

## Overview

The North Dakota 21<sup>st</sup> Century Community Learning Centers program provides communities the ability to develop or expand on out-of-school programs. These programs give students opportunities for academic enrichment and provide a broad array of additional services, including youth development activities, drug and violence prevention programs, counseling programs, and art, music, recreation, technology education and character education programs that are designed to reinforce and complement the regular academic programs. North Dakota's 21<sup>st</sup> CCLCs also benefit the families of eligible students by providing opportunities for literacy and related educational development.

The scope and objectives of the original program, as outlined in North Dakota's original state plan (2002) has not experienced any major revisions with regard to program regulations and policies. Minor improvements to the strategies to deliver the program have occurred and the program has evolved significantly in overall program effectiveness. These minor changes include improvements to monitoring and evaluation tools, methods of delivering training and technical assistance, and strategies for promoting partnership and collaboration.

This Program Update outlines North Dakota's current 21<sup>st</sup> CCLC program's policies and regulations and describes compliance in all areas of the federal statute.

North Dakota last held a grant a competition in 2008. The competition was open to eligible applicants, as defined by federal statute. Applications were reviewed through a peer review process which ranked applications based upon procedures and criteria that considered the likelihood that the proposed 21<sup>st</sup> CCLC program would assist participating students in meeting local content and academic achievement standards. Eight grant awards were made in 2008. Each of these was made to Regional Education Agencies for a period of 5 years. Award amounts ranged from \$265,000 to 1,000,000 depending on the size and scope of services proposed by the applicant and number of eligible participating students.

## Organizational Structure

North Dakota's 21<sup>st</sup> CCLC program operates in the federal title programs unit at the North Dakota Department of Public Instruction (ND DPI). The decision to place 21<sup>st</sup> CCLC with the federal title programs is designed to facilitate collaboration between 21<sup>st</sup> CCLC and schools designated for improvement and to ensure that afterschool programming is available to schools and students in most need of the programs. The program is administered by a 95% FTE program administrator who serves under the supervision and guidance of the division manager of the student support and innovation division.

## Program Requirements

The current 21<sup>st</sup> CCLC program operates under the following core requirements:

### Eligibility

All 21<sup>st</sup> CCLC programs must demonstrate that they meet the statutory program requirements of primarily serving students from schools in high poverty areas so these students can meet state and local performance standards in the core academic areas of reading, mathematics, and science. 21<sup>st</sup> CCLC sub-grantees can only provide services to students who attend qualifying 21<sup>st</sup> CCLC LEA's.

### Hours and Programming

North Dakota 21<sup>st</sup> CCLC programs are strongly encouraged to operate at 12 hours per week with at least 65% emphasis on the academic areas of reading, mathematics, engineering, technology, and science. Although 12 hours of programming is recommended, the required number of hours per week is seven.

### Location

As defined in the federal statute, 21<sup>st</sup> CCLC programs must be located in public school facilities or in facilities that are at least as available and accessible to the students to be served as if the program were located in an elementary, middle, or secondary school. Applicants that are not providing services in a public school must provide written documentation that the facility meets health, safety, and fire codes standards. Notarized documents are sufficient to meet this requirement.

### Safety and Accessibility

21<sup>st</sup> CCLC programs must develop and implement procedures that ensure the safety of students and their families while participating in 21<sup>st</sup> CCLC activities. Procedures should be coordinated with the school site/center and should include safety protocols already established to ensure the safety of students during the regular school day.

### Staff/Student Ratio

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

### Authorized Representatives

Grantees are required to designate an authorized representative to sign all official documents. This representative must be identified during a public meeting and the community must be notified of the 21<sup>st</sup> CCLC program.

### Data Collection

All 21<sup>st</sup> CCLC grantees and sub-grantees are required to collect program data as outlined in North Dakota's 21<sup>st</sup> CCLC Performance Indicators. Data must be collected and input into a central database on a continual basis. Grantees who fail to collect and submit data are subject to loss of grant funding.

### Annual Performance Reports

Each year, grantees must submit an *Annual Performance Report (APR)* that describes project activities, accomplishments, and outcomes. The APR's purposes are to: (1) demonstrate that

substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, and (2) collect data that addresses the performance indicators for the 21st CCLC program.

There are two types of data collected on the APR: descriptive data and achievement data. The sections of the APR that include descriptive data will be due to the Department approximately two months before the anniversary date of the grant. The section of the APR containing achievement data must be submitted by all grantees on a due date to be set by the Department. In the last year of the grant, in addition to the APR, a brief final report summarizing the major challenges and accomplishments achieved during the grant period will be required. This report is due no later than 90 days after the end of the grant.

Grantees are also required to participate in any national evaluations conducted by the United States Department of Education as well as the evaluations conducted by the North Dakota Department of Public Instruction. NDDPI will collect data to determine the percentage of students participating in 21st CCLCs who meet or exceed the proficient level of performance on State assessments in reading, mathematics, and science. Grantees are required to submit any and all data and reports to NDDPI upon request and funding may be withheld until those requests are complied with. In addition, grantees will participate in any program evaluation or audit conducted by the State or by a State approved contractor when appropriate. Additionally, project directors are required to participate and be in attendance at all meetings and conferences sponsored by the NDDPI.

#### Program Activities and Requirements

Authorized program activities include a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement. Approved activities include, but are not limited to the following:

- Reading, mathematics, science education activities
- Art, music and cultural education activities
- Entrepreneurial and financial education programs
- Tutoring services (including those provided by volunteers)
- Mentoring programs
- Limited English Proficient (LEP) programs that emphasize language skills and academic achievement
- Recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- Health and nutrition programs
- Programs that provide assistance to students who have been truant, suspended or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs
- Remedial education activities and academic enrichment learning programs
- Counseling programs
- Character education programs; Service-learning programs
- Programs that promote family or parental involvement and literacy
- Career education programs

#### Academic Enrichment

North Dakota requires that 65 % of 21<sup>st</sup> CCLC program activities must emphasize core academic areas of reading, mathematics, and science. All academic activities must be aligned to state school performance and content standards, comply with best practices and, if appropriate, are scientifically

based, meet the principles of effectiveness, and can be measured in terms of performance objectives and are calculated to achieve the intended outcomes.

#### *Providing a Nutritious Snack or Meal*

21<sup>st</sup> CCLC programs must provide a snack and/or meal to all participating students. Meals and/or snacks must be approved by the U.S. Department of Agriculture. Snacks and/or meals need to be reimbursed by the Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NSLP).

#### *Community Partnership*

21<sup>st</sup> CCLC programs must demonstrate collaboration with the REA and among various community organizations as appropriate, including school day programs, school management, businesses, faith-based organizations, juvenile justice programs, youth groups, law enforcement, and state and federal programs. Grantees should also demonstrate coordination among other programs including: Title I, Title IV Part A Subpart 1, USDA Child Nutrition Programs, TANF, Head Start, Early Head Start, and JJDP A funded programs.

#### *Communicating with Regular School-Day Teachers*

21<sup>st</sup> CCLC programs must communicate with regular school day staff to ensure after school program activities are aligned to the regular school day activities. Documentation of collaboration may be in the form of meeting agendas, e-mail communications, or homework feed-back forms to name a few.

#### *Budget Revisions*

North Dakota Department of Public Instruction Standard Budget Revision Form (SFN9035) is required for all 21<sup>st</sup> CCLC program budget revisions. Budget revisions may be submitted at any time; however, grantees must provide strong justification for program changes and describe how the budget revision will help the grantee to meet overall program goals and objectives.

#### *Sustainability*

21<sup>st</sup> CCLC programs must identify and clearly explain a feasible plan for sustainability. 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 and must be supplemental to the funding that is awarded with this grant resulting in additional services above and beyond those that could be provided by the grant dollars alone.

Sustainability plans must include strategies to promote and foster community partnerships, strategies to support the program with participation fees, grants, donations, or other funding sources, plans to solicit support and investment of administrators, teachers, parents, and program participants, and a comprehensive plan for evaluating program outcomes/progress and communicating program progress to all stakeholders involved.

Progress toward meeting sustainability goals will be evaluated in a grantees continuation application.

#### *Cost Match*

Under federal law, states may now require local grantees to match funds. Under the previous law no match was required. North Dakota has determined that no match will be required under the state administered program. However, NDDPI strongly encourages all grantees to match funds to the greatest extent possible.

### Program Fees

Many programs opt to charge a fee for program services as a sustainability strategy. If a program is assessing a participation fee, the grantee must assure that families are not prevented from participating due to financial consideration and must assure that those fees collected will be used for the sole purpose of furthering the 21<sup>st</sup> CCLC program objectives and will be expended during the program year in which the funds are collected before any federal funds are expended.

### Allowable Expenses

Some basic guidelines sub-grantees should follow when determining the appropriateness of charges to a federal grant are:

- Necessary for the performance or administration of the project
- Reasonable
- Allocable to a particular cost objective
- Legal & authorized (or not prohibited) under state or local laws
- Consistent with uniform policies of other federal and non-federal activities
- Consistent with generally accepted accounting principles
- Adequately documented

Expenditures must follow the basic guidelines listed above and must be clearly tied to goals and objectives of the project or program. Generally allowable expenses include:

- Salaries for 21<sup>st</sup> CCLC project director, program manager, and site coordinators
- Salaries for 21<sup>st</sup> CCLC teachers, tutors, and paraprofessionals
- Supplies and materials required for 21<sup>st</sup> CCLC program
- Equipment necessary for 21<sup>st</sup> CCLC program (Please see section on computers and technology)
- Travel to required 21<sup>st</sup> CCLC trainings, conferences and workshops
- Transportation for 21<sup>st</sup> CCLC activities
- Fees associated with required criminal background checks

### Non-Allowable Expenses

Some examples of non-allowable expenditures are:

- District level expenses, not directly or clearly related to programs
- Entertainment (amusement, diversion, social activities)
- Food (refreshment, snacks, meals) (See section on snacks/meals)
- Incentives for students (plaques, t-shirts, etc.)
- Promotional or marketing items (flags, banners, t-shirts)
- Decorative items
- Purchases of facilities or vehicles
- Furniture
- Capital improvements (permanent fixtures or renovations)
- Lobbying
- Supplanting federal, state or local funds
- Travel expenses for individuals not involved with the project

### Computer and Technology Expenses

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

#### Financial Monitoring Spreadsheets

Grantees are required to report monthly fiscal expenditures to NDDPI using the 21<sup>st</sup> CCLC Financial Monitoring Spreadsheet. Each grantee will be given a site-specific spreadsheet at the beginning of each grant year. Failure to submit the monthly Financial Monitoring Spreadsheet will result in reimbursement delays.

#### Program Reporting, Monitoring, and Compliance

The North Dakota Department of Public Instruction is responsible for creating a system of oversight and monitoring for 21<sup>st</sup> CCLC programs as defined by federal requirements. The agency currently uses a data management system (CitySpan) to gather information on participant's academic scores and other program objectives as one component of the monitoring process.

Grantees are required to submit quarterly progress reports, according to the individual program goals and objectives, as outlined in their application. An annual narrative report is also required. Grantees are required to submit monthly fiscal expenditures to NDDPI using the 21<sup>st</sup> CCLC Financial Monitoring Spreadsheet.

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

#### Training and Technical Assistance

Three percent of the state's total annual allocation for 21<sup>st</sup> CCLC is dedicated to providing training and technical assistance to grantees. NDDPI distributes a training and technical assistance plan and calendar to grantees in August of each year. The content of these activities is determined by assessing needs identified through monitoring and evaluation processes and intended to assist with continuous program improvement. Typically the plan includes a statewide 21<sup>st</sup> CCLC conference, and content specific training opportunities.

#### 21<sup>st</sup> CCLC Support System

At the state level, the 21<sup>st</sup> CCLC program works closely with Title I and other ESEA programs to maximize resources and ensure that programs are addressing the needs of eligible participating students and promoting academic success generally. The 21<sup>st</sup> CCLC program also relies on an advisory team comprised of educators, parents, and community members to assist the state 21<sup>st</sup> CCLC office in providing technical assistance. The team meets quarterly and is active in advocating for 21<sup>st</sup> CCLC programs and after school programs statewide. Finally, the state office disseminates best practices and other programmatic information via a quarterly newsletter "Afterschool Update", a website, frequent conference calls and webinars, and site-specific technical assistance as necessary.

## Statutory Compliance

Further information regarding North Dakota's 21<sup>st</sup> CCLC program, including compliance with statutory requirements, is outlined in the following section.

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### SECTION A: GENERAL REQUIREMENTS

**A. In accordance with the May 2002 Federal Register notice, please describe key procedures, selection criteria, interpretations provided for any key ESEA terms, and the priorities the State will use to award competitive subgrants or contracts to the entities and for the activities required by the 21<sup>st</sup> CCLC program statute. States should include a description of how these selection criteria and priorities will promote improved academic achievement under the 21<sup>st</sup> CCLC program.**

**A.1 Section 4202(c) of the ESEA requires each State to reserve not less than 95 percent of its 21<sup>st</sup> CCLC funds to make subgrants, not more than two (2) percent for state administration activities, and not more than three (3) percent for State activities (20 U.S.C. 7172(c)).**

North Dakota accesses the 5 percent that is allowed in section 4202(c) for the costs of administration, technical assistance, and training. Not more than 2 percent of the funds support one 80% (FTE) program administrator/director, administrative support, and minimal funding to support the time of fiscal managers. Three (3) percent of the funding is reserved for training and technical assistance activities. Technical assistance activities include annual conferences, technical site visits, and a wide variety of training opportunities for grantees. All of the administrative and technical assistance activities are intended to ensure fiscal and statutory compliance and delivery of high quality afterschool programs to promote academic achievement.

The remaining 95 percent of the funds is awarded in grants to eligible applicants on a competitive basis. Threshold eligibility for grants is established by law as a project that meets one of the two statutory requirements. Either the project will serve students from schools that are eligible for school wide Title I programs or the project will serve schools that serve a high percentage of students from low-income families. For purposes of the second requirement, schools that serve a student population of 40% or more free and reduced meals as reported to NDDPI Child Nutrition and Food Distribution are eligible to apply.

**A.2 Section 4202(c)(3) of the ESEA states that each State monitor and evaluate the programs and activities; provide capacity building, training, and technical assistance; conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities; and provide training and technical assistance to eligible entities who are applicants for or recipients of awards. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs))**

Monitoring and evaluation are central to informing how NDDPI provides capacity building and helps determine necessary training and technical assistance activities. The protocols and procedures in place are designed to ensure that programs evolve based on best practices. Monitoring and evaluation are also essential in understanding the effectiveness of individual programs in meeting the state's 21<sup>st</sup> CCLC goals and objectives and in identifying high risk grantees.

NDDPI follows strict protocols and procedures for all federally funded programs. The 21<sup>st</sup> CCLC monitoring procedures are modeled on similar NDDPI monitoring protocols such as Title I monitoring. The monitoring tool and procedure currently in place for 21<sup>st</sup> CCLC was recently revised and is an improvement from the original state plan. The overall monitoring process involves three areas – compliance monitoring, fiscal monitoring, and program effectiveness monitoring.

Compliance monitoring methods were designed to improve the consistency in the approach to monitoring grantees and to ensure transparency in the monitoring process. NDDPI conducts on-site monitoring of each grantee once every three years. Grantees receive notice of the annual schedule of monitoring visits and are notified by official letter of the on-site monitoring date. During on-site monitoring, NDDPI staff, review grantee compliance in the areas determined by the federal statute, including grant management, fiscal management, program management, and appropriateness of activities. The monitoring report identifies whether a grantee is compliant or not compliant in 43 areas. Following the monitoring visit, NDDPI composes an official letter to the grantee outlining commendations, recommendations, and compliance issues. If a grantee has a compliance issue, they are required to provide a corrective action plan to NDDPI within 30 days of receipt of the monitoring visit report letter.

Fiscal monitoring of each grantee is done on a monthly basis. At the beginning of each program year, each grantee is required to submit a detailed budget that must be approved by the department before funds are released. Once the grantee budget is approved, the grantee must submit an electronic spreadsheet each month along with their Request for Funds. The expenditures listed in the spreadsheet must match what is listed on the Request for Funds, and expenditures must be within budget line items. When budgetary questions arise, grantees may be required to submit all backup material for the Request for Funds that is in question. This includes timecards, payroll records, invoices, purchase orders, requisitions, student sign-in sheets, and daily schedules. Items considered “not allowable” are deducted from the Request for Funds. During site visits, fiscal records are also reviewed on site. In addition if there appears to be fiscal irregularities, NDDPI will contract with an accounting firm to conduct A-133 audits for the period in question. In addition to the above mentioned procedures, NDDPI’s Fiscal and Grants Management Department has procedures in place to ensure that all federal grants operate effectively and that funds are appropriately expended.

Program effectiveness monitoring is accomplished in a number of ways. First, YouthServices (CitySpan) provides a significant electronic database that each program site must enter data into on a regular basis. Entry of data is required for each day that the site is operational and includes activities recorded for each student to monitor program intensity. Second, grantees are required to submit Quarterly Narrative Reports to document progress toward meeting grant goals. These reports are reviewed by the State Director who provides grantees with written feedback regarding progress, potential compliance issues, and suggestions for program improvement. Finally, NDDPI has adopted the use of the “Monitoring and Quality Improvement Tool” (MQIT) as a mechanism to evaluate a program’s quality. The instrument is specifically designed to serve as a self-assessment tool to improve the quality of 21<sup>st</sup> CCLC programs; and serve as a monitoring tool for the North Dakota Department of Public Instruction. The MQIT is organized into eight categories:

- A. Grant Management and Sustainability
- B. Program Management
- C. Staffing and Professional Development
- D. Partnerships
- E. Center Operations

- F. Programming/Activities
- G. Health and Safety
- H. Evaluation/Measuring Outcomes

MQIT Section A: Addresses the grantees' performance level with regard to individual grant requirements (accountability). This section includes examples of evidence and performance ratings for each grant expectation.

MQIT Sections B – H: Address program quality in a broader sense. These sections include examples of evidence, performance ratings, and timeframes for improvement for each quality indicator.

MQIT results are collected and analyzed by a contracted 21<sup>st</sup> CCLC evaluator. The results are discussed with each grantee and at the state level. MQIT data is essential in determining training and technical assistance activities necessary to build program capacity.

These three monitoring areas have proven effective in ensuring compliance while simultaneously building capacity and informing continuous program improvement.

- A.3 Section 4203(a)(4) of the ESEA states that an application describes the procedures and criteria the SEA will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs))**

#### **A. Selection Criteria**

Peer reviewers will use criteria in the scoring rubric to evaluate applications for funding, with a point value for each section. The STATE intent in this section of the application is to identify the selection criteria and help applicants understand how the point value will be applied during the review process. Each section criterion is presented in the scoring rubric and followed by supporting guidance regarding how the criterion applies to this competition. The reviewers of your application will use these criteria to guide their reviews, so it is in the applicant's best interest to be familiar with them.

There is a maximum point score available of 210 points; and a *minimum* of 145 points to be considered for an award.

#### **B. Overview**

The STATE administers the 21<sup>st</sup> CCLC grant program. This grant competition is for a three year period. The STATE must ensure all grant reviewers are qualified.

#### **C. Peer Reviewers**

The STATE will use a competitive selection process for peer reviewers, selecting the three highest scored proposals.

Peer reviewers will be solicited from a potential large array of organizations, including educational and non-educational entities.

- The national 21<sup>st</sup> CCLC listserv
- The North Dakota Statewide System of Support
- Teachers and principals
- Representative from community education, researchers and evaluators with methodical expertise
- Representatives from community service agencies and faith-based organizations

- Private sector individuals involved in education
- Local and civic leaders
- Representative from higher education

The peer reviewers will be required to sign a Conflict of Interest statement. Anyone who has an existing relationship with a North Dakota 21<sup>st</sup> CCLC grant application will not be able to become a peer reviewer. STATE Federal Title Programs staff will not be allowed to review applications; however, should the need arise, other *non-Title I staff* may be required to be reviewers; but ONLY if there are not other sufficient peer reviewers. The procurement officer will make that determination.

#### **D. Training of Peer Reviewers (If Applicable)**

Selected peer reviewers will be required to review the North Dakota 21<sup>st</sup> CCLC grant review training by WebEx and is required to sign a certificate of assurance after they have completed the WebEx.

#### **E. Compensation**

Each peer reviewer will be compensated based on the number of applications assigned to him/her.

#### **F. Funding**

\*Grant funding is contingent upon availability of 21<sup>st</sup> CCLC funding from federal sources; and if federal funding is not obtained and/or continued at levels sufficient for the grant, awards may be reduced or discontinued.

Respondents should develop descriptive narrative responses based on the following criteria.

#### **A. Need for Project**

The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure

1. The needs of the proposed target population and whether the proposed program is calculated to meet the needs of the target population. For example:
  - a. Are the students to be served attending a school that is in the program improvement category?
  - b. Are the students exposed to factors which place them at risk of failing to achieve success in school?
  - c. Are the students in need of academic improvement based upon individual performance?
  - d. These factors may include poverty, limited English proficiency, dropout rates, truancy, juvenile delinquency rates or unmet child care needs; applicants should define how these factors are linked to risk of academic failure.
2. The services to be provided and whether, if appropriate, those services are based upon rigorous, scientific principles and will help participants meet local content and academic achievement standards.
3. How are the services provided to help students and their families mitigate risk factors and achieve the state's academic standards?

#### **B. Quality of Project Design**

The extent in which the application describes the design of the project:

1. Clearly define the projects goals, objectives, and outcomes;
2. The proposed measurement of these goals, objectives, and outcomes;
3. The ability to show a direct relation between the goals, objectives, and outcomes to the state's academic achievement standards;

4. Whether the programs will result in academic improvement in math, reading, technology, and science;
5. To which the inputs and outputs are described;
6. To which families of students were involved in developing the application and are anticipated to participate in the project;
7. Whether the project has identified and clearly explained a feasible plan for sustainability once funding under the 21<sup>st</sup> CCLC program is no longer available. 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. The sustainability plan must be supplemental to the funding that is awarded with this grant resulting in additional services above and beyond those that could be provided by the grant dollars alone;
8. The comprehensiveness of the program offerings;
9. The duration of the program;
10. And the length of time each week the program will be operating (minimum of 7 hours per week).
  - a. The community learning centers must offer services during non-school hours or periods when school is not in session. Each community should base its application on the needs of its students and families.
  - b. Centers should consider establishing consistent and dependable hours of operation with at least 65% emphasis on the core academic areas of reading, mathematics, technology, and science.
11. The description of how the outcomes will be measured.
12. The description of the end outcomes expected.

### **C. Adequacy of Resources**

The extent to which the application describes the ability of the applicant to provide the required resources to host a safe and successful program.

The ability to show reasonableness in costs associated with hosting the program and students to be served. Adequacy of resources will be measured by the following:

1. Adequacy of project resources will be determined by considering the project's ability to provide facilities, transportation, equipment, supplies, and staff that will result in a high quality program.
2. **Staff shall be licensed teachers as far as practical.**
3. Applicants will be required to make all assurances required by statute, including the assurance that funds obtained under this program supplement and do not supplant "other federal, state, and local public funds."
4. Considerations will include:
  - a. Whether the facilities, equipment, and transportation meet required state health, safety, and fire code standards.
  - b. **A complete FBI background check or federal background check of individuals working in the program is conducted on all staff.**
  - c. 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 is sufficient to meet this requirement.
5. The reasonableness of the proposed budget in relation to the number of students to be served.
6. If using alternate sites, whether the location is at least as available and accessible to the

students to be served as if the program were located in an elementary, middle, or secondary school.

7. The applicant has addressed transportation to and from the site.
8. If assessing a fee, whether there is an effective process for assuring families not to be prevented from participating due to financial consideration, and an assurance that those fees collected will be used for the sole purpose of furthering the 21<sup>st</sup> CCLC program objectives and will be expended during the program year in which the funds are collected.

#### **D. Quality of Management Plan**

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Quality of the management plan will be measured by the following:

1. A quality management plan will include, at a minimum, a detailed budget, staffing needs and the qualifications (**including the use of licensed teachers**), and responsibilities of the staff.
2. Timelines for achieving clearly delineated objectives.
3. The applicant plan for assuring stakeholders perspectives are considered in the management of the project.
4. The applications must contain approval and support of school administrators of students to be served.
5. A detailed training plan and how it will be funded, which should include: initial training required, ongoing training to be provided, evidence of success of training, amount of training required, a timeline of training to be provided, how training will be funded.
6. Applicants must also address how student and family privacy rights will be assured.
7. Applicants shall describe how they will participate collaboratively with the school in assuring the educational needs of students are met including participation in IEP meetings and other meetings to benefit the education of individual students.

#### **E. Quality of Project Evaluation**

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible, as well as evaluating the principles of effectiveness.

Quality evaluation means that the project will be evaluated based upon the Principles of Effectiveness explained in section 4205(b). The Principles of Effectiveness require:

1. An assessment of objective data regarding need for the before-and after-school programs (including during summer recess periods) and activities in the schools and communities.
2. An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
3. Scientifically-based research (if appropriate) that provides evidence the program or activity will help students meet state and local student academic achievement standards.

Project evaluation will be measured on the following:

1. Each grantee will do periodic evaluations annually, at a minimum, to assess progress toward its stated goals and objectives.
2. Each grantee will annually evaluate their alignment to meeting the Principles of

Effectiveness.

3. Results of the evaluation are used to refine, improve, and strengthen the program and to improve and enhance the performance measures to strengthen the program.
4. Applications will explain the data to be collected, how and when it will be collected, how and when the data will be evaluated and analyzed, when the data will be available to the state and the public, and how the information obtained will be used to improve project outcomes.

\*Programs whose attendees consistently fail to meet performance standards will be provided with additional technical assistance or considered for fund reduction as appropriate.

#### **F. Quality of Partnerships**

Under this component, project applicants will be required to demonstrate that they have established collaborations with various community organizations as appropriate.

1. Includes a list of all community partners.
2. The services to be provided by partners.
3. Partner verification of involvement in the 21<sup>st</sup> CCLC program.

#### **Continuation Awards**

North Dakota makes 21<sup>st</sup> CCLC grants on a 3 year cycle. Although awards were made for a 3 year program, grantees are required to submit annual continuation applications to the NDDPI. Continuation applications require the following components:

1. Pages 1-7 of the application (SFN 53515) – Abstract is to be no more than one page in length.
2. Program Narrative – The narrative must contain the following:

#### **Program Goals**

- List goals as stated in the original application;
- List the activities used to achieve each goal;
- State the current progress towards meeting these goals;
- Describe any issues and/or barriers preventing the attainment of goals; and
- Describe the changes that will be made in the upcoming year to meet and/or maintain current level of program goal obtainment.

#### **Program Changes**

- Identify any sites that chose not to offer programming;
- Identify any key personnel changes;
- Identify any drastic change in the population being served; and
- Any other change that you feel is worth noting.

#### **Sustainability Plan**

- Include an updated sustainability plan
3. Budget Application – Page 5 of SFN 53515
  4. Budget Narrative – The narrative must contain the following:
    - The basis for estimating the costs of salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs;

- Any projected expenditures;
  - How the major cost items relate to the proposed activities;
  - The cost of evaluation; and
  - A detailed description, as applicable, explaining in-kind support or funding provided by partners in the project. Additional instructions are provided in SFN 53515.
5. A copy of the Board minutes (Fiscal Agent) identifying the authorized representative for the 21<sup>st</sup> Century Community Learning Centers grant for the 2015-2016 grant cycle.

**A.4 *Section 4203(a)(5) of the ESEA states that the SEA must describe how it will ensure that awards made are of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and in amounts that are consistent with section 4204(h). (Federal Register: Volume 67, Number 99 (Appendix D: Assurances))***

North Dakota follows statutory requirements that grants are made for at least \$50,000 per year. To ensure that awards are of sufficient size and scope to support highly effective programs, application budgets are reviewed to ensure that participant to staff ratios are within a range shown to be successful in promoting student success. In addition all costs are analyzed to ensure that the proposed costs are reasonable and necessary to carry out the program's purposes and objectives. During the last competition in 2008, NDDPI awarded 8 grants to Regional Education Agencies (REA) in amounts ranging from \$265,000 to \$1,000,000 depending on the number of individual sites per REA and number of eligible participating students per site.

In addition to this requirement and the application review process, NDDPI uses monitoring and evaluation processes to determine the effectiveness of programs. This process is described in detail in section A.2 of this document.

**A.5 *Section 4203(a)(6) of the ESEA states that the SEA must describe the steps the SEA will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs))***

NDDPI relies heavily upon the results of 21<sup>st</sup> CCLC monitoring and evaluation activities and data collection to determine training and technical assistance needs that will ensure effective programming activities. As a State Education Agency NDDPI views monitoring as a meaningful and continuous process that focuses on student results. Monitoring processes emphasize improved access to all aspects of the educational system and improved results for students rather than simple "paper compliance." This process is detailed in North Dakota's Consolidated State Application 2002. With this point of view in mind, 21<sup>st</sup> CCLC program activities are continually evolving based on documented best practices.

Training and technical assistance strategies and dissemination of promising practices include annual conferences, contracts with content experts to provide training to grantees, and dissemination of promising practices via the State website, and quarterly newsletters. Annual evaluation results are published and shared with all 21<sup>st</sup> CCLC grantees, the 21<sup>st</sup> CCLC state advisory committee, and with other NDDPI programs such as Title I, Special Education, and other state and community partnering agencies. A few of the most common training and technical assistance activities include:

### ND 21<sup>st</sup> CCLC Project Director Meeting

The directors of ND 21<sup>st</sup> CCLC programs are required to attend an annual meeting. The one-day meeting covers grant regulations, procedures, compliance, and annual evaluation. The 21<sup>st</sup> CCLC Program Evaluator trains directors and program staff in required data collection methods. In addition, grantee requested topics are covered to ensure a successful program year in terms of program operations.

### Title I, Special Education, and 21<sup>st</sup> CCLC Annual Conference

An annual two day conference is held to provide information and professional development to Title I, 21<sup>st</sup> CCLC, and Special Education staff. This annual conference recently expanded to include CCLC and Special Education as the two programs work with similar populations of students and offer opportunities for program collaboration to maximize resources and effectiveness. Nationally known speakers present high quality programs on a variety of topics.

### Monthly Conference Calls / Webinars

The state 21<sup>st</sup> CCLC office conducts monthly conference calls and webinars for 21<sup>st</sup> CCLC project directors and coordinators. The conference calls provide program updates, are an opportunity to share best practices and share information, and offer grantees an opportunity to share experiences. Speakers on topics such as fiscal management or data collection are often invited to present. The webinars have proven effective in delivering high quality information and remove the difficulty of high-cost travel in a large rural state.

### NDDPI 21<sup>st</sup> CCLC Website

The state website offers general program information, news, and forms for grantees.

### 21<sup>st</sup> CCLC Resource Center

The South East Education Cooperative (SEEC) based in Fargo has established a resource center for all ND 21<sup>st</sup> CCLC grantees. The resource center is charged with providing training and technical assistance opportunities, online sharing/conference calling, a library of resources, and other assistance considered reasonable and necessary from any ND 21<sup>st</sup> CCLC grantee or subgrantee.

### Content Specific Training Based on Grantee Needs/Best Practices

Each year, the state contracts with experts in a variety of areas to provide training (either online or on-site) to 21<sup>st</sup> CCLC grantees. This year, for example, the state contracted with a reading expert to provide training in afterschool reading activities and strategies.

### Professional Development Opportunities

The state office provides funding to grantees to attend the 21<sup>st</sup> CCLC Summer Institute and other national professional development activities.

### ND "Afterschool Update"- Quarterly 21<sup>st</sup> CCLC Newsletter

The quarterly newsletter provides information about North Dakota's programs, offers best practices in areas of sustainability, community partnership, academic enrichment activities, and family involvement. The newsletter also highlights topic selected by grantees (such as behavior management, or STEM activities) in each issue. The newsletter is shared with all North Dakota schools, teachers, administrators, and partner organizations.

These processes have proven effective in delivering training and technical assistance that are relevant, measurable, and facilitate partnership and collaboration among programs. This data driven strategy helps to maximize resources and promotes continuous program improvement.

**A.6 Section 4203(a)(7) of the ESEA states that the SEA must describe how program under the ESEA will be coordinated with programs under the ESEA, and other programs as appropriate. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances))**

NDDPI's coordination of all programs under ESEA is a deliberate process with multiple components described in detail in North Dakota's Consolidated State Application 2002. North Dakota's 21<sup>st</sup> CCLC program plays an active role in this coordination of programs.

The 21<sup>st</sup> CCLC program collaborates with many NDDPI programs and with efforts at other state agencies. The most beneficial and strongest coordination is between Title I and 21<sup>st</sup> CCLC. Since the approval of the 2002 Consolidated State Application, the 21<sup>st</sup> CCLC program now operates under the direction of the division manager of the student support and innovation division. Moving the program into the student support and innovation division has significantly improved collaborative efforts. 21<sup>st</sup> CCLC and Title I now partner to organize an annual conference, and because each program aims to serve the same population of students, the partnership has helped to maximize resources and identify schools that could benefit from 21<sup>st</sup> CCLC programs. The partnership at the state level also has impacts at local levels as individual 21<sup>st</sup> CCLC sites and Title I schools are beginning to collaborate more effectively in communicating best practices and sharing resources to promote student achievement.

In addition 21<sup>st</sup> CCLC works closely with NDDPI's Special Education unit and with the Standards and Achievement unit. Special Education students are often participants and beneficiaries of 21<sup>st</sup> CCLC programs and frequent communication between the 21<sup>st</sup> CCLC program administrator and special education coordinator are important to ensuring that afterschool programs are meeting the needs of special education students and are operated using effective practices. Because all ND 21<sup>st</sup> CCLC programs are aligned to State school performance and content standards, the program maintains a strong working relationship with the Standards and Achievement unit to ensure that program activities adequately address common core standards.

**A.7 Section 4204(d)(1) of the ESEA states that an SEA may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances))**

North Dakota does not currently require a cost match. However, NDDPI strongly encourages all grantees to match funds to the greatest extent possible through cooperation with local funds, community programs, and other private funding sources. In addition, grantees may choose to charge a fee for program services. NDDPI requires that these grantees provide assurance that families are not prevented from participating due to financial consideration and must assure that those fees collected will be used for the sole purpose of furthering the 21<sup>st</sup> CCLC program objectives and will be expended during the program year in which the funds are collected.

**A.8 Section 4203(a)(b) states that the SEA must provide assurance that the SEA will make awards under this part only to eligible entities that propose to serve (A) students who primarily attend schools eligible for school-wide Title I programs and schools that serve**

**a high percentage of students from low-income families; and (B) the families of students in schools eligible for school-wide Title I programs or schools that serve a high percentage of students from low-income families. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances))**

North Dakota describes “eligible entities” as follows:

The term ‘eligible entity’ means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

The “eligible entity” will provide assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend; Eligible applicants are those who primarily serve students (and the families of those students) that attend high poverty schools or schools that are eligible for schoolwide Title I programs. 21<sup>st</sup> CCLC programs must by statutory definition be located in public school facilities or in facilities that are at least as available and accessible to the students to be served as if the program were located in an elementary, middle, or secondary school. Applicants must demonstrate that they meet the statutory program requirements of primarily serving students from:

Schools with 40% or greater poverty based upon free and reduced lunch numbers and determined using verified information. This information is typically derived from state published free and reduced lunch numbers. These numbers are verified by NDDPI on an annual basis through monitoring procedures and the continuation application process.

**A.9 Section 4204 (i)(1) states that the SEA must give priority to applications (A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116 of the ESEA; and (B) submitted jointly by eligible entities consisting of not less than one local educational agency (LEA) receiving funds under part A of title I; and community-based organization or other public or private entity. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs and Appendix D: Assurances))**

North Dakota DPI assigns three types of priorities for 21<sup>st</sup> CCLC grant competitions: absolute, invitational, and competitive. The *absolute priority* is a strict requirement for each application, while the *invitational priority* is strongly encouraged but not strictly required. Applications that address the *competitive priority* receive preference over other applications of equivalent merit. Each of the priorities for ND 21<sup>st</sup> CCLC competitions are described below.

#### **A. Absolute Priority**

The STATE will fund only those applications that:

1. Serve schools that meet the threshold poverty requirement of 40% free and reduced lunch or are operating as Title I schoolwide program.
2. Offer activities that provide expanded learning opportunities for eligible children and youth in the community.

#### **B. Invitational Priority**

The STATE strongly encourages applications for projects that will meet the three criteria set out below; however, an application that meets these invitational priorities does not receive competitive or absolute preference over other applications:

1. Serve student populations that are at-risk, including students from high poverty areas; students with limited English proficiency; and students who, due to other considerations, are recognized as not achieving at the level of other students.

2. Promote parental involvement through program implementation.
3. Serve students attending high-need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after school centers.

### **C. Competitive Priority**

The STATE may select an application that meets these competitive preferences over an application of equivalent merit. Preference will be given to applications that:

1. Are jointly submitted by a consortium of eligible entities. (10pts)
2. Will serve students and the families of those students who attend schools that have been identified as Title I program improvement schools. (5pts)
3. Provide services to students attending highly rural LEAs. (5pts)

**A.10 Section 4204 (i)(1) states that the SEA must give priority to applications shall provide the same priority to an application submitted by a local educational agency if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

As defined in the statute, North Dakota gives competitive priority to applications that both proposed to serve students who attend schools identified for improvement (pursuant to section 1116 of Title I) and that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. North Dakota clearly states in the Application Instructions for 21<sup>st</sup> CCLC Grants and in the State Guidance that there is an exception to this requirement for LEA's that do not have qualified community organizations within reasonable geographic proximity. Such LEA's are still required to propose to serve students attending schools identified for improvement to qualify for the priority.

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## **SECTION B: EVALUATION OF PERFORMANCE**

**B. Appendix B of the May 2002 notice states as follows: "States will conduct a number of activities to ensure effective implementation of the ESEA programs included in their consolidated applications. Many of the activities may serve multiple programs. For example, a State may develop a comprehensive approach to monitoring and technical assistance that will be used for several (or all) programs." Please update your State's responses to the items below as they relate to the 21<sup>st</sup> CCLC program and describe how your State's 21<sup>st</sup> CCLC program benefits from the activities, as described in your State's consolidated application and as updated below.**

1. Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help these entities implement their programs and meet the State's (and those entities' own) performance goals and objectives.

As mentioned in section A.2 of this document, North Dakota's strategies for monitoring and providing professional development to 21<sup>st</sup> CCLC grantees has evolved significantly since 2002. Details of the monitoring process can be found in section A.2. The monitoring processes determine the content and scope of professional development and technical assistance activities to help grantees meet North Dakota's performance goals and objectives.

The following Program Goals and Objectives were established in 2008 by the North Dakota Department of Public Instruction. All 21<sup>st</sup> CCLC grantees must collect data that addresses these performance indicators and submit this data in an Annual Performance Report. These performance indicators are examined annually in the 21<sup>st</sup> CCLC Program Evaluation that is then compiled by the 21<sup>st</sup> CCLC evaluator.

### North Dakota 21st Century Community Learning Centers Performance Indicators

*GOAL: To enable communities to plan, implement, or expand extended learning opportunities for academic enrichment and to complement the educational, health, social service, cultural, and recreational needs of students and their families in the community.*

Objective 1 – Participants in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

1.2 Behavior. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2 – 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

2.1 Core educational services. More than 65% of daily programming offered at each center will be of high quality in the academic areas of math, science, technology, reading, engineering, and arts.

2.2 Enrichment and support activities. All centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

2.3 Community involvement. All centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

2.4 Services to families of eligible students. All centers will offer services to families of eligible students.

2.5 Extended hours. Centers will be strongly encouraged to offer services for at least 15 hours a week on average. Some flexibility is granted to rural sites that have concerns with long bus routes. Centers are also encouraged to provide services when school is not in session, such as during the summer and holidays.

Objective 3 – 21st Century Community Learning Centers will serve children and family members with the greatest needs for expanded learning opportunities.

3.1 High-need communities. All centers will serve students that attend schools that are in need of improvement or are from schools that meet or exceed 40% free and reduced meals as defined by School Foods.

**2. Describe the Statewide system of support under section 1117 [of the ESEA] for ensuring that all schools meet the State’s academic content and student achievement standards, including how the State will provide assistance to low-performing schools.**

The Statewide system of support described in the 2002 ESEA Consolidated application refers to multiple strategies used by North Dakota for ensuring that all schools meet the State’s academic content and student achievement standards.. The 21<sup>st</sup> CCLC program is an active part of this system of support and a beneficiary of the overall support system. Because 21<sup>st</sup> CCLC is part of the Title I division in the NDDPI organizational structure, the program benefits greatly from systems that would otherwise be less integrated. This system strengthens 21<sup>st</sup> CCLC programs ability to meet performance goals and objectives, and ensures that the programs are continually improving.

The statewide system of support includes the following activities and initiatives:

Extensive Website

NDDPI, and programs within the Title I unit in particular, has an extensive website developed for schools and districts. The site contains timely and relevant resources including links to district and school Adequate Yearly Progress reports, information on reports due throughout the year, news, and application forms on additional funds available for schools in improvement, sample letters and sample reports, and resources and handouts from workshops. 21<sup>st</sup> CCLC has its own sub-site with grant specific resources. Log on to [https://www.nd.gov/dpi/Administrators/FTP/Programs\\_Initiatives/21CCLC/](https://www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/21CCLC/).

Monthly Research Report

The state Title I office generates and distributes a monthly report which summarizes newly released research/resources on educational issues relevant to North Dakota schools. The monthly Research/Resource Report (RRR) is disseminated electronically to all principals, administrators, Title I teachers and staff, and 21<sup>st</sup> CCLC program staff (including those at non-school sites).

Sharing of Effective Strategies

The NDDPI frequently contracts with exemplary educators within the state or educational entities to create resources for North Dakota schools and districts. We believe it is critical to highlight what has been proven to be effective in other schools and districts across North Dakota.

The NDDPI requested assistance from the North Central Comprehensive Center (NCCC) in highlighting and documenting seven schools in the state of North Dakota that have made substantial improvement in their student achievement scores. Interviews with seven school administrators were conducted by the NCCC to gather information on the specific strategies each school employed to improve student achievement. A summary capturing the most important processes and initiatives was created for each school. All seven summaries were compiled into one document and shared statewide to disseminate effective practices.

The state Title I office created a “What Works” resource guide for schools and districts to provide educators with strategies, interventions, and components used in effective educational programs. This document contains 22 one-page profiles. Each of these profiles provides an overview, research summary, and resource section on educational topics being used across the nation to

improve education and raise academic achievement. The resources within this document are provided to assist schools and districts in their school improvement efforts. The resources presented in the guide, while designed for regular school day strategies, are also highly effective in the afterschool space, and practical for 21<sup>st</sup> CCLC programs.

The North Dakota State Parental Information Resource Center (NDPIRC) and state Title I office contracted with state educators to create a Parent Involvement Master Literacy Bag, as well as a Parental Involvement Toolkit, for all North Dakota schools.

### Department Sponsored Conferences

The NDDPI Title I office sponsors two extensive conferences each year. Each spring, a conference for schools and districts in improvement is held to disseminate key information regarding the school improvement requirements and to share effective strategies for making AYP. In the fall, a statewide conference is held for educators to promote effective research-based strategies to raise achievement. Numerous other trainings, via conference call or Interactive Video Network, are offered each year to share and disseminate information statewide.

### Audio Conference Trainings

To further expand the number of training opportunities available to Title I and 21<sup>st</sup> CCLC personnel, the state Title I office periodically conducts conference calls on relevant issues. This form of training is very beneficial because the trainings are short (one hour), easy to access, and participants don't have to be away from their building.

### Title I School Support Team

A statewide School Support Team has been developed for North Dakota. Members of the School Support Team are comprised of distinguished educators regionally located throughout North Dakota. Members of the School Support Team are required to stay educated and current on the Title I programs and issues. The members provide in-depth technical assistance to schools identified for improvement, particularly those in the corrective action and restructuring phases.

North Dakota's School Support Team works closely with the North Central Comprehensive Center to receive additional support and training in order to more effectively assist schools and districts identified for improvement.

In addition, the state Title I office recently established a list of consultants who can assist districts and schools with planning and implementing school improvement activities. These consultants are known as the Statewide System of Support (SSOS) Consultant Team. Team members must have expertise in a variety of school improvement areas to provide individualized assistance to schools.

### 21<sup>st</sup> CCLC Specific Systems of Support

In addition to the various systems of support regarding student achievement generally, North Dakota 21<sup>st</sup> CCLC programs have developed systems directly related to afterschool initiatives. The state benefits from a 21<sup>st</sup> CCLC resource center that provides training for afterschool programs, and a state 21<sup>st</sup> CCLC advisory committee that assists with providing guidance to afterschool initiatives. These are described in detail in section A5 of this Program Update.

### **3. Describe the key activities and initiatives the SEA will carry out with administrative funds reserved for administration and State-level activities.**

North Dakota accesses the 5 percent that is allowed in section 4202(c) for the costs of administration, technical assistance, and training. Not more than 2 percent of the funds

support one full time (FTE) program administrator/director, administrative support, and minimal funding to support the time of fiscal managers. Three percent of the funding is reserved for training and technical assistance activities. A statewide Program Evaluator is contracted and paid with state activities funds. Technical assistance activities include annual conferences, technical site visits, and a wide variety of training opportunities for grantees. All of the administrative and technical assistance activities are intended to ensure fiscal and statutory compliance and delivery of high quality afterschool programs to promote academic achievement.

North Dakota's 21<sup>st</sup> CCLC program compliance with statutory requirements in specific areas related to evaluation of performance is outlined in the following section.

- B.1 Section 4205(b) of the ESEA states that for a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities; shall be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and shall if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

North Dakota 21<sup>st</sup> CCLC program activities are aligned to State school performance and content standards and all grantees must provide programming that meets best practices and is scientifically based. NDDPI holds high expectations of all 21<sup>st</sup> CCLC grantees to guarantee that program activities are at least 65% academic programming in areas of reading, mathematics, and science. These academic areas of need were originally based on state assessment data and other evidence showing a need for improvement in these areas. The state requires all grantees to provide evidence that project activities are aligned with academic standards, and to collect objective data regarding student academic performance. The state collects student performance data in aggregate using the State Assessment and Northwest Evaluation Association (NWEA) Assessment.

NDDPI's quality assurance plan is based on the Principles of Effectiveness expressed in section (4205)(b). Quality assurance mechanisms are built into the design of the program and assessed during the application review process, through the state monitoring process, in the continuation application process, and most importantly through annual data collection and a rigorous program evaluation.

#### Assuring Quality through Program Design

North Dakota 21<sup>st</sup> CCLC awards are made to only the highest quality applicants who provide strong evidence of program need and propose programs that show a direct relation between the activities and improving academic achievement. The selection criteria are described in detail in section A3. With regard to quality assurance, specifically, the following criteria demonstrate the primary requirements:

##### *Need for the Project*

All 21<sup>st</sup> CCLC awards are based upon an applicant's justification of the need for afterschool programming in a particular setting (students at risk of failing to achieve success, high dropout rates, high poverty, etc); description that services and activities provided are based on rigorous scientific principles and are deliberately designed to meet state content and academic

achievement standards; description of how the project activities will help achieve the state's academic standards.

#### *Quality of the Project*

All awards are made to projects that demonstrate high quality. The state defines a high quality program as one with clearly defined goals, objectives, and measurable outcomes and the ability to show a direct relation between those goals and academic achievement standards.

#### *Quality of the Project Evaluation*

Awards are made to projects that have clear plans to assure that the programs will be measured in terms of their performance objectives and calculated to achieve the intended outcomes. Because North Dakota bases program evaluation upon state academic standards, outcomes must be calculated to improve student performance vis-à-vis those academic standards. Program goals must be directed towards meeting the State Performance Standards.

#### Assuring Quality through Monitoring

The monitoring of all 21<sup>st</sup> CCLC programs involves use of the Monitoring and Quality Improvement Tool (MQIT). This tool provides the state with an additional mechanism to assure that 21<sup>st</sup> CCLC programs are offering activities that are aligned to academic standards, designed to improve academic achievement, and measured using the state performance measures.

#### Assuring Quality through Program Evaluation

NDDPI requires all 21<sup>st</sup> CCLC grantees to collect a variety of demographic, participation, and academic achievement data for all program participants. This data is analyzed by a contracted 21<sup>st</sup> CCLC program evaluator who provides the state and each grantee with a comprehensive evaluation report on an annual basis. The evaluation helps to inform needed changes in program design and continuous program improvement. The annual evaluation is described in detail in the following section.

- B.2 Section 4205(b)(2) of the ESEA states that the program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment. The results of evaluations under subparagraph (A) shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and made available to the public upon request, with public notice of such availability. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

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

The state assesses performance based upon a standardized set of goals and objectives. These performance measurements (outlined in section B1 above) are designed to measure the programs impact on the academic success of participating students. Results of the evaluation are collected and analyzed by the 21<sup>st</sup> CCLC program evaluator. These results are used to refine, improve, and strengthen the program.

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

**B.3 Section 4203(a)(12) of the ESEA states that the State must describe the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

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

The most recent 21<sup>st</sup> CCLC Competition held in 2015, used the above mention assessments and determined a need for standards-based academic enrichment activities in the core areas of reading, mathematics, and science. Further, demographic data identified districts, schools, and geographic areas in highest need of afterschool programs. These formed the basis for the competition and the criteria outlined in the application.

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

## **SECTION C: ASSURANCES**

All 21<sup>st</sup> CCLC grantees are required to agree and sign general assurances when submitting an application for funding. Grantees submit these forms on an annual basis. The full list of general assurances can be found in Attachment I.

**C.1 Section 4203(a)(9) of the ESEA contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

North Dakota DPI requires all 21<sup>st</sup> CCLC applicants to sign an assurance stating [the applicant "will use funds under the program to increase the level of state, local and other non-federal funds that would, in the absence of the 21<sup>st</sup> Century Community Center Learning funds, be

made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.”

NDDPI further assures that funds do not supplant as part of ongoing monitoring activities. Monthly fiscal checks of each grantee using an expense spreadsheet represents the departments rigorous monitoring to assure appropriate expenditures and assurance that funds are used to supplement, not supplant other federal, state, and local public funds.

**C.2 Section 4203(a)(10) of the ESEA contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed. The SEA must clearly describe how it will meet this requirement. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

North Dakota DPI requires all grantees to provide signed written assurance that the transportation needs of students are addressed. This requirement is evidenced in the North Dakota 21<sup>st</sup> CCLC Application Instructions and in the required assurances which states “a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home and a description of how the program will provide for transportation.”

**C.3 Section 4203(a)(11) of the ESEA states that the SEA must provide an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations. The SEA must clearly describe how it will meet this requirement. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

NDDPI utilizes a Committee of Practitioners to assure compliance with the statutory requirements under Section 4203(a)(11). The Committee of Practitioners includes members of the following stakeholder groups: administrators, teachers, parents, members of school boards, individuals from the private school sector, representatives of vocational/adult education, and pupil services personnel.

The law states that the Committee of Practitioners role to “review before publication any final rule or regulation” pertaining to Title I and all of the programs administered in the Title I division. Therefore, this Committee of Practitioners rule also applies to 21<sup>st</sup> CCLC program.

Committee members are asked to review and be aware of various issues in Title I, including standards development, the state assessment system, and other current issues. This also includes awareness of the following programs within Title I – Even Start, Early Reading First, Neglected and Delinquent, Family Literacy, Homeless Children and Youth, Migrant Education, and 21<sup>st</sup> CCLC.

The 21<sup>st</sup> CCLC FY 2011 Program Updates State Application was sent to the Committee of Practitioners for review and comment.

In addition to the Committee, NDDPI further assures coordination by passing the consultation and coordination requirement on to 21<sup>st</sup> CCLC grantees by requiring that all applicants “Will coordinate and collaborate, to the extent, feasible and necessary as determined by the applicant, with other agencies providing services to children, youth, and families, including health and social services; Consults with and involves parents in planning for the education of

children served by this programs; Has provided an opportunity to the qualified nonpublic schools and home-based education in its district to participate in this title program and has provided timely and meaningful consultation with nonpublic schools officials.”

**C.4 Section 4203(a)(8) of the ESEA contains an assurance that the State educational agency will make awards for programs for a period of not less than 3 years and not more than 5 years; and will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends. The SEA must clearly describe how it will meet this requirement. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances))**

North Dakota assures that all awards for 21<sup>st</sup> CCLC programs are made for a period of not less than 3 years and not more than 5 years. This assurance is evidenced by the statement “21<sup>st</sup> CCLC grants are renewable for at least 3 years but may not exceed 5 years” in the State’s 21<sup>st</sup> CCLC Application Instructions and in the State guidance.

North Dakota is dedicated to program sustainability and requires all grantees to provide a “detailed plan for how the community learning center will continue after funding under this part ends and how that plan will be implemented from the start of the program.” North Dakota’s 21<sup>st</sup> CCLC Continuation Application process also requires an updated sustainability plan from each grantee and a narrative describing the grantees progress toward sustainability goals.

### **Attachment I**

#### General Assurances

The Applicant assures that it:

- 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;
- Will establish 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;
- Will initiate and complete the work within the applicable time frame after receipt of approval of the award;
- Will comply with all federal statutes relating to nondiscrimination. 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) 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;

- Will transport students only in vehicles that meet applicable safety standards;
- Developed the program and it will be carried out in active collaboration with the schools the students attend;
- Will assure that students who attend are from schools eligible for Title I schoolwide programs or high poverty schools;
- Will use funds under the program to increase the level of State, local and other non-federal funds that would, in the absence of the 21<sup>st</sup> Century Community Center Learning funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds;
- Will after the submission, provide for public availability and review of the application and any waiver request;
- If a public or private organization, other than an elementary, middle or secondary school, assures that its program was developed and will be carried out in active collaboration with the schools the students attend;
- Will conduct the program in a safe and easily accessible facility that complies with all health, fire and safety requirements; facilities other than an elementary, middle, or secondary school must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school;
- Complies with the requirements outlined in the publication “General Requirements for Federal Program” compiled by the Department of Public Instruction;
- Complies with state and federal laws and regulations applicable to use of federal title funds for these programs;
- Complies with Executive Order 12549 regarding debarment and suspension, which states that neither the applicant nor its principals, nor any proposed partner are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency;
- Will coordinate and collaborate, to the extent, feasible and necessary as determined by the applicant, with other agencies providing services to children, youth, and families, including health and social services;

- Consults with and involves parents in planning for the education of children served by this programs;
- Has provided an opportunity to the qualified nonpublic schools and home-based education in its district to participate in this title program and has provided timely and meaningful consultation with nonpublic schools officials;
- Supplements rather than supplants existing local, state, or federal funds;
- Will control the funds and administer the funds and any property purchased with the funds to the extent required by the authorizing statutes;
- Will adopt and use proper methods of administering this program, including the enforcement of any obligations imposed by law for carrying out each program and correcting any deficiencies in program operations that may be identified through audits, monitoring, or evaluations;
- Will keep such records and provide such information to NDDPI as may be reasonably required for fiscal audit and individual program evaluation consistent with the responsibilities of NDDPI;
- Will cooperate in carrying out any evaluation of the programs conducted by or for the State Educational Agency, the Secretary of Education, or other federal officials;
- Will submit reports to the State Educational Agency and the Secretary of Education to enable them to perform their duties under this program and maintain records, provide information, and afford access to the records to enable them to carry out their duties;
- Afforded a reasonable opportunity for public comments, and considered such comments, before the application was submitted to NDDPI, and that the application and any waiver request is available for public review;
- It will or will continue to provide a drug-free workplace as required by law.
- Will conduct background checks including fingerprinting of **all** personnel (paid or volunteer) who will have direct contact/interaction with students involved in the program. 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.