NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

NITA M. LOWEY

21ST CENTURY COMMUNITY LEARNING CENTERS

2025

Competitive Grant Application Guidance

The 21st CCLC Competitive Grant Application is ONLY for organizations who do not currently have a 21st CCLC grant award OR whose grant award expires June 30, 2025.

Updated 4/28/2025

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B Program is funded through The Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The North Dakota Department of Public Instruction administers the federal grant from the U.S. Department of Education.

For more information, visit: https://tinyurl.com/nddpi21cclc

This guidance is intended as a reference document only and is not the official ND 21st CCLC grant application. The North Dakota Department of Public Instruction reserves the right to make any changes to the online application before its release that may not be reflected in this guide.

Applications for the 21st CCLC grant program must be submitted through NDDPI WebGrants.

State of North Dakota

Department of Public Instruction

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Application Overview

Grant Name	Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)
Granting Agency	North Dakota Department of Public Instruction
Total Funds Available	Approximately $3,500,000
Grant Period	5 Years
Start Date of the Grant's First Year	July 1, 2025
End Date of the Grant's Last Year	June 30, 2030
Minimum Funding Request	$50,000
Maximum Funding Request	$350,000

21st CCLC grant funds are awarded on a competitive basis for up to five consecutive years. Yearly continuation awards are contingent upon continued Federal funding, compliance with the grant agreement and assurances, and progress toward meeting objectives as reported in the annual program review and evaluation.

Grants may be awarded to serve pre-K, elementary, junior high/middle school and/or high school students.

Award Timeline

Activity	Date
Notice of Funding and Application for Selection Release (AFS)	April 14, 2025
Applicant Workshop	April 29, 2025 - 10am CST
Intent to Apply Form Due Date	April 30, 2025
Funding Opportunity Available in Webgrants	May 1, 2025
Deadline for Questions for Inclusion in Public Q&A	May 9, 2025
Application Due Date	June 10, 2025
Peer Review of Submitted Applications	June 23- July 8th
Notification of Intent to Award	July 18, 2025
Grants Begin:	July 23, 2025

Background

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program is named in honor of former Congresswoman Nita M. Lowey, who played a significant role in education policy during her tenure in the U.S. House of Representatives. Established as part of the Consolidated Appropriations Act, 2002, and later reauthorized under the Every Student Succeeds Act (ESSA) in 2015, this grant program is designed to provide federal funding to support the creation of community learning centers that offer a wide range of educational and enrichment opportunities to students and their families during non-school hours.

Federal Regulations, Requirements, and Guidance

Authorizing Legislation

Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176). *See pages 233 through 244 of the legislation.*

Non-Regulatory Guidance

21st Century Community Learning Centers Non-Regulatory Guidance (PDF)

Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel, Non-Regulatory Guidance (PDF)

EDGAR

Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations

Uniform Grant Guidance

Purpose - §4201(a)(1)(3)

The purpose of 21st Century Community Learning Centers is to provide opportunities for communities to establish or expand activities in community learning centers that:

1. provide opportunities for academic enrichment, including providing tutorial services 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 children's education, including opportunities for literacy and related educational development.

Proposed centers must specifically address all three purposes above to be considered for funding.

North Dakota 21st CCLC Program Goals & Objectives

The purpose of the 21st CCLC program is to provide opportunities for communities to establish or expand activities for academic enrichment, including tutorial services, to help students (particularly students who attend low-performing schools) meet the challenging state academic standards.

The Goals and Objectives of the North Dakota 21st Century Community Learning Centers are:

Goal 1

21st CCLC students will show increases in student engagement and exhibit positive behavioral change.

- **Objective 1.1:** Students will demonstrate increased engagement in their 21st CCLC program.
- **Objective 1.2:** Students will demonstrate increased student engagement in school.
- **Objective 1.3** Students will demonstrate positive behaviors

Goal 2

21st CCLC programs will increase the number of students who meet expected learning gains each year.

- **Objective 2.1:** Programs recruit and enroll students most likely to benefit from the program.
- **Objective 2.2:** Students will demonstrate proficiency in core academics.

Goal 3

21st CCLC programs will reduce disparities in school engagement, behavioral, and academic outcomes for selected subgroups.

- **Objective 3.1**: 21st CCLC programs reduce disparities in school engagement and behavior outcomes.
- **Objective 3.2**: 21st CCLC programs reduce disparities in academic outcomes.

Goal 4

21st CCLC programs will increase parent and community engagement

- **Objective 4.1:** Programs will partner with families and community organizations to develop programming.
- **Objective 4.2:** Programs will be perceived as valuable by families and community partners.

Goal 5

21st CCLC programs will increase the number of students who are Choice Ready

- **Objective 5.1:** Students will demonstrate community & civic engagement.
- **Objective 5.2:** Students will adopt and maintain a healthy and active lifestyle.
- **Objective 5.3:** Students will be exposed to different career possibilities
- **Objective 5.4:** Students will be exposed to the various groups and traditions present within the local community

Grant Period - §4203(a)(8)(A)

Subgrants will be for five (5) years, anticipated to begin July 1, 2025, and to end June 30, 2030. Following the initial award based on the approved Application for Selection (AFS), subsequent award years will be contingent upon the following:

- **The NDDPI receives adequate federal funds for this continued purpose.**
- Satisfactory performance by the subgrantees as evaluated by the NDDPI (substantial progress toward the objectives outlined in the approved application, effective operational governance, and fiscal fidelity and responsibility).
- Submission of an annual Continuation Award application by the required deadline.
- Government Performance Results Act (GPRA) data and other required information by the NDDPI deadlines
- Compliance with all grant requirements and the continued provision of the services as outlined in the original approved RFA by which funding was provided.

The NDDPI reserves the right to reduce or withdraw funding if the program fails to adhere to grant compliance.

Renewability- §4204(j) & §4205(b)(2)(B)(iii)

North Dakota will not participate in the renewability clause as allowed in ESSA.

***NDDPI reserves the right to determine the option and implementation of renewability on an annual basis.*

Available Funding-§4203(a)(5)-(A)(B) & §4204(h)

The NDDPI has approximately **$3,500,000** in available funding.

Federal law requires awards to be of sufficient size and scope to support high-quality, effective comprehensive 21st CCLC programs. Grants will not be made in an amount less than $50,000 and no more than $350,000 per year.

Allowable Activities - §4205(a)(1)-(14)

Award funds granted to each eligible entity can be utilized to support a wide range of activities aimed at enhancing student academic achievement and fostering student success, with a focus on complementing and strengthening students' regular academic programs.

Examples of enrichment include:

- Academic enrichment learning programs
- Mentoring programs
- Remedial education activities
- Tutoring services
- Well-rounded education activities
- Literacy, financial, and/or environment education programs
- Activities that support a healthy and active lifestyle
- Nutritional education and regular, and physical activity programs
- Services for individuals with disabilities
- 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
- Assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs
- Counseling programs
- STEAM
- Programs that build skills in STEM, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Activities 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.).
- Recreation
- Musical and artistic activities
- Parent education classes
- GED preparation
- Adult literacy courses
- Opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home.

Eligible Applicant(s) & Eligibility Requirements- §4201(b)(3)

Eligible Applicant

Only eligible entities may apply for the 21st CCLC grant.

An "eligible entity" refers to:

- a local educational agency (LEA)
- community-based organization (CBO)
- Indian tribe or tribal organization (25 U.S.C. Section 5130)
- another public or private entity, or a consortium of two or more such agencies, organizations, or entities (20 U.S.C. Section 7171[b][3])
- Regional Education Associations (REAs)
- private schools
- nonprofit agencies
- city or county government agencies
- faith-based organizations
- institutions of higher education
- for-profit corporations

An eligible entity may operate more than one grant and submit up to two grant applications per award cycle, provided there is no duplication of services for students. However, NDDPI reserves the right to prioritize one over the other to ensure equity of funds and geographic distribution.

Applicant Experience

Applicants who have not previously received 21st CCLC grants or other grants from the NDDPI are eligible to apply. However, applicants must verify their ability to administer complex grant programs and demonstrate experience in successfully providing educational and related activities that complement and enhance students' academic performance, achievement, and positive youth development. ***(See Preliminary Risk Evaluation Form - Appendix A)***

21stCCLC funds may be used for additional afterschool programs but not supplant any federal or non-federal funds used in afterschool programs. Applicants must demonstrate sustainability efforts through the addition of services, hours provided or increase the number of students to be served.

Current 21st CCLC grantees that are in good standing are eligible to apply for funds. Grantees failing to resolve significant monitoring compliance issues with State and/or Federal policies or laws before the end of the previous grant cycle may not be considered for re-application.

***Applicants that have previously received 21stCCLC funds will be required to base their grant proposal on historic averaged daily attendance and provide detailed information regarding the program's prior success in administering the 21stCCLC program.*

Requirements of All Eligible Applicants

- Organizations must ensure their financial stability within the application process. Since grant payments are made on a cost-reimbursement basis, applicants must have at least three months of operating funds available to implement the program and cover any delays in receiving reimbursement payments. New, non-LEA applicants are required to submit the **Preliminary Risk Evaluation Form (*see Appendix A).***
    - **Note:** Not having all established fiscal and programmatic components within the checklist does not necessarily disqualify applicants from receiving the 21st CCLC grant.
- Organizations must assure, as part of the application process, that awarded funds shall only be used to supplement (increase), not supplant (replace), any federal, state, or local dollars available to support programs and activities allowable under the 21st CCLC program. This means that funding may not be used to replace existing funding for the same activity or service targeting the same population. - §4204(b)(2)(G)

School Eligibility - §4203(a)(3) & §4204(2)(F)

In accordance with The Every Student Succeeds Act, Section 4203(a)(3) state education agencies "…will make awards under this part to eligible entities that **serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support; and will enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low income students and families."**

Awards shall only be provided to applications **primarily** serving students who attend schools in need of interventional and support, and who will serve a high concentration of low-income students and their families. For this application, schools eligible in this current funding opportunity are those that meet one of the following criteria:

- Eligible for Title I Schoolwide Program status
- Title I school with a poverty level of 40 percent or greater
- Identified by NDDPI for Comprehensive Support and Improvement
- Identified by NDDPI for Targeted Support and Improvement

Applicants shall not propose to target student populations that are currently funded by another existing 21st CCLC program. A list of currently funded programs can be found in ***Appendix B.***

Flexibility on Identifying Low-Income Families in Middle and High Schools

Participation in free and reduced lunch programs is significantly lower among high school and middle school students compared to elementary students. To tackle this issue, the applicant can implement the 'feeder pattern' concept. This approach enables the applicant to estimate the number of low-income students in middle or high schools by considering the average poverty rate of the elementary schools that feed into them.

Example of "Feeder Pattern" to Determine Projected Low-Income Percentage for Middle & High Schools:

Elementary School	Enrollment	Low Income #
School A	568	364
School B	329	163
School C	588	262
School D	836	277
Total	2321	1066

Calculate average percentage of poverty for the four elementary school attendance areas by dividing the total number of low-income children by the total enrollment (1,066 ÷ 2,321).

The average percentage of poverty is 45.93%.

Because these four elementary schools feed into the high school, the poverty percentage of the high school is projected to be 45.93%.

Funding Priorities

Statutory Priority - §4204(i)(1)(A) – 8 points

- Schools identified by NDDPI for Comprehensive Support and Improvement or Targeted Support and Improvement in 2023-2024 **(Section A)**
- Applications that propose to enroll students who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities. -*Justification for this priority is required under the* ***C. Recruitment*** *section and applicants must identify and support with data the specific needs that will be addressed by the proposed 21stCCLC program*

Statutory Priority - §4204(i)(1)(B) – 3 points

- are jointly submitted by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity. – *Justification for this priority is required under the* ***E. Partnerships*** *section or* ***evidence provided with Consortium/Co-Applicants*** *documentation.*

Statutory Priority -§4204(i)(1)(C)(i)(ii) - 5 points

- proposed activities are, as of the date of the submission of the application, not accessible to students who would be served or would expand access to high-quality services available within the community. - *Justification for this priority is required under **Section B. Community and School Needs Assessment** section and applicants must identify and support with data the specific needs that will be addressed by the proposed 21stCCLC program*

Competitive Priorities – 54 points

Additional points on the scoring rubric are available to support other state priority areas. NDDPI may select an application that meet one or several competitive preferences over an application of equivalent merit. Applicants must clearly meet the specified criteria for each priority to earn additional points for each priority.

NDDPI will award additional points for applications that:

- Propose programming that emphasizes evidence-based practices for increasing student attendance and engagement, reducing rates of chronic absenteeism, and enhancing connections between students in 6th-12th grade and their school, family, and program partners with specific and measurable learning objectives.
    - *This priority must be explicitly described in Section D-Program Design.*
- Propose a program for 8-12th grade students with programming that includes credentials programs, internships, residencies, workforce development activities, or readiness for advanced or honors-level courses with specific and measurable learning objectives.
    - *This priority must be explicitly described in Section D-Program Design.*
- Propose to implement ongoing, grade-appropriate computer science and/or cybersecurity academic enrichment activities which must include specific and measurable learning objectives.
    - *This priority must be explicitly described in Section D-Program Design.*
- School Needs Rank List Points ***(See Appendix C).***
    - For multiple schools, the average score of the schools served will be awarded.
    - Proposals that include schools below 12, will not receive these priority points

Intent to Apply, Technical Assistance, and Contact Information

Intent to Apply

If interested in applying for this funding opportunity, please complete the Intent to Apply form by **4/30/2025** ***(See Appendix H)***.

Although **strongly encouraged,** completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists NDDPI to secure a sufficient number of peer reviewers and provides a way to communicate important updates with potential applicants.

Applicant Workshop-§4202(c)(3)(D)

NDDPI will be hosting an online applicant workshop to all potential applicants to encourage high-quality proposals. The Applicant Workshop is designed to give interested applicants the chance to ask questions regarding grant requirements, service expectations, and the application process. The workshop will be on **April 29, 2025 at 10:00am CDT** via Microsoft Teams. There is no registration cost for the workshop. Attending the workshop is not required to submit an application but is highly encouraged. The recording of the workshop will be available for viewing later on our NDDPI 21st CCLC webpage.

Participants are required to register for the worshop by visiting the following link:

21st CCLC Application Workshop Registration Form

Questions?

Any clarifying questions about this Application for Selection must be submitted via email only, at any time prior to **May 9, 2025 1:00 pm CDT** to the state 21st CCLC inbox, at dpi21stcclc@nd.gov. To ensure that all applicants have equal access to clarifying information, the state program coordinator will not respond to questions regarding the RFP through any other mechanism. **Please do not call with questions**. Questions and answers will be posted on the NDDPI 21st CCLC website.

Contact Information

North Dakota 21st CCLC State Coordinator

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General 21st CCLC Requirements & Expectations

Collaboration and Coordination Requirements - §4204(b)(2)(H)

Collaboration and coordination between any organization (CBO, non-profit agency, public or private entity, etc.) and the local LEA is required. Any LEA applying must partner, collaborate, and coordinate with at least one CBO within the community. An exception is only permissible if the LEA demonstrates it cannot partner with a community-based organization within reasonable geographic proximity and of sufficient quality to meet requirements.

Purpose of Partnerships

The purpose of these partnerships is to provide children and their families with opportunities to take advantage of community resources. Additionally, the partnerships can offer community members the opportunity to volunteer their time and share their expertise.

Applicants must give prior notice to the community of their intent to submit an application for a 21st CCLC grant to foster these partnerships. Notification to the community can be made concurrent with proposal submission and must be disseminated in an understandable and accessible manner. The community should be aware that this notice does not guarantee an award; it merely signifies the intent to apply. Communication can be conducted through newspapers, public websites, social media, and/or community meetings.

Non-LEA Applicants

For potential non-LEA applicants, a deliberate and strategic plan to involve local LEA leadership by contacting and engaging in multiple conversations with the superintendent and each applicable principal of the eligible school(s) to be served must be evident within the application. Communications should include, but are not limited to, the intent to apply, coordination of efforts and activities, and leadership's cooperation, as evidenced by the required signed **Superintendent and Principal Commitment Form *(Appendix D).***

Letters of endorsement are not by themselves sufficient evidence that eligible entities or LEAs have substantially been involved in the design of a program.

The NDDPI and the US Department of Education require all eligible applicants to provide assurance and documentation that the proposed program was developed and will be carried out in active collaboration with the schools the students attend.

Consortium Applicants

A consortium is a group of school districts and/or community-based organizations (CBO) that apply as one entity for the ND 21st CCLC grant. Large LEAs that have multiple schools are one entity. A consortium of two or more eligible applicants may apply as co-applicants by submitting a joint proposal. **The co-applicant(s) are equally responsible for the implementation of the grant and will sign off on all certifications and assurances. Consortium proposals must have a Memorandum of Understanding between co-applicants which includes the signature of each district superintendent signifying that they agree to participate in the joint application.**

21st CCLC subgrantees cannot further subgrant the 21st CCLC program or any part thereof.

Collaboration Requirements of Co-Applicants

- This collaboration is not merely a partnership through contracted provided services.
- The LEA **and** other organization(s) must work extensively in the planning and design of the program
- Each must have substantial roles in the delivery of services
- Each must share grant resources to implement the proposed project effectively
- Each must be involved in the management and oversight of the proposed program

Lead Applicant/Fiscal Agent Requirements

A consortium of eligible entities must appoint one of the eligible entities to be the lead applicant and fiscal agent for the grant, complete a Joint Application MOU and the **21st CCLC Consortium Signature Page** ***(see Appendix E),*** and meet the following requirements:

- Receive and administer the grant funds;
- Submit the required reports to account for the use of grant funds, within the guidelines established by NDDPI;
- require co-applicants to sign a data-share agreement and Memorandum of Understanding (MOU) specifically outlining all services each partner will provide;
- conduct ongoing programmatic monitoring of each member of the consortium

Memorandum of Understanding for Co-Applicants

Joint applicants must document their commitment to a partnership for implementing the 21st CCLC program through a Memorandum of Understanding (MOU). This MOU must be established and signed by the LEA superintendent(s) and any co-applicant organizations. The MOU should detail the agreement terms, including services to be provided, designated responsibilities, timelines for actions, and financial arrangements.

MOUs must be submitted with the proposal; failure to include an MOU at submission may result in the application not being scored.

At a minimum, the MOU should include the following:

1. **Collaboration Description**: Outline the collaborative efforts among co-applicants in planning and designing the program.
2. **Development Assurance**: Confirm that the 21st CCLC program was developed in collaboration with the LEA, building principals, and teachers, and will be executed in partnership.
3. **Role Descriptions**: Detail each co-applicant's role in delivering services.
4. **Resource Sharing**: Explain how resources will be shared to fulfill each co-applicant's responsibilities.
5. **Management Involvement**: Clarify how each co-applicant will maintain significant and ongoing involvement in managing and overseeing the program.
6. **Student Selection**: Describe the process for selecting students for the program.
7. **Program Linkage**: Define the connection between the school day and the 21st CCLC programming.
8. **Data Collection**: Describe the collection, compilation, and sharing of data, surveys, and information about the 21st CCLC throughout the grant term, including student, parent, and teacher surveys, and local interim test scores if applicable.

Services provided by a co-applicant within the grant, as required by assurances and grant terms, should be delivered in partnership, without profit or benefit to either party.

Note that letters of support or endorsement do not qualify as a signed consortium/co-applicant agreement.

Student Confidentiality

Federal law and U.S. Department of Education nonregulatory guidance requires partnerships between an LEA and at least one CBO. Due to the legal obligation to maintain confidentiality of student data, the Department encourages LEAs to enter into data sharing agreements with their community partners or to gather the achievement data necessary to evaluate student status and progress. The LEA also should accept responsibility for sharing performance, attendance, and demographic data, and supporting curriculum with its partners.

Programming

Minimum Programmatic Dosage

Studies indicate that increased engagement in consistent, high-quality learning activities leads to greater benefits. To enhance the program's effectiveness concerning grant objectives, regular attendance is crucial. Active participation in program activities is one of the strongest indicators of a positive program impact.

Moreover, programs must strive to serve the number of students projected in their grant application throughout the grant period. If a subgrantee serves 10% or more fewer students than originally estimated, their funding allocation may be reduced.

The NDDPI has established the following minimum requirements for programs.

School Year

School year programs must offer the following minimum dosage requirements for all targeted participants:

- Operate for seven hours per week for a minimum of 12 weeks
- 65% of daily programming must be in the core academic areas of reading, mathematics, science, social studies, and/or art. Programs offering activities that align to the NDDPI Choice Ready Framework may substitute the 65% core academic requirement for any of the components listed in the framework.

Summer

Standard summer programs must offer the following minimum dosage requirements for all targeted participants:

- Operate for seven (7) hours per week for a minimum of five (5) consecutive weeks
- 65% of daily programming must be in the core academic areas of reading, mathematics, science, social studies, and/or art. Programs offering activities that align to the NDDPI Choice Ready Framework may substitute the 65% core academic requirement for any of the components listed in the framework.
- **If the application includes summer programming, it must be provided every summer throughout the grant cycle, except for the first year.**

****If an applicant is unable to meet the minimum required service hours, they may submit a waiver request to NDDPI as part of the application process. The request must outline the reasons for not meeting the required hours, the proposed service hours, and how all other services, goals, and objectives in the application will still be fulfilled. NDDPI retains the authority to reject waiver requests or request modifications to the proposed service hours after review. Waiver requests will be evaluated to ensure that programs deliver high-quality afterschool practices and instruction that effectively address student needs.*

Expanded Learning Time- §4204(a)(2)(A)(B)(C)

Subgrantees are not eligible to use 21st Century Community Learning Center award funds to support Expanded Learning Time (ELT) activities. Subgrantees are not permitted to operate community learning centers during the school day.

Program Quality

Quality after-school programs offer safe and engaging environments that motivate and inspire learning beyond the regular school day. Although there is no single formula for success, both practitioners and researchers agree that effective programs blend academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in meaningful activities. Additionally, the most successful programs tailor their activities to meet the specific needs of the communities they serve.

The NDDPI expects 21st CCLC programs to aim for the integration of all indicators from the ND Afterschool Quality Standards into their programming model, promoting high-quality afterschool programming. These indicators are organized into four domains:

- Health & Safety
- Relationships & Interactions
- Youth-Centered Program Design
- Leadership & Management

Meaningful Family Engagement and Services

Applicants **must** create meaningful and active opportunities for family members of 21st CCLC participants to engage in the program. Applicants should develop leadership roles for parents, guardians, and caregivers that are evidence-based and aligned with the grant objectives. The goal of family engagement is to enhance students' academic involvement and provide families with various ways to understand and participate in their children's education. Thus, services, partnerships, and programs should be learning-focused and responsive to family and community feedback and identified needs, using data to inform decisions.

Family activities funded by 21st CCLC should be open exclusively to family members of program participants at eligible schools and not primarily events requiring attendance. Activities aimed at adult family members may be scheduled during regular school hours, as this may be the most convenient time for this group.

Program Outreach and Consultation

21CCLC programs must be carried out in active consultation with relevant entities and consultation must take place during the design and development of the 21CCLC program. Documented, signed collaboration forms, as appropriate, are required for the below entities.

Community- §4204(b)(2)(A)(iii)

Local 21st CCLC programs shall announce to the community information about their intended community learning center. Applicants will describe in the application how information will be disseminated to the community about the center(s) (including program location, youth development activities, homework support, etc.) in a manner that is understandable and easily accessible to the community. Applicants will also include how the information will be disseminated to the English learner populations.

Eligible School(s)- §4204(b)(2)(D)(i)

Each application must be planned and carried out in active collaboration with the eligible schools that the participating students attend. It is the responsibility of the applying agency to consult with the schools prior to submission of the 21CCLC application. This includes having a sharing agreement for the relevant data necessary to ensure progress towards achieving challenging State academic standards, in compliance with applicable laws relating to privacy and confidentiality. Student data for federal reporting includes state assessment results, GPA information, school day attendance rates, and suspension data. A signed school consultation form is required in the application for 21CCLC funds.

All applicants are required to submit a signed **Superintendent and Principal Commitment Form** for each eligible site being served. ***(Appendix D).***

Private School(s)- §8501

In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the attendance area(s) of the eligible school(s), unless otherwise determined by the applicant. Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families. Grantees must consult with private school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

Consultation should include, at minimum:

- How the children's needs will be identified.
- What services will be offered.
- How, where and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- The size and scope of the equitable services to be provided to the eligible private schoolchildren, teachers, and other educational personnel and the amount of funds available for those services.
- How and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers

LEA-Applicants- For information on LEA Consultation Forms, visit the NDDPI Equitable Services for Private Schools website. These forms MUST be attached within the grant application.

Non-LEA applicants-a general consultation form can be found in ***Appendix G*** **or** work with your partnering school district to follow their consultation procedures.

Advisory Board

An advisory board **must** be established to oversee the activities and implementation of the proposed program. This board should be involved through planning teams, family engagement strategies, or serving as community liaisons. Members of the advisory board should represent a diverse range of expertise and may include parents, students, family members, district and school administrators, teachers, civic/service organization members (e.g., Chamber of Commerce), business community members, state and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and other community professionals with relevant expertise (e.g., medical, mental health, and law enforcement professionals). The board must maintain documented records of its focused work on afterschool programs, ensuring regular agenda items.

Engaging the community and fostering collaboration are crucial to ensuring that children attending a 21st CCLC program benefit from the community's collective resources and expertise. Effective partnerships allow for the more efficient use of local resources and enhance the variety of services

offered to students. The advisory board should meet regularly and serve as a strong advocate for afterschool programming within the school and community.

Evaluation, Monitoring, & Reporting Requirements- §4205(b)(1)

21st CCLC programs must engage in ongoing monitoring and evaluation to ensure they are providing high-quality academic enrichment opportunities and to demonstrate that the program helps students meet state and local academic achievement standards.

Outlined below are the federal, state, and local requirements for monitoring, evaluation, and reporting for the North Dakota 21st CCLC grant program. By accepting grant funds, subgrantees commit to participating in all elements of the program's monitoring, evaluation, and reporting efforts as listed.

Measures of Effectiveness- §4205(b)

The U.S. Department of Education has established the following Measures of Effectiveness for 21stCCLC programs. **Subgrantee must incorporate these effective practices in implementing programs and activities described in the 21st CCLC C application that directly enhance student learning (See local evaluation requirements below).**

1. A program or activity developed pursuant to this part must meet the measures of effectiveness as monitored by NDDPI. Such program or activity shall:
    A. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
    B. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
    C. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
    D. ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include indicators and measures described in section 4203(a)(14)(A); and
    E. collect the data necessary for the measures of student success described in subparagraph (D).
2. Periodic evaluation must be conducted to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

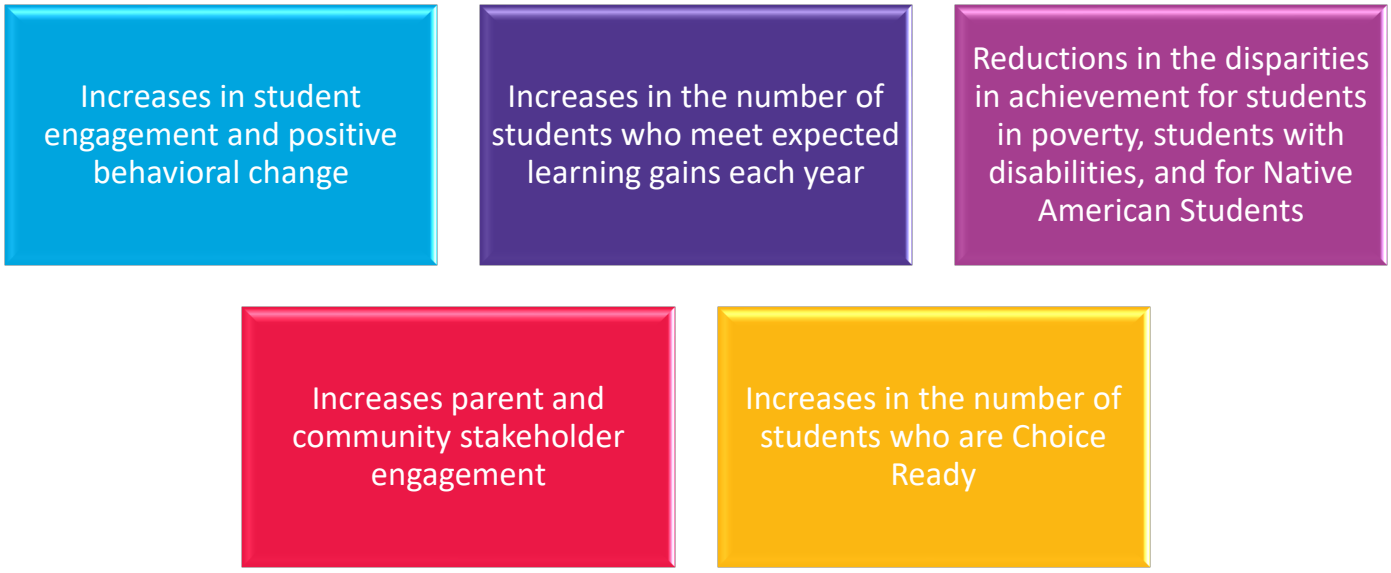
Use of Results: The results of evaluations under subparagraph (A) shall be:

i. Used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
ii. Made available to the public upon request, with public notice of such availability provided; and
iii. Used by the state to determine whether a subgrant is eligible to be eligible for continuation.

ND State Evaluation -§4206(b)

States must perform periodic evaluations in alignment with the NDDPI's overall evaluation plan to assess the effectiveness of programs and activities funded by federal grants. NDDPI partners with an independent evaluation firm to review the statewide impact of the 21st CCLC program and to identify areas for continuous improvement and technical assistance. This state evaluation model integrates data and evaluation results provided annually by subgrantees.

The state has established a set of state goals for improving educational outcomes as part of its strategic framework.



Each of these goals have objectives and performance targets, which will be measured in the state evaluation and used to guide local evaluations. Applicants will align programming to meet the state's performance targets in ***Section H*** of the grant application.

Evaluation requirements may change to ensure quality data collection as well as program quality and compliance.

Logic Model: Key Areas

As part of North Dakota's 21 st CCLC grant program, specific 21 st CCLC programs will be evaluated based on a range of program qualities (summarized below) which are based upon a logic model of the state's 21 st CCLC program.

Stakeholder Engagement

21st CCLC programs will be evaluated on how well they engage stakeholders such as school partners, community partners, and families. Strong partnerships focus on aligning on issues such as academic rigor and financial sustainability, bringing in volunteers and other resources, and seeking input on programming to drive engagement.

Priority Areas:

- Level of partnership between 21st CCLCs and partner schools
- Strategic recruitment to maximize learning gains
- Increased parent and community stakeholder engagement to enhance student learning, well being, and community support

Program Design and Implementation

21st CCLCs will be evaluated on how they integrate stakeholder feedback into the design of their programs.

Programs will also be evaluated on how they incorporate federal guidelines and state priorities into the content of their programming. For example, 21st CCLC programs will be evaluated on whether they focus 65% of programming on core academic instruction aligned with students' school days. Additionally, 21st CCLC sites will be evaluated on how they provide supplemental content and experiences that help participants learn collaboration, empathy, perseverance, and other critical skills defined in ND's **Portrait of a Graduate**. Programs will also be evaluated on they support **CHOICE READY** outcomes.

21st CCLC programs depend on supportive and caring adults. Programs will be evaluated on the efficacy of their staffing, including staff capacity and qualifications, their leadership and management structure, and whether they build positive and trusting relationships between staff and participants. Programs will be assessed based on the ND OST Quality Standards and will rely on the ND Afterschool Network assessments and school-based surveys.

Impact on Students and Communities

Progress on State Education Goals

21st CCLC programs will be evaluated on how well they support state goals such as increased student engagement and attendance, improved social and behavioral outcomes, academic growth, and CHOICE READY outcomes.

GPRAs

21st CCLC programs will also be evaluated based upon Federal GPRA outcomes such as GPA, assessment performance, engagement with learning, and disciplinary outcomes.

Local Evaluation Requirement-§4205(b)(2)(A), §4205(b)(2)(B)(ii), §4205(b)(2)(B)(ii)

Applicants receiving 21st CCLC program funds are federally mandated to undergo periodic evaluations. The local evaluations aim to measure progress towards state-specific goals and federally mandated performance metrics. The results of these evaluations must be:

- Utilized to refine, enhance, and strengthen program activities and performance measures;
- Made available to the public upon request, with appropriate public notice;
- Employed as criteria for the state to determine the continuation of funds.

Each subgrantee must perform a local evaluation that reviews their 21st CCLC program's implementation and outcomes on the second and fourth year of the grant, by completing a local evaluation report. NDDPI will provide a framework for implementing this requirement, along with state guidelines and training.

ND Afterschool Network Quality Standards

ND 21st CCLC requires the use of the ND Quality Standards for all 21st CCLC programs. These standards include the ND Quality Standards Self-Assessment, designed to facilitate a thorough review of program quality with stakeholders. A continuous quality improvement process supports goal setting and planning for future programming. In Year 1, training and technical assistance will be provided to enhance coordinator and staff capacity for administering the surveys accurately. Site visit observations may occur to ensure program quality. Program quality data will inform the subgrantee's continuous improvement plans and contribute to the ND 21st CCLC State Evaluation.

North Dakota Quality Standards for Out-of-School Time Programs

Accountability & Risk-based Monitoring- UGG §200.332 (b) & (d) and EDGAR §76.770

The North Dakota Department of Public Instruction (NDDPI) is responsible for the administration and supervision of the 21st Century Community Learning Centers Program. Federal law requires each state monitor 21st Century Community Learning Centers (21st CCLC) programs to ensure compliance with procedures and regulations. The NDDPI conducts virtual or onsite monitoring visits to all 21st CCLC subgrantees.

The NDDPI ensures that subgrantees comply with grant program requirements through reviewing and approving fiscal and program reports, performing desk reviews, and conducting onsite visits and interviews. NDDPI will conduct at least one onsite visit to funded center(s) during the five-year grant period. Subgrantees must provide the required information and reports to NDDPI. Further visits may be scheduled based on ongoing monitoring results and risk assessments conducted by NDDPI. The purpose of these onsite visits is to verify the accuracy of fiscal and program reports and to gather detailed information on program implementation and quality.

The NDDPI reserves the right to review and revise reporting and monitoring elements during the duration of the 21st CCLC grant with the purpose of creating a more effective system.

Federal & State Reporting Requirements

The NDDPI must gather data from subgrantees to assess the effectiveness of all programs and activities funded by 21st CCLC. This evaluation meets the federal Government Performance and Results Act (GPRA) measures for the 21st CCLC grant program, which will be collected from subgrantees and reported to the U.S. Department of Education. The information will be collected through a data reporting system managed by NDDPI.

CitySpan (Center-Level Tracking)

Subgrantees are required to monitor and report various metrics monthly using our statewide data management system, CitySpan. The data to be tracked includes activities, staffing, and participation for each funded center. To ensure accurate reporting, subgrantees must collaborate with the local school district to identify 21st CCLC participants within each student's enrollment record in the State Information System, ensuring accurate demographic information is integrated into the program's CitySpan record. Additionally, subgrantees will document the number of students and adults served, the activities and programs provided, participation and attendance, staffing, and details about community partners.

CitySpan will be reviewed and monitored regularly to determine subgrantees' compliance with program requirements. Timely and accurate submission of data will also be considered when evaluating subgrantee performance. Applicants should allocate staff time appropriately to meet these program requirements when making budget and staffing decisions. Entry of site-level data (such as attendance, academic progress, and activity information) into CitySpan must begin within 30 days of completing the startup training or the program's start date. Attendance must be taken daily and entered into CitySpan at least monthly. It is recommended that data entries be completed monthly during program operations.

21APR (Federal GPRA Measures for Program Outcomes)

The USDE contracts to create, deploy, and manage a web-based data collection system to gather Annual Performance Report (21APR) information for 21st CCLC programs across the country. All state 21st CCLC programs must ensure accurate enrollment and participation data in CitySpan and PowerSchool, enabling NDDPI to assist with providing the outcome data that subgrantees will enter into the 21APR system. Each annual term runs from June 1 to May 31, with the reporting periods being Summer and School Year.

NDDPI Annual Progress and Continuation Report

Subgrantees are required to complete an annual progress and evaluation report each year to demonstrate progress towards program objectives, including participation targets and state Performance Measures. Throughout the grant period, subgrantees are expected to meet or exceed the approved participation targets and performance measures. Subgrantees must track and report progress on these targets and measures, providing quantitative evidence for support.

This annual report is also utilized to establish the continuation budget for the following year and make necessary programming adjustments based on ongoing evaluation and continuous quality improvement.

The continuation application will be reviewed for consistency with the original awarded grant proposal and for expenditure allowability by the NDDPI

Budget Considerations

Per-Student Cost

Grant budget proposals must be based on reasonable and necessary costs to meet the needs of the estimated number of regular attendees, in accordance with the provided funding guidelines. Current ND programs typically spend between **$1,400 - $2,000 per student** for both the school year and summer programs. Applicants must set realistic and achievable participation targets in the **D. Program Design** section of this AFS for the entire grant period.

The estimated cost per student is a reference and **does not guarantee** funding at this rate due to the number of approved applications and the number of students served. The NDDPI reserves the right to adjust applicants' budget requests, if necessary, under the following conditions:

- The number of regular attendees to be served is supported with sufficient data, but the requested amount is excessive based on the area and number of sites.
- The number of regular attendees is not supported by sufficient data, such as when starting a new program.
- The number of regular attendees is supported by sufficient data, but the applicant has exceeded the per-pupil allotment.
- Remaining 21st CCLC funds
- Availability of Federal funding

Applicants must provide written justification within their application response in this AFS, explaining their proposed annual cost per student and justifying it in relation to total program costs and the total requested award amount.

If, at any point during the grant period, a subgrantee fails to meet the program goals, participation targets, and/or performance measures outlined in their approved application, their award may be reduced. Awards may also be reduced based on fiscal or programmatic concerns identified during the grant period. Any award reductions will be discussed with the subgrantee in advance. If the average daily attendance (ADA) in any given program year results in funding falling below the $50,000 grant minimum, the grant will be assessed to determine whether funding should continue at the minimum level or if the grant should be terminated.

Coordination of Funds & Resources- §4204(b)(2)(C)

Each applicant must be a good steward of public funds and take action to prevent the duplication of services. As such, applicants should identify other federal, state, and local funds/programs that offer before and after-school and summer services and work to coordinate and/or combine efforts for the most effective use of public resources.

Allowable Use of Funds

All expenses must be reasonable and allowable, and follow Statutory Requirements outlined in the Elementary and Secondary Education Act, Sec. 4205(a) - Authorized Activities. Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, expected outcomes and used solely for the purposes set forth in this AFS. These activities advance student academic achievement and support student success by supplementing, not supplanting current activities. **Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through another source** All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses

In general, the following expenses are not allowable under the North Dakota 21 CCLC Grant Program:

- Capital expenditures related to facilities, vehicles, construction costs (ex. No permanent structures (wood and nails);
- Decorative items
- Party favors or incentives
- Costumes or other clothing items
- Entertainment: field trip without approved academic support
- Any activities that supplant existing federal, state or local funds;
- Proposal development or planning costs incurred before the award date;
- Direct charges for items/services covered by a negotiated indirect cost rate;
- Food, except for reasonable and necessary parent and family activities specified in the grant;
- Costs not allowable per EDGAR; and
- Other costs as determined by the North Dakota Department of Instruction

Additional allowability information:

Uniform Grant Guidance

NDDPI Approving Expenditures of Federal Education Funds

Mandatory Budget Items

- CitySpan-approximate $384.00 per site
- Fall or Spring Director's Meeting in Bismarck, ND-transportation, lodging, per diem.

Professional Development

21st CCLC funds can be used to support professional development activities that enhance the delivery of high-quality programs. Applicants are encouraged to propose professional development initiatives tailored to the specific needs of their programs. These funds may be allocated to ensure 21st CCLC program staff have equitable access to professional development opportunities focused on curriculum integration and instructional strategies that promote student learning. Attendance at out-of-state, national conferences, excluding the 21st CCLC Summer Symposium, requires prior approval from NDDPI.

Additionally, the ND Afterschool Network (NDASN) and NDDPI will offer professional development opportunities aimed at building statewide capacity for 21st CCLC services. Through sponsored workshops and trainings, these efforts seek to improve program quality and provide technical assistance to program staff for ongoing improvement.

Carry-Over

An organization that receives a 21st CCLC grant may use the funds for allowable costs only during the grant award period (July 1-June 31). Unexpended grant funds may *not* be carried forward in any fiscal year.

The NDDPI reserves the right to reallocate unexpended funds before the end of the period of availability to ensure all funds are used according to statute.

Program Fees-UGG §200.307(b)

Per federal regulations and guidance, program income, other than fees (e.g., selling student products as part of a training or entrepreneurial program), is generally allowable. However, unless the subgrantee **requests prior approval from the US Department of Education**, any program income that is earned must be deducted by NDDPI from the 21st CCLC subgrant [*Nita M. Lowey 21st CCLC Non-Regulatory Guidance*, E-26, E-27, E-28].

> *"In light of the requirement in section 4204(b)(2)(F) of the ESEA that a 21st CCLC program target students who primarily attend schools eligible to operate a schoolwide program—i.e., schools with a poverty rate of at least 40 percent—it is generally unreasonable for a 21st CCLC subgrantee to charge a fee for students to participate in a 21st CCLC program in order to generate program income. Families of such students are likely not able to pay a fee, however nominal, to participate in a 21st CCLC program. If a subgrantee wishes to charge fees, the subgrantee must request prior written approval from the Department through the SEA for program income as described in E-30.*
>
> *The Department will consider the specific circumstances of any such request. Because 21st CCLC programs must primarily target low-income students, unless program fees are required by another coordinated Federal program, such as CCDF (see question C-6), the Department will apply a rebuttable presumption that fees are not necessary to achieve the goals and objectives of the program. Because the 21st CCLC program prioritizes serving students from low-income backgrounds and does not prioritize maximizing the number of students served, the Department generally does not consider the ability to provide more programs, or larger programs, to be, on its own, a sufficient justification for charging program fees."*

All program income must be submitted and approved before it may be generated. Subgrantees that are awarded the 21st CCLC funds and wish to request permission from the USDE to collect program fees, may request a Program Fee Request Form that askes for the following detailed information:

- Description of how the subgrantee plans to generate program income and an approximate amount of income likely to be generated;
- An explanation of why the program income is necessary to achieve the goals of the program; and
- A description of how program income funds will be tracked and reported to NDDPI.

Once NDDPI receives submission of requested program income from a subgrantee, it will be submitted for approval to the United States Department of Education. **USDE must approve the request before the subgrantee may begin collecting program income**. NDDPI will notify the subgrantee of approval and communicate proper next steps.

Program income can only be used for authorized and allowable activities already approved in the original application. All income must be tracked separately and obligated within the same fiscal year it was generated. Income generated without prior written approval will be deducted from 21st CCLC allocation lowered by the amount of income generated. Income generated through parent and family fees to attend the 21st CCLC program are defined as program income by the USDE.

Program fee requests will not be considered until a subgrantee has been approved and awarded funds.

Sustainability –§4204(b)(2)

A plan for program sustainability must be included in the application. This plan should not be a one-time effort but rather should be reviewed and considered annually. 21st CCLC grants are not intended to ensure the long-term sustainability of out-of-school time programs. Local education agencies and community-based organizations should collaborate to establish critical links for sustaining these programs beyond the grant period. Applicants should partner with community organizations and local education agencies to determine the best way to leverage community resources for the long-term continuation of the program. Subgrantee can seek resources from Afterschool Networks and/or the 21st CCLC National Technical Assistance Center to provide guidance on creating effective sustainability plans.

NDDPI acknowledges that sustaining a program might include a decrease in size and scope. Applicants should carefully consider what components of programming may be sustained upon conclusion of funding.

Application Submission & Reviewing Process

Eligibility Review

- All applications will receive an initial eligibility review by NDDPI staff to ensure that the application:
- Is eligible for the grant;
- Was received on time and in the proper format;
    - Contains all required sections, file uploads, signatures
    - ***NDDPI reserves the right to follow up with any applicant to obtain any additional or essential documentation that was not included with the original grant application***
- Is responsive to the purpose and requirements of this Application for Section.

If an application does not meet these basic requirements, it may be removed from review process and will not be scored or funded.

External Grant Review Process

NDDPI will assemble a group of external reviewers to evaluate all complete and eligible applications submitted by the deadline. Reviewers will be chosen based on their professional and personal experiences in areas such as 21st Century Community Learning Centers, after-school programs, youth development, community and school partnerships, cultural programs, special education, and federal grant management, among others. This panel will assess, score, and rate the quality of the proposals as well as the applicants' ability to effectively execute the proposed plans.

Once the eligibility review is complete, each application will be assigned to a team of reviewers, all of whom will confirm they have no conflicts of interest with the application. Each reviewer will independently evaluate and score each proposal based on its own merits using the criteria outlined in the Scoring Rubric within the application.

The team of reviewers will evaluate and score each section of the proposal. They will document the strengths and weaknesses of each section. The scores from each section will be combined to create an overall score for the application.

To be recommended for funding, an application must receive a minimum of 200 out of the 324 possible points and must address all required elements. If an application scores below 200 points, the applicant may be asked to make revisions to bring the score up to a fundable level. Any application that receives a zero on any required element will not be funded without revisions.

Ranking & Negotiations

In general, proposals will be recommended for funding in rank order, depending on the amount of funding available. If there is a tie score, the process for selecting an awardee will be based on the following protocol:

- To help ensure geographic diversity per ESSA §4204(f), the application from the city or town that has fewer awards relative to its public-school enrollment shall be awarded.
- The application with the most priority points will be awarded.
- The application with the highest poverty level of the school(s) served shall be awarded.

In cases where proposals are recommended for funding with conditions, applicants may be asked to submit additional documentation which could include – but is not limited to – additional or revised program narrative, clarifications, verification of proposal elements, additional assurances, a revised budget and budget narrative, and/or a revised scope of work. If NDDPI is unable to verify assertions essential to the successful implementation of the proposal, the proposal will not be funded. At this point, the next highest-ranking proposal will be moved into consideration and negotiations may be conducted in the same manner.

Final Selection

After the independent reviewers rank the scored applications, NDDPI will conduct a final review of the applications and ratings and make a funding decision for each application. Allocation of funds may be contingent upon successful negotiation of a final budget and/or scope of work, as well as the continued availability of funds. Applicants selected for a subgrant agree to be bound by the terms and conditions of the Grant Award Notification and all fiscal procedures, as defined by NDDPI and by the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The NDDPI reserves the right to consider geographic and programmatic diversity as factors in the selection of funded applications to the extent practicable

Due Process Hearing- §76.401

If an applicant is dissatisfied with the results, applicants have the right to appeal the funding decision, as outlined in section 76.401 of the Education Department General Administrative Regulations (EDGAR). A request for a hearing must be made within 30 days of notification about the subgrant. The North Dakota Department of Public Instruction will schedule the hearing within 30 days of receiving the request. Prior to the hearing the applicant must provide a detailed statement of facts and circumstances which gave rise to the appeal. Applicants must submit a formal letter to the Office of School Approval & Opportunity from their district/organization's authorized signer documenting:

- the issue(s) in dispute
- citation to the specific State or Federal statute, rule, regulation, or guideline that the SEA allegedly violated
- the remedy sought

Appeals are limited to the grounds that the department failed to correctly apply the standards and process for reviewing the application as specified in the Application for Selection and supporting documents.

Appeals based on a disagreement with the professional judgment of the grant readers will not be considered. Grant readers represent a diverse range of professions and are selected based on background and experience related to providing effective academic, enrichment, youth development and related services to children.

Compliance Statement

The State of North Dakota reserves the right to withhold, reduce, or discontinue funding awards on discovery of the following, but not limited to:

- violation of grant rules
- violation of law
- violation of program assurances
- failure to respond to a non-compliance
- failure to implement a corrective action plan
- failure to address data, evaluation, or monitoring requirements
- and/or failure to make corrections based on technical assistance
- and/or violation of health, safety, or civil rights.

Process for Submitting Applications

Intent to Apply

If interested in applying for this funding opportunity, please complete the ***Intent to Apply in Appendix H*** by **04/30/2025.**

WebGrants

Applicants interested in applying for the ND 21st CCLC Grant Application, will need to have a registered account with our Grants Management System-WebGrants.

New WebGrants Users

For new users, the registration process can take several business days to get approved. Interested applicants are ***strongly encourage*** to initiate the registration process early to ensure enough time to familiarize and complete the application within this system. The application deadline will be strictly observed to ensure equity for all applicants. Allow added time for delays, technical issues, and schedules of those who must approve and submit the application in the grants management system. **No hand-delivered, printed, scanned or faxed version of the application will be accepted.**

Login Process for New Users

You MUST follow the steps below PRIOR to logging into WebGrants!

WebGrants will not allow access until you do these steps:

1. Click on NDLogin Link to confirm an account exists for that Username and Password (this also works to unlock an existing account).
2. Make sure the account has a recovery phone number. If not, add it and request a verification text to activate the account (The security phone number is not required when setting up an ND Login account, but if not populated you can't log in to WebGrants).
3. Once completed, your NDLogin login credentials will be verifiable each time you log into WebGrants.

If you already have a North Dakota login that works with other ND apps, you do not need to create a new account!

If you do not have an existing NDLogin you MUST set one up prior to logging in to request access to WebGrants. NORTH DAKOTA LOGIN REGISTRATION

WebGrants Resources

- NDDPI WebGrants Information Page
    - This site provides access to the WebGrants landing page, as well as online training videos.
- Webgrants User Guide
    - New applicants are encouraged to review this step-by-step guide prior to reaching out for assistance for timely responses.
- Logging in & Navigation Training Video

Required Elements and Attachment for Submission

Required Attachments

Program Assurances **(Appendix F)**

Superintendent and Principal Commitment Form **(Appendix D)**

Private School Equity Forms (For non-LEA applicants – **Appendix G)**

Program Operation Overview

Program Goals and Objectives Template

Program Budget Worksheet

Additional Attachments, If Applicable

Preliminary Risk Evaluation Form-for new, non-LEA Applicants **(Appendix A)**

Memorandum(s) of Understanding (MOUs) from identified partner(s) and/or consortium agreement

Application Deadline

Proposals must be submitted electronically via WebGrants by **Tuesday, June 10, 2025; 12:01 pm CDT.** Please include all required fields and upload all required and any optional documents. It is the applicant's responsibility to ensure that all forms and materials are complete and sent on time.

Do not wait until the last minute to send in the application. If there are any technical difficulties with the electronic submission, you will need time to resolve them to ensure that the application is received by 12:01 pm on the due date. No applications will be accepted after the deadline. No extensions will be granted.

North Dakota Department

of

Public Instruction

FY26 Competition Grant Template

***The following version of the application is* NOT the official competitive grant application and is only meant to be used as a template prior to the submission of the official application. It is strongly recommended that you work in a word version and copy/paste your work into the WebGrants application.**

FY26 Grant Application Components

A. Project Overview

B. Community and School Needs Assessment

C. Recruitment

D. Project Design

E. Partnerships

F. Program Management & Operations

G. Adequacy of Resources

H. Program Evaluation

I. Budget & Narrative

J. Appendices

A. Project Overview

Primary Roles & Contact Information

There are two (2) primary roles within the application:

Authorized Applicant Representative: an individual with legal authority from organization to enter into a legal contract. Typically, it is the superintendent, CEO, or president of the organization. This individual will be the primary contacted source concerning the grant application.

Project Director: an individual with the responsibility of entering information into the grant application. This individual may be the secondary contacted source concerning the grant application.

Both the Authorized Representative and the Project Director must have an active WebGrants account to access and submit their grant application. The Authorized Representative should request the Authorized Signer Role. For non-LEA applicants, roles can be assigned during registration.

Agency Type

☐ a local educational agency (LEA)

☐ community-based organization (CBO)

☐ Regional Education Associations (REAs)

☐ private schools

☐ city or county government agencies

☐ faith-based organizations

☐ institutions of higher education

☐ other: _____

Returning Applicant

Has your organization previously managed a 21st CCLC grant with NDDPI? (Yes/No): _____

Consortium/Joint-Application

If the applicant is applying as a consortium of entities, the Consortium Agreement Form ***(Attachment E)*** must be uploaded.

Center Location

Do you/will you have a school center?

Number of existing/anticipated program centers that are/will be school based: ___

Do you/will you have a community center?

Number of existing/anticipated program centers that are/will be community based: ___

Participating School Information

District	School Name & Address	Total Enrollment	Schoolwide Title I (Y/N)	TSI/CSI	F&R Percentage	School- Needs Rank List Points

Statutory Priorities

This proposal will address the following statutory priorities:

- ☐ Schools identified for Targeted or Comprehensive Support
- ☐ Propose to enroll students who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities
- ☐ Jointly submitted by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity
- ☐ Proposed activities are, as of the date of the submission of the application, not accessible to students who would be served or would expand access to high-quality services available within the community.

Competitive Priorities

The proposal will address the following competitive priorities:

- ☐ Propose programming that emphasizes evidence-based practices for increasing student attendance and engagement, reducing rates of chronic absenteeism, and enhancing connections between students in 6th-12th grade and their school, family, and program partners with specific and measurable learning objectives.
- ☐ Propose a program for 8-12th grade students with programming that includes credentials programs, internships, residencies, workforce development activities with specific and measurable learning objectives.
- ☐ Propose to implement ongoing, grade-appropriate computer science and/or cybersecurity academic enrichment activities which must include specific and measurable learning objectives.
- ☐ School Needs Rank Points ***(See Attachment C).*** _____
    - For multiple schools, the average score of the schools served will be awarded.

***Proposals that include a school(s) with fewer than 12 points, will not receive these priority points.*

Funding Request

Total amount requested for this funding opportunity $_____

Per pupil cost based on projected average daily attendance number referenced in the ***Program Overview Template in Section D-Program Design.***

$_____

Program Income

Upon Notice of Grant Award Funding, our organization intends to request permission from the USDE to collect program fees. We are requesting a Program Fee Request Form.

- ☐ Yes
- ☐ No

Abstract

Summarize the proposal, and make sure to address the targeted population, the key needs, and what the project ultimately seeks to implement.

Intent to Submit

Describe the efforts of how the community was given notice of an intent to submit a 21st CCLC grant application, and that the application will be available for public review after submission of the application.

Assurances

Each applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award. The applicant ensures that:

- ☐ They have read each assurance
- ☐ An Authorized Representative has signed and dated the statement.
- ☐ ***Consortium/Joint Applicants only*** Each co-applicant has read and agrees to the applicable terms and conditions. A signed copy from each co-applicant is strongly recommended and should maintained on file.

B. Community and School Needs Assessment -§4205(b)(1)(A) and §4204(b)(2)(I)

Applicants must perform a thorough assessment of community and school needs, current local resources available for before-and-afterschool programs, and detail how their proposed program will address these needs, including those of working families. Conducting a needs assessment is essential to pinpoint the specific requirements of students and their families, as well as to identify gaps in available services. This assessment should outline the community and school(s) that will be served, highlighting factors that influence the educational outcomes of the targeted students and their families. Information for the assessment should be drawn from NDInsights, the NDDPI website, local education agencies, schools, and community-based data.

If you have a document that summarizes your community needs assessment, you can upload it as an **optional** attachment titled "**Needs Assessment Summary.**" There is no specific format required for this file upload. Please ensure the summary is concise and only outlines the methodologies employed and the results obtained. Do not include individual survey responses or any personally identifiable information.

Need Assessment data factors to consider including are:

- the percentage or rapid growth of limited English proficient students and adults
- reading and math proficiency scores
- poverty rates in the communities to be served
- demographic, economic, and workforce changes in the community
- educational levels for the identified students and their families
- survey results that support program needs
- interviews with stakeholders
- drop-out data
- accessibility of high-quality services within the community
- attendance data
- school truancy rate
- short-term suspension/discipline rates
- long-term suspensions or expulsion data
- Native American enrollment
- Percentage of students identified for special education on 504 services
- the juvenile crime rate
- violent and drug-related offenses

NOTE: For those applicants that have previously received funding from a 21st CCLC grant, the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate continuing need, and improved capacity in the program.

1. Describe the collaborative process utilized by all applicable stakeholders to identify and develop the student and community needs assessment for the proposed grant program? Your narrative should include the following:
    - When the program's development process began
    - Key stakeholders and their involvement
    - The data and information collection efforts
    - How the various data sources were gathered and analyzed
    - How the program evolved into a defined set of agreed-upon needs forming the basis of the community learning center application proposal
2. Provide a detailed summary of the needs of the students and families who will benefit from the proposed community learning center(s). Explain how the proposed program will meet these needs, specifically addressing the following areas:
    - Core academic support
    - Essential skills and educational enrichment activities, and
    - A variety of additional services for students and engaging activities for their families.
    - Reducing disparity of student population subgroups.
3. What is the likely root cause(s) contributing to the need(s) to be addressed in this grant project (i.e. resources inequities, opportunity gaps, etc.)
4. As of the date of this submission, outline the resources, including alternate funding sources, that are currently in place to support out-of-school time (OST) programs for the participating schools. Discuss how the proposed program will either establish new access to or broaden the availability of high-quality, comprehensive OST services within the community. **(Statutory Priority §4204(i)(1)(C)(i)(ii))**

C. Recruitment

In the section below, outline the criteria used for selecting 21st CCLC students. Programming should be consistent and not a drop-in program. Programs must develop specific recruitment strategies to target and enroll students, ensuring their participation reaches at least 45-90 hours within a school year. NDDPI defines "regular participation" as attending a minimum of 45 hours. Students must be recruited and continuously engaged to promote full involvement in daily activities and long-term program commitment.

Responses should explain how regular school day staff will be involved in identifying and recruiting students for the 21st CCLC program. Recruitment and retention strategies should be specific and tailored to the targeted population (e.g., grade level, native language, etc.), and aligned with the overall program goals.

1. Describe how the program, in collaboration with the school, will identify, recruit, and retain those students who are underperforming academically and most in need of academic assistance, including what criteria will be used to recommend students for services, and what process will be used to select students for participation. **(Statutory Priority §4204(i)(1)(A))**
2. Describe the method for outreach and a plan for securing the student's regular participation. Indicate how the entity will maintain before and after school programming that will meet the needs of working families and students.
3. Describe how information about the 21st CCLC program, including its availability and location, will be disseminated to the community in a manner that is understandable, accessible, and ongoing. - *Accessible Communication- §4204(b)(2)(A)(iii)*

D. Program Design

Applicants must identify and integrate research-based or evidence-supported activities, strategies, and interventions within the program. These references should be documented in the Site-Activities Tab of the **Program Overview Template.**

Program activities must address the needs identified in community and school needs assessments and align with the North Dakota State Standards. The plan should clearly demonstrate how these activities will improve student academic performance, support overall success, and encourage family engagement, while considering the strategic goals of schools or districts. For programs offering summer sessions, responses should include relevant variations to reflect these offerings.

Site Operations Overview

1. Describe activities to be funded and how the activities will improve student academic achievement and overall success. Provide specific research or evidence-based activities that will be implemented - *Activities & Overall Success- §4204(b)(2)(A)(B) & Evidence/Research-Based Best Practices-§4204(b)(2)(J)*
    a. Attach the **"Program Overview" Template**
        i. *If programs are offered at multiple sites, the distinct structures or offerings at each location must be explicitly outlined. Additional attachments may be uploaded.*
        ii. *The provided data in the Enrollment Goals by Hours represents the attendance target, reflecting the number of students for which funding is requested. This figure will determine eligibility for continuation awards.* ***Therefore, it is crucial for applicants to ensure the numbers are realistic and achievable.***
        iii. *Previously Funded Applicants must include the most current Average Daily Attendance for the program that is reapplying for the grant.*
        iv. *The program must ensure 65% of program time toward academic remediation and/or acceleration, and 35% toward enrichment and be clearly evident in the program activities section of the attachment.*
2. Provide rationale for setting the student participation targets in the **Program Overview Template,** including how the numbers were determined and that they are reasonable and achievable based on the total number of students in the school, student needs and interests, and other related factors.

Program Activities

3. How will the proposed activities be in alignment with challenging state academic standards and any local standards and/or curriculum? - *Alignment of State Standards-§4204(b)(2)(D)(ii)*

4. Explain how the program will integrate with the regular school day, addressing aspects such as collaboration with the principal, teachers, and other staff; alignment with curriculum or instructional practices; shared personnel; joint professional development opportunities; participation in school or district decision-making groups; and implementation of supportive homework policies and practices to ensure consistency with the school day.
5. How will the proposed program address or mitigate the risk factors for the target population? Describe how activities will be tailored to meet the specific needs of participants, achieve the desired outcomes, and address the needs of working families? - *Evaluate Community Needs §4204(b)(2)(I)*
    a. *The services to be provided should be closely tied to the needs identified in the Needs Section.*
    b. *This should address how the program will provide services that are not currently available during the regular school day; how program staff will vary their approaches to help meet a child's individual needs; and/or how staff will collaborate with regular school day teachers to address students' needs.*
6. Describe how the proposed 21st CCLC program(s) will coordinate with other federal, state, and local programs and activities. – *Coordination of Programs-§4204(b)(2)(C)*
    a. *Examples could include coordination with Title I funds, Early Childhood Education, Migrant Education, Special Education, Homeless Education, and/or Foster Care Education*.
7. Describe how youth will be engaged in the implementation of the proposed 21st CCLC program(s) for the entire duration of the grant.
    a. *include how youth participants can share feedback on provided activities and services and how program(s) will effectively and on a consistent basis engage youth participants in program improvement.*

Family Engagement

8. Describe the range of family engagement activities and services to be offered to families of students served by the proposed 21st CCLC.
9. Describe how these activities and services will promote active and meaningful engagement in their children's education and opportunities for literacy and related educational development.
10. Describe how family members will be provided with opportunities to be involved in programming or in decision-making for the 21st Century Community Learning Center

Transportation & Site Safety-§4203(a)(10) and -*§4204(b)(2)(A)(ii)*

11. Describe how the program will ensure age-appropriate and safe transportation arrangements for both the afterschool and summer programs, including:
    a. How participants will be safely signed out of the program.
    b. How participants will get home from the program.
    c. How participants will travel to and from off-site programs or activities, if applicable.
12. If transportation is not offered or the program is situated off-site from the school, how will the program guarantee that this will not hinder any students who need the program from participating and in no way compromise student safety?
13. Describe how the program will ensure the site(s) is safe, accessible, has the capacity to serve the number of students proposed and is appropriate for the planned activities (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer)
    a. *Applicants that are not providing services in a public school must provide written documentation that the facility meets health, safety and fire code standards. A notarized document or fire marshal report is sufficient to meet this requirement.*
14. Describe emergency preparedness plans, who and how staff will be trained, and frequency of practice drills.

E. Partnerships

1. Describe the roles, responsibilities, and capacities of the key partners.
    a. Include a Memorandum(a) of Understanding (MOU) or Letters of Support between key partner(s) –
        i. *The MOU or Letters of Support should outline the service and program implementation agreements between key partners. MOUs are preferred as they typically reflect a stronger commitment and deeper level of partnership compared to Letters of Support.*
2. Describe how leaders from each partner entity will work together to ensure the ongoing success of the 21st CCLC.
    a. Explain how partnerships will be maintained regardless of any leadership changes with any of the partners over the course of the 5-year subgrant.
3. Describe the proposed collaboration with partners, including local school districts, external organizations, community-based organizations (CBOs), other public or private organizations, and federal/state/local programs, as appropriate.
    a. Collaboration should include activities related to program planning and implementation, especially delivering evidence-based, comprehensive 21st CCLC programs that complement the regular school day for students and their families.
4. Describe the consultation process with non-public schools about this grant opportunity and how the applicant will ensure timely and meaningful consultation throughout the grant cycle. - *Meaningful Consultation with Non-Public Schools- §8501*
    a. Attach the **"Non-Public School Consultation Form"**
5. Outline the process for sharing data between the school district and the 21st CCLC program, specifying the types of data to be exchanged and their intended purposes. Detail the measures in place to ensure timely data sharing while adhering to confidentiality laws and regulations. - *Data Share Agreement- §4205(b)(1)*
    a. If applicant is a community-based organization, data sharing agreement with feeder district must be uploaded.

Advisory Board

6. Describe the role and capacity of the advisory group as well as the frequency of committee meetings (minimum of two meetings per grant year). Include a list of proposed governance group members by affiliation (e.g., principal, classroom teacher, president of PTO, representative provider, parent, youth, etc.), and their names if already identified.
    a. *An advisory group must be in place or established to oversee the activities of the proposed program.*
    b. *It is recommended that the committee members represent the community, partners, school administration, parents, students, et al.*

F. Program Management & Operations

This section provides an outline for the effective staffing and management of the proposed program described in the Program Design section. Applicants should detail the individuals responsible for developing academic and enrichment components to meet required standards, managing day-to-day operations, delivering instruction, and overseeing fiscal responsibilities. Additionally, applicants should explain how these roles will collaborate and coordinate to ensure the program's overall success and smooth operation.

1. Include an organization chart and describe all staff roles, time devoted to the project, and responsibilities including, but not limited to:
    a. a Program Director to carry out grant responsibilities
    b. a liaison between the school(s) and afterschool sites to ensure active communication between school personnel and site personnel
2. Provide detailed job descriptions for key roles, such as program director/manager, site coordinator(s), data entry clerk, etc. Outline the required qualifications and certifications for these positions, as well as for instructional staff.
3. Describe how various services and activities for students will be staffed. Describe the process by which program instructors will be selected and the anticipated mix of types of instructors (i.e., program staff vs. school day teachers vs. contracted external providers) for both afterschool and summer programming.
4. Describe how daily program operations will be managed. Describe who has authority to make decisions over different types of issues/situations.
5. Discuss how involvement of qualified volunteers, including groups like senior citizens, high school and college students, adult mentors, etc. will be encouraged and used to carry out the program activities. Explain the screening and training processes that will ensure these volunteers are appropriately qualified before engaging with students. If volunteers will not be utilized, provide a clear rationale for this decision – *Volunteers- ESSA 4204(b)(2)(M)*
6. Outline strategies for recruiting and retaining high-quality staff. Highlight factors such as relevant experience and professional preparation.
7. Describe how staff at all levels of the 21st CCLC will be supported in their roles. Describe the orientation process.
8. Identify staff supervision and feedback mechanisms, including, but not limited to, regular written and shared performance reviews, self-evaluation tools, etc.
9. Describe the professional development planning process. Describe how professional development needs will be identified and what strategies will be used to ensure that those professional development needs are met in an ongoing, targeted, and purposeful manner.

G. Adequacy of Resources

1. Describe how funds will be coordinated with other federal, state, and local funding streams, if applicable.
2. Describe plans for sustaining 21st CCLC grant activities at the community learning center(s) after 21st CCLC funding ends, including how students and families, community partners, and program leadership will be involved in sustainability planning.
    a. *The sustainability plan must be a working document that is included as part of the day-to-day operations from the beginning of the project through to the end of the grant period.*
3. Describe how the funds awarded for the 21st CCLC program(s) will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds.
    a. *To demonstrate the "supplement not supplant" requirement, provide an overview of the full amount and type of resources that support applicant's work in out-of-school time (OST), including funding from other federal programs, community donations, corporate support, and in-kind contributions.*

Non-LEA & NEW Applicants Only

4. ****non-LEA & NEW applicants only**** Complete the Preliminary Risk Assessment Form ***(Attachment A).***
    a. *This assessment is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds.*

H. Program Evaluation

1. Outline the applicant's approach to meeting the grant's reporting and evaluation requirements, focusing on, continuous program and fiscal oversight, periodic state-level reporting and assessment, and annual federal reporting obligations.
    a. *The description should identify the individual(s) responsible for ensuring compliance, detail the process for accurately collecting, maintaining, and reporting data throughout the grant period, and describe the tools and methods to be used for local data collection and evaluation.*
2. Describe how the program will plan and support all aspects of the ND Afterschool Quality Standards process. Describe how you will ensure full participation in this process by all necessary partners (i.e., program leaders, school administration, program staff, teachers, community providers, parents, youth, etc.).
3. Complete the "***Program Goals and Objectives Template" –*** *Measures of Effectiveness- §4205(b)*

I. Budget & Narrative

1. Provide a detailed narrative of your program budget, explaining how it aligns with the project's goals and planned activities.
    a. **Attach Budget Worksheet.**
        i. *For each expense, include a detailed description that explains its purpose, the rate or cost basis, and the quantity or amount being purchased. When applicable, specify how many students each item will serve. Use cost equations to justify the total amounts for each budget line.*
        ii. *Explanations and equations provided should enable reviewers to determine if each expense is allowable under federal and state rules, necessary for program success, reasonable in cost, properly allocable to the grant, and will be appropriately documented.*
        iii. *For estimated expenses (e.g., future contracts with providers), provide sufficient information to justify the proposed amount.*
        iv. ****Consortiums must provide a separate budget worksheet for each joint applicant.**
            - *each member of the consortium must have expenditures reported in the corresponding object-code categories. Do not budget their expenses under the 300-purchased professional and technical services category.*
2. How do your expenses comply with federal and state rules, and how will you ensure thorough documentation for the proper allocation of funds?
3. Describe the processes you will use to demonstrate adherence to regulations and standards.

Application Rubric & Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 200 points out of the 324 possible. An application that scores below 200 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

Application Components

A. Project Overview *(not scored)*	
B. Community and School Needs Assessment	**/70**
C. Recruitment	**/20**
D. Project Design	**/75**
E. Partnerships	**/35**
F. Program Management & Operations	**/34**
G. Adequacy of Resources	**/10**
H. Program Evaluation	**/40**
I. Budget & Narrative	**/40**
TOTAL	**/324**

Priority Points

Evidence-based practices for 6th-12th attendance and engagement	**/10**
Workforce development for 8-12th graders	**/10**
Grade-appropriate computer science enrichment activities	**/10**
School Needs Rank scoring consideration	**/24**
Targeted or Comprehensive Support school focus	**/3**
Serving at-risk students and families	**/5**
Collaborative applications with Title I LEAs	**/3**
Expand access to underserved students	**/5**
TOTAL	**/70**

Narrative Criteria and Evaluation Rubric

Scoring Definitions:

- **Insufficiently Addressed or Criteria Not Met:** No information provided.
- **Partially Met Criteria:** Some elements addressed, but additional clarification needed.
- **Criteria Met with Limited Depth:** Response is adequate but lacks thorough development or exceptional quality.
- **Criteria Fully Met with Excellence:** Response is clear, concise, and demonstrates thoughtful, high-quality detail.

Section A: Project Overview

The **Project Overview** summarizes application roles (Authorized Representative and Project Director), eligibility requirements, funding details, priorities, and compliance assurances. It also includes public notice, consortium agreements, and center and school information.

This summary is not scored.

Priority Areas To earn priority area points, applicants must answer the relevant question in the section below that aligns with their qualifying priority area(s). NDDPI, alongside assigned reviewers, will verify responses using available data to award priority area points.	**Does Not Meet Criteria**	**Met All Criteria**
Propose programming that emphasizes evidence-based practices for increasing student attendance and engagement, reducing rates of chronic absenteeism, and enhancing connections between students in 6th-12th grade and their school, family, and program partners with specific and measurable learning objectives. **(Section D)**	0	10
Propose a program for 8-12th grade students with programming that includes credentials programs, internships, residencies, workforce development activities with specific and measurable learning objectives. **(Section D)**	0	10
Propose to implement ongoing, grade-appropriate computer science and/or cybersecurity academic enrichment activities which must include specific and measurable learning objectives. **(Section D)**	0	10
School Needs Rank Points *(Up to 24 points)*	0	
Schools identified for Targeted or Comprehensive Support - §4204(i)(1)(A) **(Section A)**	0	3
Propose to enroll students who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities. - §4204(i)(1)(A) **(Section C)**	0	5
Jointly submitted by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity. - §4204(i)(1)(B) **(Attachment E)**	0	3
Proposed activities are, as of the date of the submission of the application, not accessible to students who would be served or would expand access to high-quality services available within the community. - §4204(i)(1)(C)(i)(ii) **(Section B)**	0	5
NDDPI Comments:		
TOTAL POINTS		**/70**

Section B. Community and School Needs Assessment

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Collaborative Process	No description of the collaboration process or stakeholders' roles provided.	Minimal details on collaboration; missing information on key stakeholders or their involvement. **(1-5 points)**	Adequate explanation of collaboration but lacks thorough development or high-quality detail. **(6-12 points)**	Comprehensive and well-documented description of the collaboration process, stakeholder roles, and their impact. **(13-20 points)**	**/20**
Summary of Student and Family Needs	No summary provided or fails to address the needs of students and families.	Basic summary provided; lacks depth or clarity on how the program meets core academic, enrichment, and other needs. **(1-5 points)**	Adequate summary addressing needs but lacks thorough development or exceptional detail. **(6-12 points)**	Detailed, thoughtful summary of needs with clear explanation of how the program addresses academic, enrichment, and family needs. **(13-20 points)**	**/20**
Root Causes	No analysis of root causes provided or entirely unrelated to identified needs.	Vaguely identifies root causes with limited explanation or connection to program objectives. **(1-3 points)**	Root causes identified but lacks detailed analysis or depth of connection to the needs addressed. **(4-8 points)**	Comprehensive analysis of root causes, providing specific, clear explanations of contributing factors. **(9-15 points)**	**/15**
Existing Resources	No documentation of current resources or plan for OST services provided.	Limited mention of existing resources; lacks clarity on how the program will enhance OST services. **(1-3 points)**	Adequate documentation of current resources but lacks detailed plans for enhancing OST services. **(4-8 points)**	Thorough documentation of current resources and a clear, high-quality plan for expanding or improving OST services. **(9-15 points)**	**/15**
****Expanding OST Access with the community (Statutory Priority)**	Insufficiently Addressed or Criteria Not Met **(0)**	Partially Met Criteria **(1-2 points)**	Criteria Met with Limited Depth **(3-4 points)**	Criteria Fully Met with Excellence **(5 points)**	**/5**
Reviewer Comments:					
			TOTAL POINTS		**/70**

Section C. Recruitment

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Identification, Recruitment, and Retention of Underperforming Students	No description provided or fails to address how underperforming students will be identified, recruited, and retained.	Vague or minimal explanation; lacks clarity in criteria, process, or strategies for identification, recruitment, and retention. **(1-4 points)**	Adequate explanation addressing criteria, processes, and strategies but lacks thorough development or exceptional quality. **(5-7 points)**	Comprehensive and well-documented strategies for identifying, recruiting, and retaining underperforming students, including clear criteria and processes. **(8-10 points)**	**/10**
Outreach and Participation Plan	No mention of outreach methods or plan for securing regular student participation.	Basic outreach methods described but lacks clarity or depth; limited plan for ensuring regular participation. **(1-2 points)**	Adequate plan for outreach and participation; meets requirements but lacks significant detail or innovation. **(3-4 points)**	Detailed and thoughtful plan for outreach, including innovative methods to ensure regular participation and meet the needs of working families. **(5-6 points)**	**/6**
Community Communication and Accessibility	Fails to describe how program information will be disseminated or ensure accessibility.	Limited mention of how information will be shared; accessibility considerations are unclear or missing. **(1 point)**	Adequate description of dissemination methods with some consideration for accessibility but lacks thorough development. **(2-3 points)**	Comprehensive and well-thought-out strategies for disseminating program information in an understandable and accessible manner, aligned with statutory requirements. **(4 points)**	**/4**
**** Serving At-Risk Students & Families (Statutory Priority)**	Insufficiently Addressed or Criteria Not Met **(0)**	Partially Met Criteria **(1-2 points)**	Criteria Met with Limited Depth **(3-4 points)**	Criteria Fully Met with Excellence **(5 points)**	**/5**
Reviewer Comments:					
			TOTAL POINTS		**/20**

Section D. Project Design

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Activities to Improve Academic Achievement and Overall Success	No description of funded activities or how they improve academic achievement and overall success.	Basic mention of activities with limited explanation of impact; unclear how goals will be met. **(1-8 points)**	Adequate description of activities, partially tied to improving student success but lacks significant detail or evidence. **(9-14 points)**	Comprehensive, research-supported description of activities, clearly linked to academic achievement and overall student success. **(15-20 points)**	**/15**
Rationale for Student Participation Targets	No rationale provided or fails to address how targets are reasonable and achievable.	Vague rationale with insufficient connection to student needs, interests, or school demographics. **(1-2 points)**	Adequate rationale with some explanation of targets but lacks thorough development or analysis. **(3-4 points)**	Clear and evidence-based rationale for realistic and achievable participation targets aligned with student needs and program goals. **(5 points)**	**/5**
Alignment with State Standards	No description of how activities align with state academic standards.	Limited explanation of alignment with state or local standards; lacks clarity or depth. **(1-2 points)**	Adequate description of alignment with state academic standards but lacks exceptional detail or innovation. **(3-4 points)**	Detailed and thoughtful alignment with state academic standards, clearly tied to curriculum and instructional practices. **(5 points)**	**/5**
Integration with the Regular School Day	No clear plan for integration; key aspects (e.g., collaboration, alignment, shared personnel) are not addressed.	Mentions some elements of integration but lacks clarity, depth, or several key aspects (e.g., collaboration, alignment, shared personnel). **(1-4) points)**	Provides a basic explanation addressing most key aspects but lacks depth, detailed examples, or a cohesive plan. **(5-11 points)**	Thoroughly explains the program's integration with the school day, addressing all aspects (collaboration, alignment, shared personnel, joint professional development, decision-making participation, homework policies) with clear, specific examples. **(12-15 points)**	**/15**

Risk Factors and Community Needs	No mention of risk factors or how activities address the specific needs of participants and working families.	Basic mention of risk factors with limited explanation or unclear connection to activities. **(1-3 points)**	Adequate explanation of how activities address risk factors and specific needs but lacks depth or innovation. **(4-7 points)**	Comprehensive explanation of tailored activities that mitigate risks, meet participants' needs, and support working families. **(8-10 points)**	**/10**
Coordination with Other Programs	No mention of coordination with other federal, state, or local programs.	Limited mention of coordination; lacks clear strategies for collaboration or impact. **(1-2 points)**	Adequate description of coordination with other programs but lacks specific details or examples. **(3-4 points)**	Clear and effective strategies for coordinating with other programs, maximizing resources, and supporting program goals. **(5 points)**	**/5**
Youth Engagement	No description of how youth will be engaged in program implementation or improvement.	Basic mention of youth engagement without clear strategies or consistency. **(1-2 points)**	Adequate explanation of engagement strategies but lacks depth, clarity, or innovation. **(3-4 points)**	Clear and consistent strategies for youth engagement, including feedback mechanisms and opportunities for meaningful involvement. **(5 points)**	**/5**
Family Engagement	No description of family engagement activities or how families will be involved in programming.	Limited mention of family engagement activities; unclear connection to meaningful involvement. **(1-2 points)**	Adequate description of family engagement but lacks significant detail or opportunities for active participation. **(3-4 points**)	Comprehensive description of family engagement activities that promote meaningful involvement in programming and education. **(5 points)**	**/5**
Transportation and Site Safety	No description of transportation plans or site safety measures.	Limited mention of transportation or safety; lacks clear strategies or comprehensive details **(1-3 points)**	Adequate explanation of transportation and safety plans but lacks significant depth or evidence. **(4-7 points)**	Comprehensive and well-documented transportation plans, emergency preparedness, and site safety measures tailored to participants' needs **(8-10 points)**	**/10**

**** Evidence-based practices for 6-12th attendance/engagement (Competitive Priority)**	Insufficiently Addressed or Criteria Not Met **(0)**	Partially Met Criteria **(1-5 points)**	Criteria Met with Limited Depth **(6-9 points)**	Criteria Fully Met with Excellence **(10 points)**	**/10**
**** Workforce Development for 8-12th graders (Competitive Priority)**	Insufficiently Addressed or Criteria Not Met **(0)**	Partially Met Criteria **(1-5 points)**	Criteria Met with Limited Depth **(6-9 points)**	Criteria Fully Met with Excellence **(10 points)**	**/10**
**** Computer Science Enrichment (Competitive Priority)**	Insufficiently Addressed or Criteria Not Met **(0)**	Partially Met Criteria **(1-5 points)**	Criteria Met with Limited Depth **(6-9 points)**	Criteria Fully Met with Excellence **(10 points)**	**/10**
Reviewer Comments:					
				TOTAL POINTS	**/75**

Section E. Partnerships

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Roles, Responsibilities, and Capacities of Key Partners	No description of the roles, responsibilities, or capacities of the key partners, or MOUs/Letters of Support missing.	Basic mention of partners' roles and responsibilities, but lacks detail; MOUs/Letters are vague or incomplete. **(1-2 points)**	Adequate description of roles and responsibilities, with some evidence of partnership agreements through MOUs/Letters. **(3-4 points)**	Comprehensive description of partners' roles and responsibilities, supported by detailed MOUs that clearly outline service and program agreements. **(5-6 points)**	**/6**
Leadership Collaboration and Sustainability	No explanation of how leaders will collaborate or how partnerships will be sustained over time.	Limited explanation of leadership collaboration or strategies for maintaining partnerships despite leadership changes. **(1-2 points)**	Adequate description of leadership collaboration and sustainability, but lacks innovation or thorough strategies. **(3-4 points)**	Detailed and innovative strategies for collaboration among leaders, with clear plans for sustaining partnerships through leadership transitions. **(5 points)**	**/5**
Collaboration with Partners	No description of collaboration with school districts, external organizations, or other partners.	Basic mention of partner collaboration, but lacks detail on program planning and implementation. **(1-2 points)**	Adequate description of collaboration with partners, partially addressing program planning and implementation. **(3-4 points)**	Comprehensive explanation of collaboration with partners, including evidence-based activities that complement the school day and promote program success. **(5 points)**	**/5**

Meaningful Consultation with Non-Public Schools	No description of the consultation process; fails to address how meaningful and timely consultation will be ensured. Does not mention or attach the "Non-Public School Consultation Form."	Provides minimal details on the consultation process, with limited mention of timely and meaningful consultation. May reference the "Non-Public School Consultation Form," but lacks clarity or depth. **(1-2 points)**	2-3 points: Includes a basic explanation of the consultation process, addressing most aspects of meaningful and timely consultation but lacks specific examples or a comprehensive approach. The "Non-Public School Consultation Form" may be attached **(3-4 points)**	Offers a thorough and detailed explanation of the consultation process, demonstrating how meaningful and timely consultation will be ensured throughout the grant cycle. Submits the "Non-Public School Consultation Form" and provides specific examples of strategies, activities, and collaborative efforts to engage non-public schools effectively. **(5 points)**	**/5**
Data Sharing Agreements and Processes	No mention of data sharing processes or measures to ensure timely and confidential data exchange.	Limited explanation of data sharing processes; lacks clarity on data types or confidentiality measures. **(1 point)**	Adequate description of data sharing agreements and processes but lacks significant depth or detail. **(2-3 points)**	Clear and detailed data sharing agreements, specifying data types, purposes, and measures to ensure timely and confidential exchange. **(4 points)**	**/4**
Role and Capacity of the Advisory Group	Fails to describe the role and capacity of the advisory group; does not specify the frequency of meetings or list proposed governance group members.	Provides minimal details about the role and capacity of the advisory group, with vague or incomplete mention of meeting frequency and governance group members. **(1-3 points)**	Describes the role and capacity of the advisory group, mentions meeting frequency (minimum of two per year), and provides a basic list of governance group members by affiliation, though it may lack depth or specificity. **(4-7 points)**	Provides a comprehensive and detailed explanation of the advisory group's role and capacity in overseeing program activities. Clearly states the frequency of meetings (minimum of two per year) and includes a well-defined list of governance group members, specifying names (if identified) and diverse affiliations (e.g., community, partners, administration, parents, students). Demonstrates thoughtful consideration of representation and effectiveness. **(8-10 points)**	**/10**
Reviewers Comments:					
				TOTAL POINTS	**/35**

Section F. Program Management & Operations

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Organizational Structure and Staff Roles	Fails to provide an organization chart, describe staff roles, time devoted, or responsibilities; key roles are omitted.	Provides an organization chart and mentions roles, time devoted, or responsibilities but lacks clarity or detail on key roles. **(1 point)**	Includes an organization chart and describes staff roles, time devoted, and responsibilities with some mention of key roles. **(2-3 points)**	Provides a detailed organization chart and thoroughly describes all staff roles, time devoted, and responsibilities, including key roles like Program Director and liaison. **(4 points)**	**/4**
Job Descriptions and Qualifications	Fails to provide job descriptions or required qualifications and certifications for key roles.	Provides job descriptions for key roles but lacks depth or detail on required qualifications or certifications. **(1 point)**	Includes detailed job descriptions for key roles and mentions required qualifications or certifications but lacks comprehensiveness. **(2 points)**	Offers thorough job descriptions for all key roles, clearly outlining required qualifications and certifications for program director, site coordinators, instructional staff, and others. **(3 points)**	**/3**
Staffing and Selection of Instructors	Fails to describe staffing or the process for instructor selection; no mention of anticipated instructor mix.	Mentions staffing and instructor selection but lacks clarity or detail on the process or mix of instructors. **(1 point)**	Describes staffing and instructor selection, addressing elements like anticipated mix but lacks depth or comprehensive planning. **(2-3 points)**	Provides a detailed explanation of staffing and instructor selection, outlining the anticipated mix (program staff, school day teachers, subcontracted providers) and selection process for afterschool and summer programming. **(4 points)**	**/4**
Daily Program Operations Management	Fails to describe how daily operations will be managed or who holds decision-making authority.	Provides limited details about managing operations or mentions decision-making authority without depth or clarity. **(1 point)**	Explains how daily operations will be managed and includes decision-making authority but lacks comprehensiveness or specific examples. **(2-3 points)**	Offers a thorough plan for managing daily program operations, clearly detailing who holds decision-making authority for various issues and situations. **(4 points)**	**/4**

Volunteer Involvement	Fails to address volunteer involvement or provide a rationale for not utilizing volunteers; no mention of screening or training processes.	Mentions volunteer involvement but provides minimal details on screening, training, or rationale for not utilizing volunteers. **(1 point)**	Includes some explanation of volunteer involvement, addressing screening and training, but lacks depth or comprehensive planning. **(2 points)**	Offers a detailed plan for encouraging and utilizing qualified volunteers, including screening and training processes to ensure they are appropriately qualified. Provides a rationale if volunteers will not be utilized. **(3 points)**	**/3**
Recruitment and Retention of High-Quality Staff	Fails to outline strategies for recruiting or retaining high-quality staff.	Mentions recruitment and retention strategies but lacks detail or focus on relevant experience or professional preparation. **(1 point)**	Describes recruitment and retention strategies, addressing factors like experience or preparation but lacks depth or comprehensive planning. **(2-3 points)**	Provides a well-thought-out plan for recruiting and retaining high-quality staff, emphasizing relevant experience, professional preparation, and strategies for long-term retention. **(4 points)**	**/4**
Staff Support and Orientation	Fails to describe staff support mechanisms or the orientation process.	Mentions staff support or orientation but lacks clarity or provides minimal detail. **(1 point)**	Describes staff support and orientation with some depth but lacks comprehensiveness or thoughtful planning. **(2 points)**	Offers a detailed explanation of how staff will be supported at all levels and describes a thorough orientation process for new staff. **(3 points)**	**/3**
Staff Supervision and Feedback Mechanisms	Fails to describe supervision or feedback mechanisms; no mention of performance reviews or self-evaluation tools.	Provides minimal information about supervision and feedback mechanisms with vague references to performance reviews or self-evaluation tools. **(1 point)**	Describes supervision and feedback mechanisms, addressing elements like performance reviews and self-evaluation tools but lacks depth or structured planning. **(2 points)**	Offers a comprehensive explanation of supervision and feedback mechanisms, including regular written performance reviews, self-evaluation tools, and other structured methods to ensure accountability and growth. **(3 points)**	**/3**
Professional Development Planning Process	Fails to describe the planning process for professional development or how needs will be identified and met.	Mentions professional development planning but provides vague details about identifying or meeting needs. **(1-2 points)**	Explains professional development planning and strategies for identifying and meeting needs but lacks depth or comprehensive planning. **(3-4 points)**	Offers a detailed and thoughtful plan for professional development clearly outlining strategies for identifying and meetings needs in an ongoing, targeted, and purposeful manner. Demonstrates alignment with program goals and provides specific examples. **(5-6 points)**	**/6**
Reviewer Comments:					
				TOTAL POINTS	**/34**

Section G. Adequacy of Resources

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Coordination of Funds	No description provided on how funds will be coordinated with other federal, state, and local funding streams.	Basic mention of fund coordination, but lacks detail or clarity on methods and funding sources. **(1 point)**	Adequate explanation of how funds will be coordinated, with partial detail on funding streams and their use. **(2 points)**	Comprehensive explanation of how funds will be coordinated, with clear identification of funding streams and evidence of strategic planning. **(3 points)**	**/3**
Sustainability Planning	No sustainability plan provided or fails to address how activities will continue after grant funding ends.	Basic mention of sustainability planning, but lacks clear strategies or involvement of stakeholders. **(1-2 points)**	Adequate sustainability plan that addresses continued activities, with partial detail on stakeholder involvement. **(3-4 points)**	Comprehensive and detailed sustainability plan that includes stakeholder involvement, integration into day-to-day operations, and long-term strategies. **(5 points)**	**/5**
Supplement, Not Supplant	No description of how funds will supplement, rather than supplant, other funding sources.	Basic mention of how funds will supplement existing resources but lacks clarity or examples. **(1 point)**		Clear explanation of how funds will supplement other resources, including examples of funding streams and their intended use. **(2 points)**	**/2**
****non-LEA & NEW applicants only** Preliminary Risk Assessment Attachment**					**YES/NO**
Reviewer Comments:					
				TOTAL POINTs	**/10**

Section H. Program Evaluation

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Approach to Reporting and Evaluation Requirements	No approach outlined for meeting reporting and evaluation requirements.	Basic mention of reporting and evaluation but lacks detail on processes or tools; individuals responsible are unclear. **(1-4 points)**	Adequate description of reporting and evaluation requirements, with partial detail on processes, tools, and compliance oversight. **(5-8 points)**	Comprehensive and detailed approach, identifying individuals responsible for compliance, clear processes for data collection and reporting, and specific tools/methods used throughout the grant period. **(9-10 points)**	**/10**
Implementation of Quality Standards Process	No description of how the ND Afterschool Quality Standards process will be planned or supported.	Limited explanation of the quality standards process; lacks clarity on partner participation or strategies for implementation. **(1-2 points)**	Adequate description of how the process will be planned and supported, with partial detail on partner participation or implementation strategies. **(3 p**oints)	Comprehensive description of how the quality standards process will be planned, supported, and implemented, ensuring participation from all necessary partners. **(4 points)**	**/10**
Alignment and Implementation of 21st CCLC Goals (Program Goals and Objectives Template)	No clear connection between goals and objectives; no implementation strategy outlined.	Responses lack strong alignment with program objectives, and the implementation plan is vague or incomplete. **(1-8 points)**	Responses are somewhat connected to objectives, and an implementation plan is provided but lacks actionable details. **(9-15 points)**	Responses are fully aligned with program objectives, and supported by a comprehensive implementation plan detailing strategies, responsible parties, timeline, and resources for execution. **(15-20 points)**	**/20**
Reviewer Comments:					
				TOTAL POINTS	**/40**

Section I. Budget & Narrative

Criteria	Insufficiently Addressed or Criteria Not Met (0)	Partially Met Criteria	Criteria Met with Limited Depth	Criteria Fully Met with Excellence	Awarded Points
Narrative Overview of Budget	No narrative overview provided, or fails to align budget with project goals and activities.	Basic mention of budget overview, but lacks detail on alignment with goals or activities; missing clarity on expenses. **(1-6 points)**	Adequate narrative overview explaining the budget and partially aligning items with project goals and activities. **(7-12 points)**	Comprehensive narrative overview that clearly aligns budget items with project goals and activities, including detailed descriptions and cost justifications. **(13-15 points)**	**/15**
Detailed Expense Descriptions	No detailed descriptions of expenses, rate/cost basis, or justification provided for budget items.	Basic description of expenses, rate/cost basis, and quantity; lacks clarity or justification for items. **(1-4 points)**	Adequate descriptions of expenses with partial detail on cost basis and justification, but lacks thorough development. **(5-8 points)**	Comprehensive and detailed descriptions of expenses, including rate/cost basis, quantity, justification, etc. **(9-10 points)**	**/10**
Cost Equations and Justifications	No cost equations provided, or fails to justify amounts for each budget line.	Limited mention of cost equations or justifications; lacks clear connection to program success or allowable use of funds. **(1-4 points)**	Adequate cost equations with partial justification for amounts, but lacks significant depth or clarity. **(5-8 points)**	Clear and well-documented cost equations with thorough justifications that demonstrate expenses are necessary, reasonable, and allocable to the grant. **(9-10 points)**	**/10**
Compliance and Documentation	No explanation of how expenses comply with federal/state rules or are appropriately documented.	Limited mention of compliance or documentation; lacks clarity on federal/state rules and allowable use of funds. **(1-2 points)**	Adequate explanation of compliance and documentation, partially addressing adherence to rules and standards. **(3-4 points)**	Clear and detailed explanation of compliance with federal/state rules and thorough documentation ensuring proper allocation of funds. **(5 points)**	**/5**
Reviewer Comments:					
			TOTAL POINTS:		**/40**

Appendices

Appendix A: Preliminary Risk Evaluation Form

Appendix B: Currently Funded 21st CCLC Programs

Appendix C: School Needs Rank List

Appendix D: Superintendent & Principal Commitment Form

Appendix E: 21st CCLC Consortium Signature Page

Appendix F: 21st CCLC Assurances

Appendix G: Non-LEA General Private School Consultation Form

Appendix H: Intent to Apply

Appendices

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NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

21st CENTURY Community Learning Centers

21st Century Community Learning Centers

Preliminary Risk Evaluation Form

Non-LEA and New NDDPI Applicants ONLY

This form is designed to assess the applicant's preparedness for securing and effectively managing the 21st CCLC federal grant. It is essential that the person(s) filling out this section possess a comprehensive understanding of and responsibility for the financial management duties of the fiscal agent, as well as an understanding of the organization's background in providing out-of-school time services. For newly awarded applicants, the responses on this form will be used to identify potential risks and establish appropriate monitoring measures to mitigate those risks. This may include the NDDPI implementing special conditions to protect funding.

Organization Background/Financial Information

Name of Organization
Name and Title of Authorized Representative
Year Organization was Founded/Incorporated
Primary Address of the Organization
1. Is the applicant on the federal or state suspended, excluded, or debarment list? ***If yes, applicant is ineligible for federal funds and cannot apply for this federal funding opportunity.***
2. Has the organization ever had a federal award suspended or terminated for non-compliance?
2. Is the applicant in good standing on the Secretary of State Registration list? ***If no, explain why and the status the organization is working on to get back into good standing.***
3. Has the applicant ever had a state or federal contract, project or agreement terminated? ***If yes, explain****.*

4. Does your organization have an Employer Identification Number (EIN)? ***If yes, provide.***

5. Does your organization have a SAMS number?

☐ YES

Number:

Expiration date:

☐ NO

6. Does Your Agency Has ND PeopleSoft Supplier ID? ***If yes, provide the number.***

7. Does this organization have a current organizational chart?

☐ YES ☐ NO

(if yes, please provide a copy)

8. Does the applicant have experience managing other federal and/or state funds?

☐ YES ☐ NO

9. After reviewing the RFP, do you feel your organization has the financial stability and capability to perform contract requirements when the grant agreement is a reimbursement grant?

☐ YES ☐ NO

Accounting Systems

11. Is the organization's financial management performed in-house or outsourced with duties?

☐ YES ☐ NO ☐ Not Sure

12. Does the applicant use a commercial/licensed financial software system? ***If Yes, what system?***

13. Does the applicant's financial software system ensure that grant funds are not comingled with general operating funds?

14. Has the applicant received federal or state awards from the NDDPI in the past four years (since FY18-19)? ***If Yes, which program and year?***

15. Number of years that the applicant's primary fiscal contact has been in the position (or a similar position) as of the application date?

Financial Statements

16. Did the organization have a financial statement audit in its recent fiscal year?

☐ YES ☐ NO

17. Financial Audit Status:

☐ No audit performed for prior year

☐ Prior audit performed for prior year

☐ Not required to have a single audit, but instead a standard financial audit

☐ IRS 990 Form

*******Submit a copy of your most recent financial audit statement***

18. Does the organization maintain timesheets (time and effort reports) for employees that track actual effort by the project or cost objective?

☐ YES ☐ NO ☐ Not Sure

19. Are the individuals responsible for administering grant funds familiar with the current regulations and guidelines on administration cost principles and audit requirements for a federal grantee (including 2. C.F.R. 200)?

☐ YES ☐ NO ☐ Not Sure

20. Does the organization have a written procurement policy?

☐ YES ☐ NO

21. Does the organization have a written travel policy?

☐ YES ☐ NO

History of Performance

22. Does the organization have at least two years' experience operating Out-of-School-Time (OST) programs?

☐ YES ☐ NO

23. Has the applicant managed federal funds or other grants supporting services for a similar target population? (1 year; 2-4 years; 5-7 years; 10+ years). If so, please provide examples of federal grants that the organization has successfully received and administered.

☐ 1 year

☐ 2-4 years

☐ 5-7 years

☐ 10+ years

24. Has the organization ever held a 21st Century Community Learning grant?

☐ YES ☐ NO

If yes, when?

25. If you have had a 21st CCLC grant in the past, have you consistently met the student attendance requirements?

☐ YES ☐ NO ☐ Not Sure

26. Does the organization hold similar Out- of -School-Time programs (OST)?

☐ YES ☐ NO

If yes, please explain:

Applicant Certification

"I certify that the above information is complete and correct to the best of my knowledge." (The individual certifying this form should be familiar with the organization's management and financial systems.) ***Electronic signatures not accepted.***

Name of Certifying Official: _____

Title: _____

Signature: _____

Date: _____

21st CENTURY Community Learning Centers

List of Currently Funded Schools - Cohort II

Valley City Public School District - JSVC

School	City
Edgeley Elementary School	Edgeley, ND
Griggs County Central Elementary School	Cooperstown, ND
Jefferson Elementary School	Valley City, ND
Washington Elementary School	Valley City, ND

West Fargo Public School District

School	City
Eastwood Elementary School	West Fargo, ND
Freedom Elementary School	West Fargo, ND
L.E. Berger Elementary School	West Fargo, ND
Osgood Elementary School	West Fargo, ND
South Elementary School	West Fargo, ND
Willow Park Elementary School	West Fargo, ND

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

21st CENTURY Community Learning Centers

21st CCLC 2024-2025 School Needs Rank List

District	School	Points
Alexander 2	Alexander High School	10
Alexander 2	Alexander Elementary School	7
Anamoose 14	Anamoose Elementary School	7
Apple Creek 39	Apple Creek Elementary School	5
Ashley 9	Ashley High School	10
Ashley 9	Ashley Elementary School	7
Barnes County North 7	Barnes County North High School	9
Barnes County North 7	Barnes County North Elementary School	9
Beach 3	Beach High School	13
Beach 3	Lincoln Elementary School	12
Belcourt 7	Turtle Mountain Community High School	21
Belcourt 7	Turtle Mountain Community Elementary School	19
Belcourt 7	Turtle Mountain Community Middle School	19
Belfield 13	Belfield Elementary School	13
Belfield 13	Belfield High School	7
Beulah 27	Beulah High School	7
Beulah 27	Beulah Middle School	5
Beulah 27	Beulah Elementary School	5
Billings Co 1	Prairie Elementary School	4
Billings Co 1	Demores Elementary School	3
Bismarck 1	Dorothy Moses Elementary School	17
Bismarck 1	Jeannette Myhre Elementary School	15
Bismarck 1	South Central Alternative High School	14
Bismarck 1	Will-Moore Elementary School	13
Bismarck 1	Grimsrud Elementary School	12
Bismarck 1	Robert Place Miller Elementary School	12
Bismarck 1	Becep Center	11
Bismarck 1	Pioneer Elementary School	11
Bismarck 1	Wachter Middle School	10
Bismarck 1	Bismarck High School	9
Bismarck 1	Roosevelt Elementary School	9
Bismarck 1	Rita Murphy Elementary School	8
Bismarck 1	Simle Middle School	7
Bismarck 1	Northridge Elementary School	7
Bismarck 1	Centennial Elementary School	5
Bismarck 1	Highland Acres Elementary School	5
Bismarck 1	Horizon Middle School	5

Bismarck 1	Legacy High School	5
Bismarck 1	Century High School	4
Bismarck 1	Lincoln Elementary School	4
Bismarck 1	Victor Solheim Elementary School	4
Bismarck 1	Liberty Elementary School	3
Bismarck 1	Silver Ranch Elementary School	3
Bismarck 1	Sunrise Elementary School	3
Bismarck 1	Elk Ridge Elementary School	2
Bismarck 1	Prairie Rose Elementary School	2
Bottineau 1	Bottineau Elementary School	10
Bottineau 1	Bottineau Junior-Senior High School	10
Bowbells 14	Bowbells High School	9
Bowbells 14	Bowbells Elementary School	7
Bowman Co 1	Bowman Co Elementary School	8
Bowman Co 1	Bowman Co Preschool	7
Bowman Co 1	Bowman Co High School	6
Bowman Co 1	Rhame Elementary School	4
Burke Central 36	Burke Central Elementary School	11
Burke Central 36	Burke Central High School	8
Carrington 49	Carrington High School	7
Carrington 49	Carrington Elementary School	7
Cavalier 6	Cavalier High School	9
Cavalier 6	Cavalier Elementary School	7
Center-Stanton 1	Center-Stanton Elementary School	11
Center-Stanton 1	Center-Stanton High School	8
Central Cass 17	Central Cass Elementary School	7
Central Cass 17	Central Cass Middle School	7
Central Cass 17	Central Cass High School	5
Central Valley 3	Central Valley Elementary School	10
Central Valley 3	Central Valley High School	8
Dakota Prairie 1	Dakota Prairie High School	10
Dakota Prairie 1	Dakota Prairie Elementary School	9
Devils Lake 1	Sweetwater Elementary School	15
Devils Lake 1	Minnie H Kindergarten Center	13
Devils Lake 1	Prairie View Elementary School	12
Devils Lake 1	Devils Lake High School	11
Devils Lake 1	Central Middle School	11
Dickinson 1	Heart River Elementary School	13
Dickinson 1	Southwest Community High School	11
Dickinson 1	Prairie Rose Elementary School	11
Dickinson 1	Dickinson Middle School	10
Dickinson 1	Lincoln Elementary School	9
Dickinson 1	P S Berg Elementary School	9
Dickinson 1	Roosevelt Elementary School	9
Dickinson 1	Dickinson High School	7

Dickinson 1	Dickinson Public School District Early Childhood	7
Dickinson 1	Jefferson Elementary School	6
Divide County 1	Divide County High School	9
Divide County 1	Divide County Elementary School	7
Drake 57	Drake High School	7
Drayton 19	Drayton Elementary School	13
Drayton 19	Drayton High School	12
Dunseith 1	Dunseith High School	22
Dunseith 1	Dunseith Elementary School	21
Edgeley 3	Willow Bank Colony School	11
Edgeley 3	Edgeley High School	10
Edgeley 3	Edgeley Elementary School	8
Edmore 2	Edmore High School	7
Edmore 2	Edmore Elementary School	6
Eight Mile 6	Eight Mile High School	14
Eight Mile 6	Eight Mile Elementary School	13
Elgin-New Leipzig 49	Elgin-New Leipzig Elementary School	12
Elgin-New Leipzig 49	Elgin-New Leipzig High School	7
Ellendale 40	Ellendale Elementary School	9
Ellendale 40	Ellendale High School	8
Ellendale 40	Ellendale Middle School	7
Ellendale 40	Maple River Colony School	5
Emerado 127	Emerado Elementary School	11
Enderlin Area 24	Enderlin Area Elementary School	9
Enderlin Area 24	Enderlin Area High School	8
Enderlin Area 24	Grant Colony School	6
Fairmount 18	Fairmount Elementary School	15
Fairmount 18	Fairmount High School	12
Fargo 1	Madison Elementary School	20
Fargo 1	Jefferson Elementary School	19
Fargo 1	Lincoln Elementary School	16
Fargo 1	Explorer Academy	15
Fargo 1	ED Clapp Elementary School	14
Fargo 1	Horace Mann Roosevelt Elementary School	13
Fargo 1	Dakota High School	12
Fargo 1	Lewis And Clark Elementary School	12
Fargo 1	Carl Ben Eielson Middle School	11
Fargo 1	Eagles Elementary School	11
Fargo 1	McKinley Elementary School	11
Fargo 1	Kennedy Elementary School	9
Fargo 1	South High School	9
Fargo 1	Ben Franklin Middle School	8
Fargo 1	Early Childhood Special Education School	8
Fargo 1	Fargo Davies High School	7
Fargo 1	North High School	7

Fargo 1	Washington Elementary School	7
Fargo 1	Centennial Elementary School	6
Fargo 1	Clara Barton Hawthorne Elementary School	6
Fargo 1	Discovery Middle School	6
Fargo 1	Bennett Elementary School	5
Fargo 1	Longfellow Elementary School	2
Fessenden-Bowdon 25	Fessenden-Bowdon Elementary School	10
Fessenden-Bowdon 25	Fessenden-Bowdon High School	6
Finley-Sharon 19	Finley-Sharon High School	9
Finley-Sharon 19	Finley-Sharon Elementary School	8
Flasher 39	Flasher Elementary School	10
Flasher 39	Flasher High School	9
Fordville-Lankin 5	Fordville-Lankin Elementary School	9
Fordville-Lankin 5	Fordville-Lankin High School	8
Ft Ransom 6	Fort Ransom Elementary School	2
Ft Totten 30	Four Winds Community High School	22
Ft Totten 30	Four Winds Community PK School	12
Ft Yates 4	Fort Yates Middle School	22
Ft Yates 4	Fort Yates PK School	14
Gackle-Streeter 56	Gackle-Streeter High School	10
Gackle-Streeter 56	Gackle-Streeter Elementary School	8
Garrison 51	Garrison High School	8
Garrison 51	Bob Callies Elementary School	7
Glen Ullin 48	Glen Ullin Elementary School	12
Glen Ullin 48	Glen Ullin High School	11
Glenburn 26	Glenburn High School	11
Glenburn 26	Glenburn Elementary School	8
Grafton 18	Grafton High School	14
Grafton 18	Century Elementary School	12
Grafton 18	Grafton Junior High School	11
Grand Forks 1	Valley Middle School	18
Grand Forks 1	Winship Elementary School	16
Grand Forks 1	Lake Agassiz Elementary School	16
Grand Forks 1	Century Elementary School	14
Grand Forks 1	Phoenix Elementary School	13
Grand Forks 1	Wilder Elementary School	12
Grand Forks 1	Ben Franklin Elementary School	10
Grand Forks 1	Community Alternative High School	9
Grand Forks 1	Red River High School	9
Grand Forks 1	South Middle School	9
Grand Forks 1	Central High School	8
Grand Forks 1	Lewis And Clark Elementary School	8
Grand Forks 1	Viking Elementary School	7
Grand Forks 1	Discovery Elementary School	6
Grand Forks 1	Nathan Twining Elementary School	6

Grand Forks 1	Nathan Twining Middle School	6
Grand Forks 1	J Nelson Kelly Elementary School	4
Grand Forks 1	Schroeder Middle School	4
Grenora 99	Grenora Elementary School	13
Grenora 99	Grenora High School	8
Griggs County Central 18	Griggs County Central Elementary School	14
Griggs County Central 18	Griggs County Central High School	6
Hankinson 8	Hankinson High School	9
Hankinson 8	Hankinson Elementary School	7
Harvey 38	Harvey High School	8
Harvey 38	BM Hanson Elementary School	8
Hatton Eielson 7	Hatton Eielson Elementary School	10
Hatton Eielson 7	Hatton Eielson High School	9
Hazelton-Moffit-Braddock 6	Hazelton-Moffit-Braddock Elementary School	9
Hazelton-Moffit-Braddock 6	Hazelton-Moffit-Braddock High School	9
Hazen 3	Hazen High School	8
Hazen 3	Hazen Middle School	7
Hazen 3	Hazen Elementary School	7
Hebron 13	Hebron High School	11
Hebron 13	Hebron Elementary School	10
Hettinger 13	Hettinger High School	8
Hettinger 13	Hettinger Elementary School	7
Hillsboro 9	Hillsboro High School	8
Hillsboro 9	Spruce Lane Colony School	7
Hillsboro 9	Hillsboro Elementary School	6
Hope-Page 85	Hope Page High School	7
Hope-Page 85	Hope Page Elementary School	4
Horse Creek 32	Horse Creek School	2
Jamestown 1	Roosevelt Elementary School	13
Jamestown 1	Washington Elementary School	12
Jamestown 1	Lincoln Elementary School	10
Jamestown 1	Louis L'amour Elementary School	8
Jamestown 1	Jamestown High School	6
Jamestown 1	William S Gussner Elementary School	5
Jamestown 1	Jamestown Middle School	4
Kenmare 28	Kenmare High School	11
Kenmare 28	Kenmare Elementary School	9
Kensal 19	Kensal High School	8
Kensal 19	Kensal Elementary School	6
Kidder County 1	Kidder County Elementary School	9
Kidder County 1	Kidder County High School	8
Killdeer 16	Killdeer Elementary School	13
Killdeer 16	Killdeer High School	11
Kindred 2	Kindred Elementary School	7
Kindred 2	Kindred High School	6

Kulm 7	Kulm Elementary School	12
Kulm 7	Kulm High School	6
Lakota 66	Lakota Elementary School	12
Lakota 66	Lakota High School	8
LaMoure 8	Lamoure Colony School	12
LaMoure 8	Lamoure Elementary School	9
LaMoure 8	Lamoure High School	6
Langdon Area 23	Langdon Area Elementary School	8
Langdon Area 23	Langdon Area High School	7
Larimore 44	Larimore Elementary School	11
Larimore 44	Larimore High School	9
Leeds 6	Leeds High School	8
Leeds 6	Leeds Elementary School	7
Lewis and Clark 161	North Shore Plaza High School	11
Lewis and Clark 161	North Shore Plaza Elementary School	11
Lewis and Clark 161	Berthold Elementary School	8
Lewis and Clark 161	Berthold High School	8
Lidgerwood 28	Lidgerwood High School	11
Lidgerwood 28	Lidgerwood Elementary School	10
Linton 36	Linton High School	8
Linton 36	Linton Elementary School	7
Lisbon 19	Lisbon Middle School	9
Lisbon 19	Lisbon High School	6
Lisbon 19	Lisbon Elementary School	6
Litchville-Marion 46	Litchville-Marion Elementary School	9
Litchville-Marion 46	Litchville-Marion High School	8
Little Heart 4	Little Heart Elementary School	4
Lone Tree 6	Golva Elementary School	5
Maddock 9	Maddock High School	6
Maddock 9	Maddock Elementary School	6
Mandan 1	Custer Elementary School	15
Mandan 1	Mary Stark Elementary School	15
Mandan 1	Roosevelt Elementary School	10
Mandan 1	Lewis And Clark Elementary School	8
Mandan 1	Brave Center Academy	7
Mandan 1	Mandan Middle School	7
Mandan 1	Lakewood Elementary School	7
Mandan 1	Mandan High School	5
Mandan 1	Red Trail Elementary School	4
Mandan 1	Ft Lincoln Elementary School	3
Mandaree 36	Mandaree High School	18
Mandaree 36	Mandaree Elementary School	18
Manning 45	Manning Elementary School	3
Manvel 125	Manvel Elementary School	8
Maple Valley 4	Wheatland Colony School	10

Maple Valley 4	Maple Valley Elementary School	7
Maple Valley 4	Maple Valley High School	5
Mapleton 7	Mapleton Elementary School	7
Marmarth 12	Marmarth Elementary School	7
Max 50	Max High School	13
Max 50	Max Elementary School	11
May-Port CG 14	May-Port CG High School	7
May-Port CG 14	May-Port CG Middle School	7
May-Port CG 14	Peter Boe Jr Elementary School	6
McClusky-Goodrich 29	McClusky-Goodrich High School	10
McClusky-Goodrich 29	McClusky-Goodrich Elementary School	5
McKenzie Co 1	Wolves Center Academy	13
McKenzie Co 1	Badlands Elementary School	13
McKenzie Co 1	Watford City High School	12
McKenzie Co 1	Watford City Middle School	11
McKenzie Co 1	Fox Hills Elementary School	9
Medina 3	Medina Elementary School	10
Medina 3	Medina High School	9
Menoken 33	Menoken Elementary School	4
Midkota 7	Midkota High School	10
Midkota 7	Midkota Elementary School	7
Midway 128	Midway High School	17
Midway 128	Midway Elementary School	12
Milnor 2	Sundale Colony High School	10
Milnor 2	Sundale Colony Elementary School	10
Milnor 2	Milnor High School	8
Milnor 2	Milnor Elementary School	7
Minnewaukan 5	Minnewaukan High School	21
Minnewaukan 5	Minnewaukan Elementary School	21
Minot 1	Sunnyside Elementary School	16
Minot 1	Roosevelt Elementary School	13
Minot 1	Souris River Campus Alternative High School	12
Minot 1	Washington Elementary School	12
Minot 1	McKinley Elementary School	11
Minot 1	Magic City Campus High School	10
Minot 1	Lewis And Clark Elementary School	10
Minot 1	Longfellow Elementary School	10
Minot 1	Central Campus School	9
Minot 1	Memorial Middle School	9
Minot 1	Bell Elementary School	9
Minot 1	Jim Hill Middle School	9
Minot 1	Bel Air Elementary School	8
Minot 1	Dakota Elementary School	8
Minot 1	Erik Ramstad Middle School	7
Minot 1	John Hoeven Elementary School	6

Minot 1	Edison Elementary School	5
Minot 1	Perkett Elementary School	5
Minot 1	North Plains Elementary School	4
Minto 20	Minto High School	11
Minto 20	Minto Elementary School	10
Mohall-Lansford-Sherwood 1	MLS-Mohall Elementary School	9
Mohall-Lansford-Sherwood 1	MLS-Mohall High School	8
Montpelier 14	Montpelier High School	12
Montpelier 14	Montpelier Elementary School	11
Mott-Regent 1	Mott-Regent High School	13
Mott-Regent 1	Mott-Regent Elementary School	10
Mt Pleasant 4	Mt Pleasant High School	17
Mt Pleasant 4	Mt Pleasant Elementary School	12
Munich 19	Munich High School	8
Munich 19	Munich Elementary School	7
Napoleon 2	Napoleon Elementary School	9
Napoleon 2	Napoleon High School	5
Naughton 25	Naughton Elementary School	6
Nedrose 4	Nedrose High School	7
Nedrose 4	Nedrose Elementary School	7
Nesson 2	Ray High School	12
Nesson 2	Ray Elementary School	12
New England 9	New England Elementary School	13
New England 9	New England High School	13
New Rockford-Sheyenne 2	New Rockford-Sheyenne Elementary School	9
New Rockford-Sheyenne 2	New Rockford-Sheyenne High School	8
New Salem-Almont 49	New Salem-Almont High School	6
New Salem-Almont 49	Prairie View Elementary School	5
New Town 1	New Town High School	17
New Town 1	New Town Middle School	16
New Town 1	Edwin Loe Elementary School	14
Newburg-United 54	Newburg-United Elementary School	12
Newburg-United 54	Newburg-United High School	7
North Border 100	North Border-Walhalla Elementary School	11
North Border 100	North Border-Walhalla High School	10
North Border 100	North Border-Pembina High School	8
North Border 100	North Border-Pembina Elementary School	8
North Sargent 3	North Sargent High School	10
North Sargent 3	North Sargent Elementary School	10
North Star 10	North Star Elementary School	8
North Star 10	North Star High School	6
Northern Cass 97	Northern Cass Elementary School	9
Northern Cass 97	Northern Cass High School	7
Northern Cass 97	Northern Cass Middle School	7
Northwood 129	Northwood Elementary School	9

Northwood 129	Northwood High School	7
Oakes 41	Oakes Elementary School	9
Oakes 41	Oakes High School	7
Oberon 16	Oberon Elementary School	20
Park River Area 8	Park River Area Elementary School	11
Park River Area 8	Park River Area High School	11
Parshall 3	Parshall Elementary School	20
Parshall 3	Parshall High School	17
Pingree-Buchanan 10	Pingree-Buchanan High School	6
Pingree-Buchanan 10	Pingree-Buchanan Elementary School	6
Powers Lake 27	Powers Lake Elementary School	9
Powers Lake 27	Powers Lake High School	7
Richardton-Taylor 34	Richardton-Taylor High School	13
Richardton-Taylor 34	Taylor-Richardton Elementary School	10
Richardton-Taylor 34	Richardton-Taylor Elementary School	7
Richland 44	Richland Elementary School	7
Richland 44	Richland Junior-Senior High School	5
Rolette 29	Rolette Elementary School	14
Rolette 29	Rolette High School	14
Roosevelt 18	Roosevelt Elementary School	7
Rugby 5	Rugby High School	7
Rugby 5	Rugby Ely Elementary School	7
Sargent Central 6	Sargent Central High School	6
Sargent Central 6	Sargent Central Elementary School	5
Sawyer 16	Sawyer Elementary School	13
Sawyer 16	Sawyer High School	11
Scranton 33	Scranton High School	7
Scranton 33	Scranton Elementary School	6
Selfridge 8	Selfridge Elementary School	20
Selfridge 8	Selfridge High School	17
Solen 3	Solen High School	22
Solen 3	Cannon Ball Elementary School	19
South Heart 9	South Heart High School	10
South Heart 9	South Heart Elementary School	9
South Prairie 70	South Prairie Elementary School	8
South Prairie 70	South Prairie High School	7
St John 3	Saint John High School	18
St John 3	Saint John Elementary School	17
Stanley 2	Stanley High School	12
Stanley 2	Stanley Elementary School	12
Starkweather 44	Starkweather Elementary School	10
Starkweather 44	Starkweather High School	7
Sterling 35	Sterling Elementary School	6
Strasburg 15	Strasburg High School	6
Strasburg 15	Strasburg Elementary School	6

Surrey 41	Surrey Elementary School	8
Surrey 41	Surrey High School	5
Sweet Briar 17	Sweet Briar School	2
TGU 60	TGU-Towner High School	15
TGU 60	TGU-Granville Elementary School	12
TGU 60	TGU-Granville High School	11
TGU 60	TGU-Towner Elementary School	10
Thompson 61	Thompson High School	8
Thompson 61	Thompson Elementary School	6
Tioga 15	Tioga High School	11
Tioga 15	Central Elementary School	11
Turtle Lake-Mercer 72	Turtle Lake-Mercer Elementary School	10
Turtle Lake-Mercer 72	Turtle Lake-Mercer High School	9
Twin Buttes 37	Twin Buttes Elementary School	15
Underwood 8	Underwood Elementary School	13
Underwood 8	Underwood High School	11
United 7	Burlington-Des Lacs Elementary School	10
United 7	Des Lacs-Burlington High School	7
Valley City 2	Valley City High School	7
Valley City 2	Jefferson Elementary School	7
Valley City 2	Washington Elementary School	6
Valley City 2	Valley City Junior High School	4
Valley-Edinburg 118	Valley-Edinburg High School	14
Valley-Edinburg 118	Valley-Edinburg Elementary School-Crystal	11
Valley-Edinburg 118	Valley-Edinburg Elementary School-Hoople	9
Velva 1	Velva Elementary School	8
Velva 1	Velva High School	7
Wahpeton 37	Zimmerman Elementary School	13
Wahpeton 37	Wahpeton Elementary School	10
Wahpeton 37	Wahpeton High School	7
Wahpeton 37	Wahpeton Middle School	6
Warwick 29	Warwick Middle School	24
Warwick 29	Warwick Elementary School	22
Warwick 29	Warwick High School	20
Washburn 4	Washburn Elementary School	9
Washburn 4	Washburn High School	8
West Fargo 6	Eastwood Elementary School	15
West Fargo 6	Willow Park Elementary School	15
West Fargo 6	L E Berger Elementary School	15
West Fargo 6	West Fargo Community High School	14
West Fargo 6	Osgood Elem School	10
West Fargo 6	West Fargo High School	9
West Fargo 6	West Fargo Sheyenne High School	9
West Fargo 6	Cheney Middle School	9
West Fargo 6	South Elementary School	9

West Fargo 6	Early Childhood Center	7
West Fargo 6	Liberty Middle School	7
West Fargo 6	Heritage Middle School	7
West Fargo 6	Freedom Elementary School	7
West Fargo 6	Brooks Harbor Elementary School	5
West Fargo 6	Horace High School	5
West Fargo 6	Harwood Elementary School	4
West Fargo 6	Independence Elementary School	4
West Fargo 6	Legacy Elementary School	4
West Fargo 6	Westside Elementary School	4
West Fargo 6	Aurora Elementary School	3
West Fargo 6	Deer Creek Elementary School	3
West Fargo 6	Horace Elementary School	3
Westhope 17	Westhope Elementary School	8
Westhope 17	Westhope High School	8
White Shield 85	White Shield Elementary School	20
White Shield 85	White Shield High School	19
Williston Basin 7	Hagan Elementary School	16
Williston Basin 7	Williston High School	15
Williston Basin 7	McVay Elementary School	15
Williston Basin 7	Missouri Ridge Elementary School	15
Williston Basin 7	Williston Middle School Central Campus	15
Williston Basin 7	Wilkinson Elementary School	14
Williston Basin 7	Del Easton Alternative High School	13
Williston Basin 7	Lewis And Clark Elementary School	12
Williston Basin 7	Garden Valley Elementary School	11
Williston Basin 7	Rickard Elementary School	10
Williston Basin 7	Williston Middle School Central Campus PK	8
Wilton 1	Wilton High School	12
Wilton 1	Wilton Elementary School	10
Wing 28	Wing High School	8
Wing 28	Wing Elementary School	7
Wishek 19	Wishek High School	13
Wishek 19	Wishek Elementary School	8
Wyndmere 42	Wyndmere Elementary School	8
Wyndmere 42	Wyndmere High School	7
Yellowstone 14	East Fairview Elementary School	5
Zeeland 4	Zeeland High School	14
Zeeland 4	Zeeland Elementary School	14

Cut Scores (Total 28 points)

Criteria Area	State Rate	0 pt.	1 pt.	2 pt.	Total
Chronic Absenteeism	20.05%	0-10%	11% - 20%	21% or above	**2**
Poverty Rate	34.69%	0%-39%	40% -59%	60% or above	**2**
Minority Rate	23.57%	0%-39%	40-59%	60% or above	**2**
Native American	10.10%	0-9%	10-29%	30% or above	**2**
Special Education	15.32%	0-10%	11-20%	21% or above	**2**
English Learners	3.64%	0-5%	6-11%	12% or above	**2**
Foster Care	0.47%	0-0.49%	0.5-1.25%	1.26% or above	**2**
Homeless	1.06%	0-.9%	1-1.9%	2% or above	**2**
Dropout Rate	4.69%	0-1.9%	2.0-4.4%	4.5% or above	**2**
Title Status		Non-Title 1	Title 1 Targeted	Title 1 Schoolwide	**2**
Locale Code		City Midsize, City Small, Rural Fringe, Suburban	Town Distant, Town Remote	Rural Remote, Rural Distant	**2**
Student Engagement	10.26%	0%-6%	7%-16%	17%- 27%	**2**
Student Achievement	45.52%	70%-100%	40%-69%	39%- 0%	**2**
Student Achievement	40.37%	70%-100%	40%-69%	39%- 0%	**2**
Total					**28**

*The North Dakota School Needs Rank List has been developed using data entered into the STARS platform for the 2023-2024 school year

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

21st CENTURY Community Learning Centers

Superintendent & Principal Commitment Form

The North Dakota Department of Public Instruction (NDDPI) expects each 21st Century Community Learning Centers (21st CCLC) program to collaborate and cooperate with the regular school day. The program should meet regularly with school day teachers to help students meet state and local academic standards. Accordingly, 21st CCLC subgrantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community.

In keeping with this expectation, each Superintendent and Principal whose students are served through the efforts of the 21st CCLC program must demonstrate commitment and buy-in to the ongoing success of the proposed project.

A copy of this form must be submitted for each school district to be served. Each participating school in the district must have the school administrator's signature.

Applicant:
Name of School to be Served:
Name of School District:

By accepting 21st CCLC funding for the participating school, you are committing to actively supporting both the quality and compliance of the program. Research shows that programs with supportive host administrations make a more significant and lasting impact on the school community than those programs that operate in a silo within or outside of the school building. For more information on 21st CCLC programs, please visit NDDPI's 21st CCLC webpage.

As the District Superintendent, I agree to the following roles and responsibilities for the 21st CCLC program:

1. **21st CCLC Goals:** Maintain knowledge of state (NDDPI) and local 21st CCLC site(s) goals, objectives, and strategies; provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
2. **Communication Efforts:** Assist in ensuring and implementing consistent communication between school day teachers, building leaders, and 21st CCLC staff; help foster partnership development and advocate the program in the school district with faculty, staff, and community.
3. **Grant Management:** Meet regularly with the Program Director to communicate accomplishments and/or identify any areas of opportunity.
4. **Grant-Year Commitment:** Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
5. **Compliance & Assurance:** Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFP; and adhere to all guidelines, regulations, and assurances as set forth in the grant application.

6. **Professional Development:** Where appropriate, consider inclusion of 21st CCLC staff in professional development opportunities regarding integrated student supports (i.e. behavioral health programs to support students' non-academic and academic needs, school-wide expectations, etc.), career development, STEM, and any other workshops that support the program and align with students' school-day needs.

7. **Access to Student Data:** Support the 21st CCLC program in obtaining required data for reporting purposes.

   The federal government requires 21st CCLC subgrantees to report on multiple data points for students attending the program, including attendance, and demographic data as well as federally mandated performance measures (GPRA). Funded centers report regularly to NDDPI on these data points, which in turn reports aggregated and non-personally identifiable information to the U.S. Department of Education. In addition, each funded grant application has a specific set of performance measures, determined by the subgrantee, which is reported annually to NDDPI.

8. **Recruitment and Outreach:** Support ongoing recruitment efforts of students and outreach to the community about the program through continual coordination between the grant program and the participating school(s).

   21st CCLC programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued 21st CCLC funding is contingent on meeting these participation expectations.

9. **Monitoring:** Participate in NDDPI monitoring, as requested

   NDDPI is required to conduct onsite monitoring of the compliance and quality of funded programs. These visits may include program observations, a review of fiscal grant management, and potentially meeting with key stakeholders of the program, including host administrators.

Only applicable for non-district programs operating within a district school building

10. **Access to Appropriate Program Space:** Reasonably accommodate the space needs of the program.

    Safe, appropriate, and easily accessible space is essential for successful programming and is a federal grant requirement (§4204(b)(2)(A)(i)). This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21st CCLC program be given priority usage over other programs, host schools are expected to reasonably accommodate the space needs of the program.

11. **Building Access Safety:** Reasonable measures will be taken to ensure that after-school student pickups are conducted safely and in accordance with the school district's standard pickup procedures during designated hours.

As the building principal, I agree to the following roles and responsibilities for the 21st CCLC program:

12. **21st CCLC Goals:** Maintain knowledge of state (NDDPI) and local 21st CCLC site(s) goals, objectives, and strategies; provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.

13. **Communication Efforts:** Assist in ensuring and implementing consistent communication between school day teachers and 21st CCLC staff; help foster partnership development and advocate the program in the school district with faculty, staff, and community.

14. **Designating a Primary Contact**: Assign a primary contact within the administration of the host school to support ongoing alignment and coordination between the school and the program. It is the expectation that the principal and/or superintendent plays a leadership role in collaborating with 21st CCLC programs. While a designated contact may be appointed, the responsibility in ensuring school collaboration lies in the principal role.

15. **Alignment to the School Day:** Assist and support in the intentional coordination of communication between the 21st CCLC program and school day staff.

    Programs are expected to align with and augment the learning that happens for students during the regular school day. Programs can support the learning goals of specific students or reinforce the educational priorities within a building.

16. **Grant Management:** Meet regularly with the Program Director and/or Site Coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.

17. **Grant-Year Commitment:** Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.

18. **Compliance & Assurance:** Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFP; and adhere to all guidelines, regulations, and assurances as set forth in the grant application.

19. **Professional Development:** Where appropriate, consider inclusion of 21st CCLC staff in professional development opportunities regarding integrated student supports (i.e. behavioral health programs to support students' non-academic and academic needs, school-wide expectations, etc.), career development, STEM, and any other workshops that support the program and align with students' school-day needs.

20. **Access to Student Data:** Assist the 21st CCLC program in obtaining required data for reporting purposes.

    The federal government requires 21st CCLC subgrantees to report on multiple data points for students attending the program, including attendance, and demographic data as well as federally mandated performance measures (GPRA). Funded centers report regularly to NDDPI on these data points, which in turn reports aggregated and non-personally identifiable information to the U.S. Department of Education. In addition, each funded grant application has a specific set of performance measures, determined by the subgrantee, which is reported annually to NDDPI.

21. **Recruitment and Outreach:** Assist and support ongoing recruitment efforts of students and outreach to the community about the program through continual coordination between the grant program and the participating school(s).

    21st CCLC programs have baseline participation expectations for both students and family members that are articulated in the original grant application. Continued 21st CCLC funding is contingent on meeting these participation expectations.

22. **Monitoring:** Participate in NDDPI monitoring, as requested

    NDDPI is required to conduct onsite monitoring of the compliance and quality of funded programs. These visits may include program observations, a review of fiscal grant management, and potentially meeting with key stakeholders of the program, including host administrators.

Only applicable for non-district programs operating within a district school building

23. **Access to Appropriate Program Space:** Reasonably accommodate the space needs of the program.

    Safe, appropriate, and easily accessible space is essential for successful programming and is a federal grant requirement (§4204(b)(2)(A)(i)). This may include access to classrooms, libraries, gymnasiums, technology labs, and outdoor fields during out-of-school hours. Programs may also need office space for staff members and storage space for program equipment. While it is not expected that the 21st CCLC program be given priority usage over other programs, host schools are expected to reasonably accommodate the space needs of the program.

24. **Building Access Safety:** Reasonable measures will be taken to ensure that after-school student pickups are conducted safely and in accordance with the school district's standard pickup procedures during designated hours.

By signature, I certify that I have reviewed all applicable documentation; I understand and agree to support the implementation of the proposed 21st CCLC program and will adhere to the commitments outlined above.

Name of 21st CCLC Director/Authorized Representative:	
Original Signature:	**Date:**

District Administrator

Name of Superintendent:	
School District:	
Original Signature:	**Date:**
Email:	**Phone:**

School Administrator(s)

Name of Principal:	
School:	
Original Signature:	**Date:**
Email:	**Phone:**

Primary Designated 21st CCLC Contact:	**Role:**
Email:	**Phone:**

By signature, I certify that I have reviewed all applicable documentation; I understand and agree to support the implementation of the proposed 21st CCLC program and will adhere to the assurances outlined above.

School Administrator(s)

Name of Principal:	
School:	
Original Signature:	**Date:**
Email:	**Phone:**

Primary Designated 21st CCLC Contact:	**Role:**
Email:	**Phone:**

Name of Principal:	
School:	
Original Signature:	**Date:**
Email:	**Phone:**

Primary Designated 21st CCLC Contact:	**Role:**
Email:	**Phone:**

Nita M. Lowey 21st Century Community Learning Centers Consortium Signature Page

A consortium is a group of school districts and community-based organizations (CBO) that apply as one entity for a North Dakota 21st CCLC grant. Large LEAs that have multiple schools are one entity. For a large school district to apply as a consortium, they need to include other school districts and/or CBOs. Ongoing collaboration between entities must occur regularly and be documented. By signing this document, each consortium member agrees to the budget amount proposed and will work collaboratively with the fiscal agent.

Grant Name	
Total Amount Applying for	

Consortium Member Name	Amount to be awarded	Authorized Representative Signature

Consortium Member Name	Amount to be awarded	Authorized Representative Signature

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

21st CENTURY Community Learning Centers

21st CCLC Subrecipient Assurances

The Subrecipient Assurances Signature Page certifies the applicant's agreement to the assurances outlined below. These Assurances must be signed by the Agency Head or the Agency's Authorized Representative.

21st CCLC assurances under Title IV, Part B, as amended by ESSA

The Applicant assures:

1. The program will take place in a safe and easily accessible facility. §4204(b)(2)(A)(i)
2. Subgrant funds will supplement and not supplant other Federal, State, local, and non-public funds to provide allowable programs and activities. §4203(a)(9) and §4204(b)(2)(G)
3. The applicant provided timely notice of intent to apply to the community and that the application and any waiver request will be available for public review after submission of the application. §4204(b)(2)(L)
4. The proposed program will be developed and carried out in collaboration with all participants and their respective schools, as well as in partnership with the eligible entities. §4204(b)(2)(D)(i)
5. Has established a process for consulting with private schools about grant opportunities and the availability of equitable services for eligible private school students. §8501
6. The proposed program will be in alignment with the challenging State academic standards and any local standards. §4204(b)(2)(D)(ii)
7. The program will target students who primarily attend schools eligible for schoolwide programs and their families. §4204(b)(2)(F)

☐ **The recipient hereby assures that they have read and will comply with the 21st CCLC Assurances under Title IV, Part B of the ESEA, as amended by ESSA as stated above.**

NDDPI 21st CCLC General Grant Assurances

The Applicant assures:

1. The organization has the legal authority to apply for Federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. There are established safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
3. Funds allocated are reasonable for personnel, consulting contracts, supplies, professional development, travel, etc., according to the needs and goals set forth in the grant application, and account for all grant expenditures.
4. Disadvantaged students are prioritized.
5. The organization initiate and complete the work within the applicable time frame after receipt of approval of the award.
6. Parents will be consulted with and involved in planning for the education of children served by this program.

7. An advisory board will be established, participating in developing and implementing the afterschool program. The board will include diverse members such as parents, students, administrators, teachers, civic/service organization members, business community members, government representatives, and other relevant professionals. The council will maintain documented records of its work on afterschool programs.
8. Services are exclusively offered during non-school hours or periods when school is not in session, including before school, afterschool, evenings, weekends, or during school breaks.
9. 21st CCLC staff members, volunteers, and community partners working directly with students in 21st CCLC programs must adhere to the same level of mandatory reporting requirements of the partner school(s)/district(s) of the students and family members being served.
10. Background checks, including fingerprinting of all personnel (paid or volunteer) who will have direct contact/interaction with students involved in the program, will be conducted. Note: Certified teachers who hold a valid North Dakota Educators License and have completed the background check and fingerprinting as a requirement at licensure are exempt.
11. Students will be transported only in vehicles that meet applicable safety standards.
12. All academic services must be aligned with the curriculum in core subject areas of each school whose students are participating in the program.
13. Services and benefits provided must be secular, neutral, and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.
14. Federal and state mandated data as specified in the evaluation section of this application will be submitted. Additionally, 21st CCLC participation data must be entered into the selected North Dakota 21st CCLC data management system and updated by the 10th of every month.
15. The North Dakota Department of Public Instruction will be provided with such information as may be required to determine if the subgrantee is making satisfactory progress toward achieving the goals of the grant program within periods specified by the state office. By accepting grant funds, applicants agree to participate in the federal and state evaluation of the North Dakota 21st CCLC program, as well as provide individual student data by indicating 21st CCLC participants through the North Dakota State Information System.
16. Appropriate fiscal and program records that are made available for fiscal audits of funds under this program, conducted by the recipient agencies annually as a part of their regular audit and by NDDPI as part of their regular monitoring cycle, will be maintained. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.
17. Applicants approved for this grant shall request reimbursement using WebGrants no later than 120 days of expenditure.
18. If any findings of misuse of these funds are discovered, project funds will be returned to NDDPI.
19. Sole responsibility for the project will be maintained by the identified fiscal agent even though subcontractors may be used to perform certain services.
20. Compliance with all Federal statutes relating to nondiscrimination will be maintained. These include but are not limited to:
    a. Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin;
    b. Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;

c. Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps;

d. the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age;

e. the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;

f. the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;

g. Sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records;

h. Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental, or financing of housing;

i. any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and

j. the requirements of any other nondiscrimination statute(s) which may apply to the application.

21. Compliance with Executive Order 12549 regarding debarment and suspension, which states that neither the applicant nor its principals, nor any proposed partner or contractor are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal or state department or agency, will be maintained.

☐ **The recipient hereby assures that they have read and will comply with the NDDPI general requirements of North Dakota's 21st CCLC Grant Program, found above.**

☐ **The recipient hereby assures that they will comply with all Federal Regulations, including EDGAR as applicable; and 2 CFR as applicable, found on the U.S. Department of Education's webpage.**

☐ **The recipient hereby assures that they will comply with federal and state statutes as applicable.**

☐ **The recipient acknowledges that the State of North Dakota reserves the right to withhold, reduce, or discontinue funding awards upon discovery of any violations of grant rules, law, program assurances, non-compliance, corrective action plans, data, evaluation, monitoring requirements, technical assistance, and health, safety, or civil rights.**

☐ ***Joint Applications ONLY* The recipient has provided a copy of the 21st CCLC Subrecipient Assurances to all co-applicants.**

Name of 21st CCLC Authorized Agent:	
Original Signature:	**Date:**
Name of 21st CCLC Director:	
Original Signature:	**Date:**

Non-Public School Consultation Form

All subgrantees/fiscal agents receiving funds under the Title IV, Part B, 21st CCLC grant program must, after timely and meaningful consultation with appropriate officials of nonpublic schools located in the area served by the subgrant, provide to nonpublic school children and educators educational services and other benefits that are equitable in comparison to such services and other benefits provided with program funds to public school children and educators. (Every Student Succeeds Act of 2015, Section 8501(a)(1), (3)(A)).

Before subgrantees/fiscal agents make any decision that affects the opportunity of eligible nonpublic school children, teachers and other educational personnel to participate, the subgrantee/fiscal agent shall engage in timely and meaningful consultation with nonpublic school officials. The requirement to provide for the equitable participation of nonpublic school children and educators applies regardless of whether a subgrantee is an LEA, CBO, or other eligible entity.

NDDPI collects this information on an annual basis for all current subgrantees/fiscal agents. This completed document must be kept in your records and available to NDDPI upon request.

Subgrantee/Fiscal Agent:		**Program Director:**	

Please complete the following form related to the involvement of eligible nonpublic schools in the 21st CCLC grant program for which you are the subgrantee/fiscal agent.

- ☐ There are no nonpublic schools located within the attendance zone of the targeted school(s) that serve the same age/grade span(s) as the target student population for the 21st CCLC program. (If there are no nonpublic schools in your attendance zone, no further information is required.)
- ☐ There are nonpublic schools located within the attendance zone(s) of the targeted school(s) that serve the same age/grade span(s) as the target student population for the 21st CCLC program, and these schools (listed below) have been consulted as either:
    - part of the most recent annual Federal Program Consolidated Application submission by the LEA(s) of the recipient school(s),

      OR
    - the annual consultation process followed by the 21st CCLC subgrantee/fiscal agent.

Nonpublic school(s) in the attendance zone(s) that serve the same age/grade span(s) as the target student population of the subgrantee/fiscal agent 21st CCLC recipient school(s): [add rows as needed]	

Nonpublic school(s) that have been contacted and were consulted by the 21st CCLC subgrantee/fiscal agent: [add rows as needed]						
School Name	**School Official Name & Title**	**Contact Method**	**Date of Contact**	**Accept, Decline, No Response**	**Reason(s) for declining**	**Estimated Number of Students to be Served (if accepted)**
				o Accept o Decline o No response		
				o Accept o Decline o No response		

DIVISION OF STUDENT SUPPORT & INNOVATION
SCHOOL APPROVAL & OPPORTUNITY

21st Century Community Learning Centers – Intent to Apply Form

Although strongly encouraged, completing the Intent to Apply Form is not a required component of the application process. Completing the Intent to Apply assists NDDPI in securing a sufficient number of peer reviewers and provides a way to communicate important updates with potential applicants.

NDDPI will host an online applicant workshop on **April 29, 2025, at 10:00 a.m. CDT** to encourage high-quality proposals.

Participants are asked to register for the workshop using the following link: NDDPI 21st CCLC Applicant Workshop.

Please fill out the Intent Form questions below:

Contact Information

Name:
Title/Position:
Name of Organization:
Phone:
Email Address:
Does the applicant have an existing account with NDDPI WebGrants: ☐ Yes ☐ No
Is the applicant new or returning?
Is the applicant submitting this application as a representative of a consortium? **☐ Yes ☐ No**
Eligible Organization: ☐ Local Education Agency (LEA) ☐ Community-Based Organization (CBO) ☐ Regional Education Agency (REA) ☐ Private School ☐ City or County Government Agencies ☐ Faith-Based Organization ☐ Institution of Higher Education ☐ Other (please specify): _____

Participating School Information

District:	School Name	Total Enrollment:	Schoolwide Title I (Y/N):	TSI/CSI (Y/N):

Intent to Submit Acknowledgement

☐ I acknowledge that applicants must give prior notice to the community of their intent to submit an application for a 21st CCLC grant to foster these partnerships. Notification to the community can be made concurrent with proposal submission and must be disseminated in an understandable and accessible manner.

When complete, please email this form to dpi21stcclc@nd.gov