated above. All documents which include information contained in or derived from a student’s education records and personally identifiable information are deemed confidential pursuant to FERPA and therefore will not be disclosed to any third party.

Signature of Parent/Legal Guardian

My Full Name (please print)

Date

My Child’s Full Name (please print)