

*Great Northwest Education Cooperative*

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



21<sup>st</sup> Century Community Learning Centers  
Grant Application 2018-2021

### **Consortium Application**

Eight Mile School District #6  
Grenora Public School District #99  
Mandaree Public School District # 36  
McKenzie County Public School District #1  
New Town Public School District # 1  
Parshall Public School District # 3  
Twin Buttes Public School District # 37  
White Shield Public School District # 85  
Williston Public School District #1

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**APPLICATION FOR 21<sup>ST</sup> CCLC GRANTS**  
DEPARTMENT OF PUBLIC INSTRUCTION  
SPECIAL PROJECTS  
SFN 53515 (Rev. 04/2013)


RETURN TO:  
Department of Public Instruction  
Title I Office  
600 E Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440

**Applicant Information**

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School District Name Great Northwest Education Cooperative			
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Type of Applicant (check only one)  <input type="checkbox"/> Local Education Agency <input type="checkbox"/> Faith Based Organization <input type="checkbox"/> Community Based Organization <input type="checkbox"/> Regional Education Program <input checked="" type="checkbox"/> Other (specify) Consortium			

**Authorized Representative Signature:** The authorized representative is the individual authorized to sign all 21<sup>st</sup> CCLC documents as well as Request for Funds.

I hereby certify that all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant. The applicant will comply with the attached assurances if assistance is rewarded.

Authorized Representative's Printed Name Connie Blatherwick	Authorized Representative's Signature 	Date 4/6/18
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## Program Abstract and Abstract

Descriptive Title of Applicant's Project Great Northwest Community After School Club		
Budget/Project Period (MM/DD/YYYY)	From 07/01/2018	To 06/30/2019
Estimated Funding \$694,300		
Federal	\$	
Applicant	\$	
State	\$ 619,300	
Local	\$	
Other	\$	
Program Income	\$ 75000	
Total Funding	\$ 694,300	
Student Populations Served (check all that apply) <input checked="" type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School		
Types of Community Partners (check all that apply) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> National Organizations (e.g., Boys &amp; Girls Clubs, YMCA/YWCA, Big Brothers/Big Sisters)  <input checked="" type="checkbox"/> Community-Based Organizations (local nonprofits or foundations)  <input checked="" type="checkbox"/> County or Municipal Agencies (e.g., police, parks &amp; recreation, Social Services)  <input type="checkbox"/> Faith-Based Organizations  <input type="checkbox"/> Other         </div> <div> <input checked="" type="checkbox"/> Libraries or Museums  <input checked="" type="checkbox"/> Businesses  <input type="checkbox"/> Colleges or Universities  <input type="checkbox"/> Hospitals/Clinics/Health Providers         </div> </div>		
List the name of each partner with the 21 <sup>st</sup> Century Community Learning Center		
Program Summary and Abstract Services (check all that apply) <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Reading or Literacy  <input checked="" type="checkbox"/> Community Service  <input type="checkbox"/> Other         </div> <div> <input checked="" type="checkbox"/> Mathematics  <input checked="" type="checkbox"/> Science  <input checked="" type="checkbox"/> Cultural Activities, Social Studies         </div> <div> <input checked="" type="checkbox"/> Youth Development  <input checked="" type="checkbox"/> Health, Nutrition         </div> <div> <input checked="" type="checkbox"/> Art, Music, Dance, Theater  <input type="checkbox"/> Technology, Video or Media         </div> <div> <input checked="" type="checkbox"/> Sports or Recreation  <input type="checkbox"/> Services for Adults         </div> </div>		
Operating Hours: (check all that apply) <input checked="" type="checkbox"/> After School <input type="checkbox"/> Weekend <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Before School		

**Abstract (Limit to one page)**

Briefly, describe the programs' goals, services and activities, and planned participants.

Nine public School districts- Eight Mile School District #6, Grenora Public School District #99, McKenzie County Public School District #1, Williston Public School District #1, Mandaree Public School District #36, New Town Public School District #1, Parshall Public School District #3, Twin Buttes Public School District #37, and White Shield Public School District #85-located in the Northwest North Dakota propose to continue providing 21<sup>st</sup> Century Community Learning Centers to provide after school academic opportunities for at-risk students. This project, entitled Community After School Club (CASC), is vital in a community seeing unprecedented population growth and constant change due to the growth in the oil industry. The consortium districts are excited about this opportunity to extend the reach and effectiveness of the education system by engaging students in their learning new and interesting ways in a safe environment. CASC engages community members as educational partners and invites families into school.

CASC will provide services for 563 students in from 12 qualifying schools in 12 locations. There are 12 public school districts. Of the 12 public districts Williston #1 has 4 plants that qualify. CASC provides an academically-based program that focuses on providing support for the children who will benefit most. CASC gives priority to at-risk students based on a weighted scale that includes: free/reduced lunch eligibility, academic achievement levels in reading and math, and homeless students who are eligible for McKinney-Vento services.

The Focus of CASC is academic achievement in reading and math, with enrichment offered in math, reading, science, health and wellness, and the arts.

The Goals of the program are:

1. To increase student access to and success in rigorous academics
2. To increase student access to enrichment learning opportunities
3. To provide children and youth with after-school and summer activities integrating education with recreational, social, and cultural programs.

CASC provides academic enrichment in reading and math through services such as small group and one-on-one services, including homework help. The program will use STEM strategies for math and science, SPARK PE for health and wellness. Students are engaged through activities that draw on artistic, recreational, or musical interests but are also aligned with the academic core. Community members and organizations provide programming, present career and hobby information, and develop activities with input from the school professionals. Community partners and parents serve on a program Advisory Council to offer ongoing input/evaluation of the program.

### Schools Served

Schools to Be Served	Rural or Urban(R/U)	Percent of Free or Reduced Lunch	Schoolwide (Yes or No)	Number of Students to be served by CLS
Edwin Loe Elementary School	R	49.3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	93
Eight Mile Elementary School	R	51.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	34
Grenora Elementary School	R	46.6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	29
Hagan Elementary School	U	32.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	66
Lewis and Clark Elementary School	U	26.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	44
Mandaree Elementary School	R	69.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	45
McKenzie Count Elementary School	R	25.99	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	86
Parshall Elementary School	R	57.1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	30
Twin Buttes Elementary School	R	100.0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	13
White Shield Elementary School	R	93.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	19
Wilkinson Elementary School	U	30.26	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	40
McVay	U	38.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	64
			<input type="checkbox"/> Yes <input type="checkbox"/> No	0
			<input type="checkbox"/> Yes <input type="checkbox"/> No	0
Total Number of Centers	Average Percent Free/Reduced Lunch		Total Number of Students to be served by CLC	
12	51.36		563	

Note: If more space is needed to list sites and statistics, please include this chart on a separate piece of paper

## **A. NEED FOR THE PROJECT**

The Great Northwest Education Cooperative (GNWEC) is one of eight Regional Education Associations (REA) in North Dakota. The GNWEC serves sixteen member public school districts (fourteen of them K-12) spaced over 8,770 square miles in the northwest portion of the state and includes Burke, Divide, McKenzie, Mountrail, and Williams Counties. Fourteen of the member school districts are small and remote—all heavily dependent on agriculture and oil industry economies. As a result of this very rural section of the state, the GNWEC member school districts pool their resources and have a high degree of collaboration to ensure increased student access to educational programs and services.

The GNWEC and the Boys and Girls Club of the Three Affiliated Tribes have joined together for this project, which is named the Great Northwest Community After School Club (CASC). The Three Affiliated Tribes (TAT) Boys and Girls Club will host and run the 21<sup>st</sup> CCLC programs for the school districts located on the Fort Berthold Reservation (FBR). The TAT Boys and Girls Club has facilities in five communities on the FBR so this application includes two school districts, White Shield and Twin Buttes Elementary that are not members of the GNWEC. The GNWEC will act as Fiscal agent for the project. See Consortium Documents Attachment: Board Minutes.

CASC serves 563 students and their families in 12 school plants in nine public school districts located in the counties of Dunn, McKenzie, McLean, Mountrail, and Williams. The districts in this project are Eight Mile School District #6, Grenora Public School District #99, McKenzie County Public School District #1, and Williston Public School District #1 (WPSD 4 school plants), Mandaree Public School District #36, New Town Public School District #1, Parshall Public School District #3, Twin Buttes Public School District #37, and White Shield Public School District #85. Student demographic data are available in Appendix: District and Student Data

Eight of the districts are classified as rural, all of the districts are currently receiving 21<sup>st</sup> CCLC funding, and all 12 school plants meet the 40% Free or Reduced Lunch (FRL) or are School-Wide Title I. Overall, three of the districts have been identified for targeted supports and three of the districts have been identified for comprehensive supports. Table A.1 lists school plants by FRL, School-Wide Title I status, and academic achievement.

### **A1. Need for the program meets the needs of the target population**

During the process of conducting the comprehensive needs assessment for the 21st Century Community Learning Center (CCLC) grant proposal, data were collected from the following sources:

- ND Insights:
  - Student Achievement Data
  - District Supports Data
- ND School Financial Facts:
  - School District Data
  - FRL
- NDDPI:
  - Student FRL data
  - Title I status,
- School District Parent surveys:
  - Programing
- The United States census bureau:
  - City and County population
  - poverty data

The North Dakota Department of Public Education (NDDPI) fall 2017 combined school enrollment figures show that the sixteen GNWEC districts serve 10,471 students. Student enrollments across the districts range from 99 to 4,183: Four of the districts have enrollment less than 200 students; eight have between 200 to 500 students; and four have greater than 500 students. The percentage of students' receiving FRL is 31% across all districts.

Although the oil boom has brought employment, business, income, and opportunity; it also has strained the system. The influx of residents to the area has caused high demands on infrastructure,

social services, childcare, and schools. Williston’s population has increased from 12,512 permanent residents (2010 Census) to a recent estimate of approximately 25,000 residents. The total service population of Williston (i.e., seasonal and transient workers), as reported by the US Census Bureau Williams Count, grew by 16.5% (approx. 40,000 people). Neighboring McKenzie County has experienced a staggering 46.5% population growth, putting a severe strain on community infrastructure and schools.

A parent survey was conducted to identify academic priorities that they deemed most important. There were 210 responses from 7 districts. Parents identified the quality of academic programs and homework help as their top two priorities. Other priorities included were STEM activities, art and music activities, and recreational activities. (See Appendix: Parent Documents; Parent Survey Questions.)

The performance data available for each school district at ND Insights is presented in Table A.1. The FRL and School-Wide Title I data was gathered from NDDPI Office of Educational Equity & Support.

Table A.1  
Percentage of ELA and Mathematics Proficiency, Percentage of FRL, and School Wide Title Designation for 12 Participating Schools

School	ELA % proficient	Mathematics % proficient	% FRL	School Wide Title
State of ND	48.5	39.4	-	-
Hagen Elementary: Williston	36.6	24	32.5	Yes
Lewis and Clark Elementary	36.2	31.9	26.6	Yes
McVay Elementary: Williston	37.7	28.2	38.5	Yes
Wilkinson Elementary: Williston	28.4	23.4	30.26	Yes
Grenora Elementary	54.9	41.1	46.6	No
McKenzie Elementary	42.9	27.9	25.99	Yes
Eight Mile Elementary	33.9	18.3	51.6	Yes
Parshall Elementary	29.5	18.6	57.1	No

Table A.1

Percentage of ELA and Mathematics Proficiency, Percentage of FRL, and School Wide Title Designation for 12 Participating Schools

School	ELA % proficient	Mathematics % proficient	% FRL	School Wide Title
Edwin Loe: New Town	14.8	5.7	49.3	No
Mandaree Elementary	15.9	8.5	69.6	Yes
White Shield Elementary	7	0-5	93.3	Yes
Twin Buttes Elementary	33.3	0-10	100	Yes

The results of the needs assessment revealed:

- The North Dakota State assessment proficiency percentages for 11 schools in ELA are below the state average of 49.5%.
- The North Dakota State assessment proficiency percentages for 11 schools overall in Mathematics are below the state average of 39.4%.
- Academic Support and Enrichment was highest priority or second highest priority at 6 of 7 districts
- Homework help was second highest priority or third highest priority at 5 districts
- Students on the FBR are high poverty

## **A2. Scientifically-Based Services to meet content and Academic Achievement Standards**

The 21st CCLC programming will use a variety of scientifically-based program models and strategies. These include academic support and enrichment activities aligned with the knowledge and skills that were identified for emphasis by the North Dakota State Standards and schools. The academic support and enrichment activities are homework help, STEM Programming, with STEM-based materials (described in section B), *Accelerated Reading* and *Academy of Math*, *Scholastic Readers Theater*, SPARK PE, Project Learn: Power Hour and The Arts, and other center-based learning activities.

The goals of Accelerated Reading, Academy of Math, and Scholastic Readers Theater are to increase reading and math scores. The 21st CCLC programming will also enhance student's

knowledge and skill sets in science, social studies, health and recreation, fine arts, and life skills through speaking and listening, as well as provide character development through teamwork and collaboration.

The focus of SPARK is the development of healthy lifestyles, motor skills, movement knowledge, and social and personal skills.

Project Learn is based on research that indicates student learning is enhanced when they are engaged in fun, yet academically beneficial activities during non-school hours. In Project Learn, the staff will use *Power Hour: Making Minutes Count* to help students ages 6-12 achieve academic success by providing homework help, tutoring and high-yield learning activities, as well as encouraging members to become self-directed learners. *The ARTS* Programs in this area enable youth to develop their creativity and cultural awareness through knowledge and appreciation of Native American arts, the visual arts, crafts, performing arts, and creative writing.

*STEM* is an innovative, evidence-based program designed to increase the participation and academic achievement of students in STEM-related subjects. Activities and instruction will engage students in inquiry-based, hands-on learning of STEM concepts.

### **A3. Services Provided Mitigate Risk Factors and Increase Academic Achievement for Students and Families**

CASC is based on best practices and meets the components of a high quality after-school program. All goals, objectives, and outcomes are directly aligned to the state Common Core standards. CASC contains the eight components that are present in high-quality after school programs. The eight CASC components and corresponding strategies are presented in Table A.2.

Table A.2  
CASC High Quality After School Program Components

Component	CASC Strategy
1. Goal Setting, Strong Management, and Sustainability	Clear, consortium governance structure; Evaluation plan with measurable outcomes; Engagement of community partners; Detailed management and communication plan to ensure effective knowledge and accountability for implementation of CASC by project staff, principals district administration,
2. Quality After School Staffing	Required educational background of staff; Comprehensive professional development plan; Strong oversight and supervision by central staff; Staff to student ratio (1:15)
3. Attention to Safety, Health and Nutrition Issues	Nutritious snacks; Regular physical activities; Training of staff in health and safety; Program site locations in certified buildings
4. Effective Partnerships with Community-Based Organizations	Partnership agreements with CBOs; Community partners involved as program resources
5. Strong Involvement of Families	Serve on Advisory Council; Regular involvement of family in programming
6. Enriching Learning Opportunities	Academic focus; Research based strategies (STEM, Project Based)
7. Linkages Between School-Day and After School Personnel	Recruitment of teachers to work in program; Located in school building; Regular meetings and consultation by school-day staff about student progress and activities; Training of after-school staff; Use of school day curriculum and programs
8. Evaluation of Program progress and Effectiveness	Measurable objectives and clear outputs; Scheduled for monitoring and assessment; Regular feedback and opportunity program modification.

## B. QUALITY OF PROJECT DESIGN

Each goal, objective, activity, and evaluation method has been specifically designed to have a significant impact on all participants of the program. By designing activities to actively engage the participants, the applicant will implement a program to yield services that will have a positive effect on all participants.

The proposed project will provide activities to address the needs of regional school communities and new ESSA requirements. The goals, objectives, activities, person(s) responsible, and evaluation methods are outlined on the following pages.

### B1 & B2. Goals, Objectives and Outcomes

**Goal I:** To increase student access to and success in rigorous academics

**a. Reading Objective:** To increase the Reading level of students who are not currently performing at grade level.

**Brief Overview of Activities:** The afterschool programs will provide homework help, individual and group reading time, enrichment activities, silent reading, guided reading, one-to-one tutoring, accelerated reader, and reading computer software. Academic and remedial components will work in conjunction with the school's regular curriculum. Site coordinators will meet with the classroom teachers and students every nine weeks to design Individual Activity Plans, plans that will be specified to the student's unique challenges. General homework help will be offered daily and children can be referred by the classroom teacher or parent. The afterschool staff will use the specific reading curriculum of the school to guide the enrichment activities for students; this will help enhance their reading and writing skills that are aligned with the North Dakota State Standards. The program will include both silent and guided reading time, as well as oral reading activities intended to enhance the students' appreciation of quality literature.

**Outcome:** 50% of the enrolled students will increase their reading RIT score by 5 as measured by the MAP assessment.

**b. Math Objective:** To increase the mathematic skill level of students who are not currently performing at grade level.

**Brief Overview of Activities:** Homework help, math related enrichment activities, accelerated math, STEM activities, and math computer software. The afterschool staff will use the specific mathematics curriculum of the school to help with enrichment activities for our students to develop their mathematics skills that are aligned with the North Dakota State Standards. General homework help will also be offered daily and children can be referred by the classroom teacher or parent.

**Outcome:** 50% of the consortium's enrolled students will increase their mathematics RIT score by 5 as measured by the MAP assessment.

**c. Science/Technology Objective:** To increase the proficiency level of students in science and technology.

**Brief Overview of Activities:** The afterschool staff will use the specific science curriculum of the school to help with enrichment activities to develop students' inquiry-based science skills that are aligned with North Dakota State Standards. Activities at each site will include Lego Robotics, Delta Education Science kits, Rokenbok Education Kits, and other guided activities to support STEM education.

**Outcome:** 100% of the students enrolled will participate in STEM based learning.

**Goal II:** To increase student access to enrichment learning opportunities.

**a. Objective:** Increase student project-based learning through STEM based activities

**Brief Overview of Activities:** The afterschool staff will use curriculum from WeDo Two, Lego Robotics, Delta Education Science kits, You for Youth STEM resources, and Rokenbok Education Kits to provide activities.

**Outcome:** 100% of enrolled students will participate in project-based learning activities

**b. Objective:** Increase student exposure to emerging technology.

**Brief Overview of Activities:** The afterschool staff will direct weekly projects using You for Youth resources such as the NASA challenge. There will also be monthly activities based on community partner's programs and emerging technologies that inform current best-practices.

**Outcomes:** 100% of enrolled students will have hands on exposure to projects employing the use of emerging technologies.

**Goal III:** To provide children and youth with after-school and summer activities integrating education with recreational, social, and cultural programs.

**a. Objective:** Develop an increased awareness in health and wellness through integrated activities.

**Brief Overview of Activities:** Daily recreation activities are based on the research-based SPARK PE curriculum, community partners' programs, and health and nutrition lessons. The TAT Boys and Girls Club will provide evidence-based programs and enrichment activities for students to participate at the various TAT centers that address the unique needs of the students at those sites.

**Outcomes:** 100% of the enrolled students will participate in at least five recreational activities.

**b. Objective** Engage students by increasing exposure to rich, cultural and art experiences.

**Brief Overview of Activities:** Students will be exposed to music, theater, and arts and crafts, as well as American Indian cultural activities, through partnerships with various community groups. The activities will include, but are not limited to, arts and crafts, water colors, creative drawing, reader's theater, art appreciation, American Indian arts and crafts projects, and ceramics. This program will allow students to take field trips and participate in area art appreciation presentations coordinated with the Three Affiliated Tribes Museum and Knife River Indian Village.

**Outcomes:** 100% of the enrolled students will participate in at least five activities. The 21<sup>st</sup> CCLC, located within each school district, will provide learning opportunities for students and families enrolled in the programming. Daily activities for students will include homework help, tutoring, reading literacy, STEM (science, technology, engineering, math), fine arts (visual arts, music, dance, theater, creative writing), and recreation for health and well-being.

### **B3. Students and Families Participation in Developing the Application**

Parents of students in Eight Mile, Grenora, McKenzie County, and Williston school districts participated in a survey designed to collect information about their concerns, as well as the needs of their children, to inform afterschool programming. There were 200 respondents to the survey (see

Appendix: Survey Questions). In addition, the GNWEC Director also met with the Site Lead Teachers in March 2018 to discuss additional ideas to address programming needs, implementation of activities, and budgetary constraints. Prior to the March 2018 meeting, it was requested of each Site Lead Teacher to get input from their 21<sup>st</sup> CCLC staff and parents for grant preparation.

#### **B4. Sustainability Plan**

The Program Director annually updates a plan for sustainability. The sustainability plan is a working document that is included as part of the day-to-day operations. The plan includes partners, the services they will provide, as well as opportunities for additional funding to supplement federal or state funding. The Program Director will work closely with school districts to identify program needs and services and to identify partners that are able provide those resources. The project includes development of partnerships with key community providers during the program to help develop other sources of funding and build community support for the program. The following funding and resources are included in the plan:

- **In-kind Services:** Time of Parent Involvement Coordinator/McKinney-Vento Liaison, facility usage including janitorial services and utilities; access to school administrators, classroom teachers, and Title I staff; use of the automated parent messaging system; use of curriculum and assessment materials; and the use of school busses for field trips.
- **Federal Funds:** USDA Child Nutrition Program for program snacks.
- **Local Government/Private:** Sites have developed partnerships with key community providers who provide programming, and in some cases, funding for programming. Williston Parks and Recreation provides recreational activities and has agreed to provide services and space to the school district in the new Area Recreation Center (the ARC), a multi-use, indoor athletic complex; the Hagan Aquatic Center provides swimming activities. Williston uses local funding to provide out-of-school programming in schools that don't qualify for 21<sup>st</sup>

CCLC funding. Program fees from families that are able to pay are used to supplement and sustain the program.

- **The TAT Boys and Girls Club** has a formal Resolution in place with the Three Affiliated Tribes business council and all five school districts on the reservation. Our primary sustainability plan is the Three Affiliated Tribes commitment to the TAT Boys & Girls Clubs, our communities, our youth, and our families. At present, the Three Affiliated Tribes contributes financially, and provides operational and administrative support to the TAT Boys and Girls Club in all five districts. This resolution began since the inception of the Boys and Girls Club and will continue into the foreseeable future.

#### **B5. Program Hours Focusing on 65% Reading, Math, Science and Technology**

The primary focus will be on core and enrichment activities in the academic areas of Math, Science, Reading, and Technology for at least 65% of the time; students are also encouraged to participate in the art, music, and recreational activities provided. Programming is offered at least four days per week, for a total of at least 12 hours per week at each. TAT sites and Williston sites will offer programming five days per week. Daily physical activity and a snack are provided. The Williston summer program operates 7:30 am– 5:30 pm five days per week in June, July, and the first week in August with an adjusted schedule of activities.

#### **B 6 & 7. Description of End Outcomes and How Outcomes will be measured.**

The pre-specified goals and desired outcomes of the 21<sup>st</sup> CCLC programs will be regularly assessed to ensure continued growth in goal areas. Goal 1 provides an exciting learning environment for Reading, Math and Science improvement. Outcomes will be measured by observations, surveys, and assessments carried out at regular time intervals. Goal 2 is to increase student access to enrichment learning opportunities. Outcomes for this goal will be assessed by student participation in activities, lesson plans, and completed projects. Goal 3 is addressed by

providing children and youth with after-school and summer programs that integrate education, recreational, social, and cultural activities. The outcomes of this goal will be evaluated by observations, lesson plans, attendance, and surveys.

## **ADEQUACY OF RESOURCES**

### **C1. Facilities**

CASC has formed partnerships to ensure that quality out-of-school activities can be offered in easily accessible locations in an affordable manner. Seven of the project sites are public schools and five of the sites are Boys and Girls Clubs.

The project sites allow use of the facilities to complete project activities including libraries, technology facilities, classrooms, gymnasiums, and school equipment (i.e., printers, copy and fax machines, sports equipment). By joining together as a consortium with central management, CASC leverages and shares resources across sites such as joint staff training sessions, equipment and supplies, and staff. All facilities, equipment, and transportation meet required state health, safety, and fire code standards (see Appendix: School Safety Certifications). Fire drills and emergency evacuation drills will be conducted during the afterschool program. All school district sites participate in the state's school breakfast and lunch programs. All sites at Boys and Girls clubs will provide healthy snacks and meals based upon federal nutrition guidelines. All 21st CCLC staff will have appropriate credentials and meet state requirements regarding background checks and fingerprinting.

### **C2. Reasonableness of Proposed Budget**

**Evidence to Support Cost:** The North Dakota Department of Public Instruction set cost per pupil at \$1,100.00 for attendees attending 30 days or more. With the cost per pupil set we have established the goals, activities, and outcomes for the 21st CCLC program. The 2018-2019 anticipated eligible enrollment at the 21<sup>st</sup> CCLC sites is based on historical attendance data where

attendance is 30 days or more. Based on this data, it is anticipated that approximately 563 students will be served. All funds obtained under the 21<sup>st</sup> CCLC program will supplement, not supplant, other federal, state, and local public funds. Each site will have a student to staff ratio of 15:1. A detailed expense sheet for each site is included in the budget narrative section of this application.

### **C3. Program Accessibility to Students**

CASC staff participates collaboratively with project schools to assure the educational needs of students are met. The Site Director is included in IEP meetings, as appropriate; RTI meetings that monitor student behavior and academic progress; and ILP meetings that address student's individual English language learner needs that benefit the education of the individual students. Transportation will not be provided for the 21<sup>st</sup> CCLC afterschool program. No child will be allowed to walk home alone from the learning center. Parents will be required to sign their child(ren) out every day in compliance with a Sign-in and Sign-out policy (see Appendix: Parent Documents; Parent Handbook). Transportation is provided to students (and families if appropriate) for off-site activities such as field trips and service opportunities.

### **C4. Fee Assurance and Process**

Williston Public Schools programs will run 15 hours per week and they will have a 10-week, 45-hour per week summer program. In order to meet the expenses of the extended hours, Williston Public Schools will be the only site that will charge a fee. Program fees are set and collected locally based on the family's ability to pay. Fees will be a flat monthly rate or \$25.00 per student for families that qualify for free lunch, \$100.00 for those qualifying for reduced-price lunch, and \$200.00 for families that do not qualify for free or reduced-price lunch. Families that qualify for FRL are not prevented from participating due to financial constraints. The fee scale includes a reduced rate for additional family members (see Appendix: Parent Documents; Signed Parent Consultation). Fees that are collected are used for the sole purpose of furthering the program objectives and will be

expended during the program year in which the funds are collected. The TAT Boys and Girls Club, Eight Mile, McKenzie County, and Grenora will not charge a fee for program participation.

## **D. QUALITY OF MANAGEMENT PLAN**

### **D1. Budget and Budget Narrative**

The budget and budget narrative Attachment provides a draft budget for the funding allotted for each of the schools included in the consortium. Table D.1 shows the estimated funding for each of the 21<sup>st</sup> CCLC school districts

Table D.1  
*Estimated Cost For Each 21<sup>st</sup> CCLC School District.*

School District	Estimated FTE Staff	Estimated Students	Enrollment x \$1,100
Williston (4 sites)	15	214	\$235,400.00
Grenora	2	29	\$31,900.00
McKenzie Co	6	86	\$94,600.00
Eight Mile	3	34	\$37,400.00
Mandaree	4	45	\$49,500.00
New Town	7	93	\$102,300.00
Parshall	2	30	\$33,000.00
Twin Buttes	1	13	\$14,300.00
White Shield	2	19	\$20,900.00
Total	42	563	\$619,300.00

### **D2. Timeline of Goals and Objectives**

The detailed and clear management plan ensures that the objectives of the project are completed on time and within budget parameters and include clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (see Appendix: Management Documents; CASC Management Plan).

### **D3. Stakeholders in the Development of the Management Plan**

CASC engages stakeholders for the program's duration to ensure that student, family, and community needs are met and their perspectives are considered in the management of the project. CASC conducts annual surveys of parents and participating students for program feedback and

recommendations. CASC identifies preferred methods of communication of parents and caregivers (email, letter, take-home flyers, etc.). We have included a copy of a Parent Handbook in Appendix: Parent Documents; Parent Handbook.

An Advisory Council composed of the Program Director, school staff (principals, program staff, and teachers), parents, and community partners meets quarterly to provide input on program improvement, progress towards objectives, and sustainability planning. The Program Director presents annually to the district school boards, Advisory Council, and CASC staff and schools on project implementation and progress. A local Site Director oversees the program sites for each district and coordinates services, program management, administration, scheduling, training, hiring, monitoring, and resource with the Program Director. A background in education and experience in youth programming and education is preferred for the Site Director. The Site Director works with school staff to coordinate usage of the facility. Each individual site has a Site Supervisor who oversees the individual site. In single site districts, the Site Director serves as the Site Supervisor. The Site Supervisor is responsible for the day-to-day operations of a 21st CCLC program.

#### **D4. Support of School Administrators**

The Consortium Documents Attachment contains consortium agreements between authorized 21st CCLC representative and the school districts.

#### **D5. Plan for Staff Training/Funding**

CASC staff participate in comprehensive, ongoing staff training. All staff receive a staff handbook and initial orientation and training on employment conditions, working with children in an out-of-school program information, discipline guidelines, program components and requirements, CPR, First Aid, and safety and emergency procedures. Ongoing staff training is provided throughout the school year and focuses on strategies to address bullying, behavioral issues, communication, and family engagement. CASC staff will receive training in program curriculum and

using the Safe & Civil Schools model. Project staff attend the state Title I conference in the fall and the Program Director attends a national out-of-school time program conference. We have included a copy of a Staff Handbook in Appendix: Management Documents; Staff Handbook

#### **D6. Student and Family Privacy Act**

All student and family privacy rights are protected. The Program Director is responsible for ensuring that all project staff at each district site participates in FERPA policy training and are well versed in educational privacy issues.

#### **D7. Plan for Collaboration between School for Students Served After School**

The Site Supervisor will meet regularly with classroom teachers to discuss improvements or modifications needed to maintain high quality afterschool programing, as well as to determine specific student needs at their site. The Site Director will meet regularly with building administrators. Each site will publish a monthly afterschool newsletter, provide up-to-date postings on each school's website, and each district will have a 21<sup>st</sup> CCLC page on their district website.

### **QUALITY OF PROJECT EVALUATION**

#### **E 1, 2 and 3. Performs Annual Evaluation and Programs to Meet Principals of Effectiveness and Results to Refine Improve and Strengthen Program**

CASC staff, in conjunction with the state evaluator, conducts a comprehensive program evaluation. The evaluation includes both qualitative (observations and interviews/focus groups) and quantitative (attendance rates, test scores, and parent and classroom teacher surveys) measures. The qualitative interview and focus group data will be content analyzed and organized by topic.

Observation protocols will be used to note effects of project activities on student engagement and learning, as well as any unintended consequences of the project activities. Various statistical analyses will be used to analyze the qualitative data, including frequency of attendance by student demographics and site locations, analysis of variance among and between the sites to determine the

project's effects on student test scores, and descriptive statistics to present survey results. The data are used to determine the extent to which implementation of the project activities address the objectives of the project and the established Principles of Effectiveness for 21<sup>st</sup> CCLC. The evaluation involves all students in the CASC program, CASC staff, designated instructional staff, parents, and other persons served by the afterschool project.

The 21<sup>st</sup> CCLC State Director monitors each state program on a rotating basis (GNWEC was last monitored in fall 2017) to ensure grant compliance. The 21<sup>st</sup> CCLC State Evaluator visits each year and tours two to three sites and sends quarterly reports based on Youth Services data.

The formative evaluation activities include monitoring the implementation of the proposed program, student records of participants, services provided, and formal assessment data. The Project Director is responsible for collecting and maintaining data throughout the project period. Student data is collected and stored in the Youth Services database and is disaggregated by school, grade level, activity, gender, ethnicity, ELL status, and special needs. Student proficiency rates on State Assessments are used to assess student academic progress.

Site Directors meet with the regular classroom teachers of CASC students to determine individual student needs and obtain school staff input for program recommendations. Site Directors share the information with site CASC staff on a regular basis so that student interventions and program activities meet the needs of the students and ensure continuous program improvement.

The summative evaluation component assesses the overall academic performance of CASC students and the effectiveness of the program. Standardized tests such as North Dakota State Assessment and NWEA MAP scores are used to measure student performance and overall program effectiveness. Statistical analyses of student achievement data will be conducted controlling for student demographic data to determine areas for improvement and to enhance programming for underrepresented populations. The effectiveness of CASC is determined by evaluating the extent to

which each of the project objectives have been met (e.g., the extent to which students were actively engaged in project activities, improvements in test scores, etc.).

The 21<sup>st</sup> CCLC Project Director for GNWEC travels to each school site yearly in the spring to conduct a monitor evaluation. A copy of the evaluation is sent back to each school district (see Appendix: GNWEC 21<sup>st</sup> CCLC Monitoring Document).

The Program Director prepares and submits quarterly reports to the state 21<sup>st</sup> CCLC office and participates in all scheduled conversations with the state 21<sup>st</sup> CCLC Administrator. The Program Director works with site staff to prepare the annual MQIT report for the state evaluator. Each site has regular communication with stakeholders and all evaluation materials are shared.

Each year the Project Director submits a Continuing Application to the ND State Program Director. In preparing the Continuing Application, the Project Director uses the data analysis results of to report on progress toward project goals; the reports are also used to request any project changes. Table E.1 Show the data collection plan for the process and outcome evaluation components of the project.

Table E.1  
Data Collection Plan *Collection Plan*

Evaluation Question	Measurement Tool/Method	Target	Source	Timeline	Who Collects
<i>Process Evaluation</i>					
What is the implementation status and quality of the CASC program?	Interviews and surveys with school administrators and project staff	n/a	Participating teachers and project staff.	Surveys and interviews conducted at the end of each school year	Program Director/ Site Director

What is the communication between project staff and school staff?	Interviews and surveys with school staff and project staff. Meetings with school and project staff.	n/a	Participating teachers and staff of project schools.	Surveys and interviews conducted at the end of each school year; Meetings conducted monthly	Program Director/ Site Director
<i>Outcomes Evaluation</i>					
Increase in student proficiency in reading	NWEA Map and ND state assessment.	Increase individual student scores from novice and partially proficient to proficient	All program students	Assessment spring and fall (for NWEA, state assessment)	Site Director
Increase in student proficiency in Math	NWEA Map ND state assessment	Increase individual student scores from novice and partially proficient to proficient	All program students	Assessment spring and fall (for NWEA, state assessment)	Site Director
Regular student attendance	Student count	Regular attendance >93%	All program students	Daily	Site Director
Increase community engagement with schools	Number of volunteers serving at sites	Increase participation by at least 25%	Unpaid volunteers	Semi-Annual	Site Director
Increase knowledge and skills of after-school staff	Training for health, safety, behavioral, assessment, program components, and family engagement	100% of staff complete training as measured by trainer	Participating teachers and project staff who will be tutoring and progress monitoring	Ongoing or as needed	Program Director
Increase alignment of after-school program with day program	Number of meetings	Monthly	Participating teachers and staff of project schools.	Ongoing	Site Director

#### E4. Plan for Explaining Data

As the data are gathered, the site coordinators and project director will share their findings, as well as preliminary interpretations about the extent to which project goals are addressed, through published documents, and through presentations to school leadership, school boards, and the advisory panel. Data and result interpretations will be presented to stakeholders through newsletters, websites, and meetings with individual groups. All required reports, quarterly project narrative reports, budget revisions, requests for funds, and final financial reports will be submitted to ND DPI in accordance with established timelines.

#### F. QUALITY OF PARTNERSHIPS

**F1&F2 Services Provided by Partners and Partner Involvement.** In Table F.1, the CASC partner and their corresponding activities are presented.

Table F.1  
CASC Community Partner and Their Proposed Activities

<b>CASC Community Partner</b>	<b>Proposed Activities</b>
Great Northwest Career and Technology Center	Learning Activities, Career Resources,
Williston Department of Parks and Recreation	Physical resources, facilities, health related advising and programs, and event staffing
Trenton Indian Services	Cultural Services, Community Services
Nueta Hidatsa Sahnish College	Science Camps, Education Summit, Culture Camp
Fort Berthold Diabetes Program	Healthy Eating and Lifestyle programs, Wellness Activities, Cultural based activities
Girl Scout-Dakota Horizons	STEM activities, Arts programs, Civic Responsibility programs
MHA Aging Services	MHA Cultural Programs

#### F3. List of Partners

Attachment: Partnership Agreements contains signed letters from project partners.

## **Attachment: Budget and Budget Narrative**

Budget Narrative

Detailed expense sheet for each site

SFN 53515 (Attachment C, page 5)

Assurances (Attachment C, pages 6-7)

GEPA Statement

## Great Northwest Community After School Program

### BUDGET NARRATIVE July 1, 2018 – June 30, 2019

The proposal covers a one-year implementation period with start date of July 1, 2018 and end date of June 30, 2019. We are requesting \$619,300 of State funding. Programming will occur at 12 locations across five counties in northwest North Dakota.

The budget also reflects the personnel positions at each site that the district administrators project will be needed to deliver high quality programs to their students and assure a 15:1 student to staff ratio.

**The costs described herein are based on GNW and its partners' resources and experience implementing the current 21<sup>st</sup> CCLC program.**

The estimated expenses for the 21<sup>st</sup> CCLC program in the Williston Public School District is \$310,000. The 21<sup>st</sup> CCLC funding for WPSD is estimated at \$235,400. WPSD sites will collect monthly fees. There is a School Year fee schedule based on 15 hours per week and a Summer Program Fee schedule based on 40 hours per week. Fees are projected to generate \$75,000 during the budget period. Full costs for the Williston program are calculated and then reduced by 25% to reflect the fee collection portion of total funding. Budget Category totals are reflective of the 25% reductions.

The estimated expenses for the five districts administered by the TAT Boys and Girls Club is estimated to be \$220,000. The total 21<sup>st</sup> CCLC funding for the five districts administered by the TAT Boys and Girls Club is projected to be \$220,000.

The following are explanatory notes for each budget category on SFN 53515:

A) Professional: Code 110

One overall Program Director will be hired to oversee site services and assure the program meets all state and federal regulations and guidelines, including program management, administration, scheduling, supervision, training, collaboration, dissemination, and evaluation: this will be a part-time position for \$30,000 annually

One Sites Coordinator to oversee the four sites in Williston. This position will be a .5 FTE and under contract with GNWEC for \$24,000 annually. This position will also oversee one non-grant site in Williston.  $\$24,000 / 5 \times 4 = \$19,200 - 25\% = \$14,400$

Five Lead Teachers will be hired. There will be one at Wilkinson, one at Hagen, one at McVay Elementary, one at Lewis and Clark, and one at McKenzie County under contract with the GNWEC.

Williston Sites:  $4 \times \$28/\text{hr} \times 15\text{hr}/\text{w} \times 37 \text{ weeks} = \$62,160 - 25\% = \$46,620$

McKenzie Co.:  $1 \times \$32/\text{hr} \times 15\text{hr}/\text{w} \times 32 \text{ weeks} = \$15,360$

There will be three 1.0 FTE teacher positions employed at McKenzie County Elementary.  
 $3 \times 10 \text{ hr}/\text{w} \times \$32 \times 32 \text{ weeks} = \$30,720$

## BUDGET NARRATIVE Continued

Lead Teacher Williston Area Summer Program will work 45 hours per week for 10 weeks at \$28.00 per hour:  $45 \times 10 \times \$28 = \$12,600 - 25\% = \$9,450$

Total Professional Salaries: \$146,550

### B) Non Professional: Code 120

Fifteen para-educators will be hired. Each site will be allocated the following number of personnel: three at McKenzie Co.; four at Hagen Elementary; two at Lewis & Clark Elementary; two at Wilkinson; four at McVay Elementary

Williston Sites:  $12 \times 15 \text{ hr/w} \times 13.50 \times 37 \text{ weeks} = \$89,910 - 25\% = \$67,432$

McKenzie County:  $3 \times 12 \text{ hr/w} \times \$13.50 \times 32 \text{ weeks} = \$15,552$

Six 1.0 FTE Para educators will be hired for Williston Area summer school for 45 hours per week for 8 weeks.  $6 \times 45 \text{ hr/wk} \times \$15.00 \times 8 \text{ weeks} = \$32,400 - 25\% = \$24,300$

Total Non Professional Salaries: \$107,284

### C) Employee Benefits: Code 200

These are formulated calculations based on salaries and wages. The Program Director and Williston Sites Coordinator benefit package will be the standard GNWEC package including Health and Retirement plans calculated at 25% of salary.

$\$49,200 \times .25 = \$12,300$

ND TFFR retirement will be paid on 21<sup>st</sup> CCLC wages earned by ND licensed teachers working in the program and will follow state guidelines. Current Employer side of TFFR is 14.5%, SS and other state and federal deductions is 11%.  $\$120,840 \times .256 = \$30,935$

Benefits for program aids are calculated at 11% of wages.

$\$120,840 \times .11 = \$13,292$

Total Employee Benefits: \$56,527

### D) Purchased Professional and Technical Services: Code 300

Professional Development: this will consist of monthly training modules for all staff. Estimated expense for module training (trainers and training location expense)

$\$500 \times 12 \text{ trainings} = \$6,000.00$ .

Two Lead Teachers, one at each site (Grenora, Eight Mile) will be hired to oversee day-to-day operations at those sites and provide educational services to students:

$2 \times 15 \text{ hrs/wk.} \times \$28 \times 35 \text{ weeks} = \$29,400$

One Sites Coordinators will be hired to over see the five TAT Boys and Girls Club sites: \$24,000 annually.

## BUDGET NARRATIVE Continued

Five Senior Aids will be hired at the TAT Boys and Girls Club sites to provide direct services to students, parents, and community members. North Dakota certified district teachers or education providers (i.e., local college instructors) will be hired to provide most of the services to students (i.e., health, education, science club, Indian club, fitness, technology, recreation activities, sports, arts & crafts, fine arts activities, summer activities, etc.).  $5 \times 12 \times \$28 \times 37 = \$62,160$ .

Tutors in New Town Boys and Girls Club  
 $2 \times 5 \text{ hrs.} \times \$28 \times 34 = \$9,520$

Twelve para-educators. Each site will be allocated the following number of personnel for academic instructors: two Eight Mile; one Grenora; five in New Town; one in Parshall; four in Mandaree; one in White Shield.  $13 \times 12 \times \$13.50 \times 36 = \$75,816$ .

### Fringe Benefits:

Sites Coordinator:  $\$24,000 \times .25 = \$6,000$

Teachers:  $\$29,400 \times .256 = \$7,526$

Para-educators and aids:  $\$75,816 \times .11 = \$8,339$

Tutors will be contracted:  $\$0.00$

Rent for the summer program to be held at the Raymond Family Community Center in Williston. The Raymond Center has just over 30,000 square feet that can be used for the program. The agreement is for \$1,200 a week for 10 weeks.  $\$1,200 \times 10 = \$12,000 - 25\% = \$9,000$

Total Purchased Professional and Technical Services: \$228,241

E) Maintenance of Equipment: None

F) Travel: Code 580

Each learning center site (14 sites) will be budgeted \$500 annually for staff travel to monthly program meetings and staff development trainings. Project staff will travel with school district staff when possible to save project funds.

$12 \times \$500 = \$6,000$

Program Director will visit each site 2 times during the school year. The Director travel for the eight sites outside of Williston will be reimbursed at the state rate.

$8 \text{ sites} \times 2 \text{ visits} \times \$5.35 \times 100 \text{ miles (average)} = \$856.00$

Williston Area Summer Program bus transportation to transport project staff and students for field trips: \$4,000 total budget will be paid 100% from student fees.

Total Travel: \$8,456

G) Materials and Supplies: Code 600

Budgeted items are necessary for the operation and success of the proposed program. Office supplies and materials will be needed for program administration, dissemination, and evaluation activities. \$1,100 has been allocated for the Office Supplies/Materials line item (total \$1,100).

Great Northwest Community After School Club (21<sup>st</sup> Century Application)

## BUDGET NARRATIVE Continued

The purchase of supply materials and enrichment curriculum for after-school and summer programming will be essential to successfully implement the project. Each site will have a \$ 1,000 annual allocation per 15 students for these supplies such as: textbooks, workbooks, paper, calculators, pencils, etc. to work with the students. There will be a minimum of \$2,000 per site. Five sites will be allocated \$2,000, one site will be allocated \$3,000, one site will be allocated \$6,000, one site will be allocated \$7,000 and the 4 Williston sites will be allocated a total of \$15,000

5 X \$2,000 = \$10,000

1 X \$3,000 = \$3,000

1 X \$6,000 = \$6,000

1 X \$7,000 = \$7,000

1 X \$15,000 = \$15,000 – 25% = \$11,250

Total= \$38,350\*.

Williston Area Summer Program: \$5,000 total budget. \$5000 – 25% = \$2,000

Total Materials and Supplies: \$41,450

\*some supply funding may be shifted to the larger school sites from the smaller sites if needed

H) Equipment: Code 730

None

I) Dues, Memberships, Registration Fees: Code 800

Includes Annual License fee for web management information system and registration fees for annual 21st CCLC institutes. Estimate based on previous costs and 10 conference participants.

10 x \$85 registration fee = \$850

\$4,200 annual PPICS (State 21<sup>st</sup> CCLC data site) fee

Williston Area Summer Program registrations fees and admission tickets for summer field trip activities: \$5,000 will be 100% paid out of student fees. Grant request amount: \$00.00

ND Afterschool Network annual dues, \$2,500

Total Dues, Membership: \$7,550

Administrative: The administrative percentage rate (3.9%) \$23,242 is to be available to the LEA for facilitating the grant.

In-Kind Support: Support will be provided by the various collaborators. Collaborative partners will supply personnel to conduct training for program staff, students, parents, and community members. Each site will provide some supplies and general office supplies.



**Budget (Applicants must include a detailed narrative addressing each amount being requested)**

Object Number		Amount of Funds Requested
110	Professional	\$146,550
120	Non-Professional Salaries	\$107,284
200	Employee Benefits	\$56,527
300	Purchased Professional and Technical Services	\$228,241
400	Maintenance of Equipment	
580	Travel	\$8,456
600	Materials and Supplies	\$41,450
730	Equipment (items of \$750 value or more)	
800	Dues, Memberships, Registration Fee	\$7,550
	Administration – (5% of awarded grant)	\$23,242
	<b>Grand Total of Funds Requested</b>	<b>\$619,300</b>

Object/ID Code	Example	Object/ID Code	Example
110	Professional salaries – Salaries paid to certified individuals; i.e., certified teachers	400	Maintenance – Repair of equipment
120	Non-professional salaries – Salaries paid to other staff that are not certificated; i.e., paraprofessionals, secretaries, teachers' aides, bus drivers	580	Travel – Expenditures for staff travel, including mileage, airline tickets, taxi fares, meals, lodging
200	Employee benefits – Payments that are not part of gross salary made on behalf of employee; i.e., insurance, Social Security, retirement, unemployment compensation, Workers Compensation, annual leave, sick leave	600	Materials/Supplies – Expendable items that are consumed, worn out, or deteriorated in use; includes equipment that costs less than \$750, freight, books, school supplies
300	Contracted services – Services performed by those with specialized skills and knowledge; i.e., school management support activities, data processing, management consultants, auditors, accountants, lawyers	730	Equipment – Includes equipment that costs more than \$750.
		800	Dues, Memberships, Registration Fee

Local Authorized Representative Signature

Date



4/6/18

**For Department Use Only**

Date Received	Additional Information Requested	Approved	Not Approved
Coordinator Signature			Date
Director Signature			Date

## Certification and Assurances

Applicant Name  
Great Northwest Community Afterschool Club

### 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;

## General Assurances continued

- 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, suspend, 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 DPI as may be reasonably required for fiscal audit and individual program evaluation consistent with the responsibilities of DPI;
- 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 DPI, 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 Educator's License and have completed the background check and fingerprinting as a requirement at licensure are exempt.

The authorized representative of the above-named Applicant certifies that he or she has read and understands the assurances contained in this document and that the Applicant complies with these assurances.

Authorized Representative Signature	Date
	4/6/18

## **SECTION 427 OF GEPA** **Requirement**

The applicant has met all requirements of GEPA, Section 427 of the statute. The proposal outlines any barriers that the club and schools may encounter.

Section 427 of GEPA, enacted as part of the IASA of 1994 (PL 103-382) has been addressed within the narrative. The applicant has developed steps to take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other beneficiaries with special needs. The GEPA steps outline six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age. Based on local circumstances, the only barriers that might prevent the students from participating are having a disability. Steps to provide the necessary special assistive equipment or materials are addressed on the student's Individualized Education Plan (IEP) and coordination between the Special Education staff and federal programs is conducted in regularly scheduled meetings. Each child's needs are addressed case by case with a team of teachers and specialist. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing projects, the LEA for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. The steps outlined above and in the narrative will eliminate the barriers that it identifies.

## **Consortium Documents**

### Letters from Districts

Eight Mile Public Schools  
Grenora Public Schools  
Mandaree Public School  
McKenzie County Elementary School  
Parshall Public School  
Twin Buttes Elementary School  
White Shield Public Schools  
Williston Public Schools

GNWEC Board minutes for approval of authorized representative and fiscal agent.



\* STRIVE \* SURVIVE \* SUCCEED \* EXCEL \*

## EIGHT MILE PUBLIC SCHOOL DISTRICT NO. 6

P.O. Box 239

Trenton, North Dakota 58853

Phone: 701-774-8221 • Fax: 701-774-8040

<http://www.eight-mile.k12.nd.us/home.html>

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### Letter of Commitment to the CASC Consortium and CASC Consortium Agreement

Eight Mile Public School District would like to be part of the Community After School Club (CASC) Consortium and CASC project, funded by the 21<sup>st</sup> Century Community Learning Centers (CCLC). Eight Mile Public School District provides assurance that the 21<sup>st</sup> CCLC consortium guidance has been reviewed and agrees with all program requirements and assurances and the contents of the CASC application. Eight Mile Public School approves the CASC Consortium applying for the 21<sup>st</sup> CLCC grant on our behalf and approves Great Northwest Education Cooperative acting as the sub-grantee, fiscal agent, and grant administrator for the life of the grant.

We strongly support the provision of out-of-school academic opportunities for at-risk students in our community and the strategies included in the proposal. We anticipate that the provision of CASC services will meet identified needs in our schools and communities. We will be active partners in the provision of services, oversight of program and staff, and evaluation of the project.

Respectfully submitted,

4-3-18

(Signature of district superintendent, title, and date)

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#### TRENTON SCHOOL MISSION STATEMENT

Trenton School is committed to developing lifelong learners who respect themselves and others, contribute to their community, and are productive in a changing world.

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WE ARE AN EQUAL OPPORTUNITY EMPLOYER



## GRENORA PUBLIC SCHOOL DISTRICT NO. 99

PO Box 38 ~ 402 Robinson Street ~ Grenora, ND ~ 58845-0038

Phone: 701.694.2711 • Fax: 701.694.2717

### Letter of Commitment to the CASC Consortium and CASC Consortium Agreement

Grenora Public School District would like to be part of the Community After School Club (CASC) Consortium and CASC project, funded by the 21<sup>st</sup> Century Community Learning Center (CCLC). Grenora Public Schools provides assurance that the 21<sup>st</sup> CCLC consortium guidance has been reviewed. Grenora Public Schools has read and agrees with all program requirements and assurances and the contents of the CASC application and project design. Grenora Public Schools approves the CASC Consortium applying for the 21<sup>st</sup> CLCC grant on our behalf and approves the Great Northwest Education Cooperative acting as the sub-grantee, fiscal agent, and grant administrator for the life of the grant.

We strongly support the provision of out-of-school academic opportunities for at-risk students in our community and the strategies included in the proposal. We anticipate that the provision of CASC services will meet identified needs in our schools and communities. We will be active partners in the provision of services, oversight of program and staff, and evaluation of the project.

Respectfully submitted

Grenora Public School  
Superintendent

Superintendent/High School Principal ~ Troy Walters  
Elementary Principal ~ Joseph Paine  
Administrative Assistant/Activities Coordinator ~ Amy Johnson  
Business Manager ~ Jennifer McNamara  
Athletic Director ~ Blake Lampert

School Board  
Vice President ~ Rick Foss  
Robert Field  
Nicole Wright

President ~ Lavern Johnson  
Carlyle Norby  
Brent Peterson  
Carrie Edwards

[www.grenora.k12.nd.us](http://www.grenora.k12.nd.us)



PO Box 589 - 100 Third Street NE  
Watford City, North Dakota 58854  
Ph: (701) 444-3626 Fax: (701) 444-6345  
[sholen@watford-city.k12.nd.us](mailto:sholen@watford-city.k12.nd.us)  
Steven Holen, Superintendent

## *McKenzie County School District #1*

### **Letter of Commitment to the CASC Consortium and CASC Consortium Agreement**

McKenzie County Public School District would like to be part of the Community After School Club (CASC) Consortium and CASC project, funded by the 21<sup>st</sup> Century Community Learning Centers (CCLC). McKenzie County Public School District provides assurance that the 21<sup>st</sup> CCLC consortium guidance has been reviewed and agrees with all program requirements and assurances and the contents of the CASC application. McKenzie County Public School approves the CASC Consortium applying for the 21<sup>st</sup> CLCC grant on our behalf and approves Great Northwest Education Cooperative acting as the sub-grantee, fiscal agent, and grant administrator for the life of the grant.

We strongly support the provision of out-of-school academic opportunities for at-risk students in our community and the strategies included in the proposal. We anticipate that the provision of CASC services will meet identified needs in our schools and communities. We will be active partners in the provision of services, oversight of program and staff, and evaluation of the project.

Respectfully submitted,

A handwritten signature in black ink, appearing to be "S. Holen", written over a horizontal line.

Steven Holen  
Superintendent of Schools  
McKenzie County Public School District #1



# Mandaree Public School

SCHOOL DISTRICT NO. 36  
PHONE (701) 759-3311 OR 759-3312  
MANDAREE, NORTH DAKOTA 58757

HOME OF  
THE WARRIORS

April 5, 2018

Attn: Kirsten Morsette, Executive Director

Boys & Girls Club TAT

New Town, ND 58763

To Whom It May Concern,

The Mandaree School, District #36 fully supports the Boys & Girls Club of the Three Affiliated Tribes and the Great Northwest Education Cooperative consortium application for the North Dakota 21<sup>st</sup> Century Learning Center grant application.

The Boys & Girls Club provides a valuable service to the youth of the Fort Berthold Indian Reservation with their afterschool and summer programming. Each of the school districts across the reservation provide the necessary school programs during the school day, while the Boys & Girls Club diligently worked to provide academic, recreation, and cultural enrichment programs in after school and summer programming.

The after school program provides a safe place for students to go after school, helping our students with homework, and provide other educational services that might not be available in our community if the 21<sup>st</sup> CCLC program did not exist at the Boys & Girls Club. Therefore our school district supports this application for after school programs.

Sincerely,

Carolyn Bluestone  
(Superintendent)

# New Town Public School

---

## Officers:

Delvin Driver Jr., President  
Daniel Uran, Business Manager

## DIRECTORS:

Marietta Heart  
Nicholette Lahtinen  
Mary Ellen Sun  
Peter Young Bird

Marc S Bluestone, Superintendent  
New Town Public School District No. 1  
A Fully Accredited School  
Business Office 701-627-3650  
High School 701-627-3658  
Middle School 701-627-3660  
Elementary School 701-627-3718  
Facsimile 701-627-3689  
P.O. Box 700  
New Town, North Dakota 58763-0700

April 4, 2018

Kirsten Morsette  
Three Affiliated Tribes Boys and Girls Club  
New Town, ND 58736

Dear Mrs. Morsette,

The New Town Public School District #1 fully supports the Three Affiliated Tribes Boys and Girls Club and the Great Northwest Education Cooperative consortium application for the North Dakota 21<sup>st</sup> Century Community Learning Center grant.

The Three Affiliated Tribes Boys and Girls Club provides a valuable service to the youth of the Fort Berthold Indian Reservation with their after school and summer programing. Each of the school districts across the reservation provides the necessary school programs during the school day. The Boys and Girls Club have worked hard to provide quality academic, recreational, and cultural enrichment activities during the after-school hours.

The after-school program provides a safe place for students to go after school, helping our students with their homework, and providing other educational services that might not be provided in our community if the 21<sup>st</sup> CCLC program did not exist at the Club. Therefore, the New Town Public School District supports this application for after school programs. If you need additional information, please do not hesitate to contact me.

Sincerely,



Marc S. Bluestone Sr.  
Superintendent



## PARSHALL PUBLIC SCHOOLS



P.O. Box 158  
Parshall, ND 58770-0158  
High School Phone: (701) 862-3129  
Elementary Phone: (701) 862-3417  
Fax: (701) 862-3801



Kirsten Morsette

Three Affiliated Tribes Boys and Girls Club

New Town, ND 58736

The Parshall Public School District #3 fully supports the Three Affiliated Tribes Boys and Girls Club and the Great Northwest Education Cooperative consortium application for the North Dakota 21<sup>st</sup> Century Community Learning Center grant.

The TAT Boys and Girls club provide a valuable serve to the youth of the Fort Berthold Indian Reservation with their after school and summer programing. Each of the school districts across the reservation provides the necessary school programs during the school day. The Boys and Girls Club have worked hard to provide quality academic, recreational, and cultural enrichment activities during the after school hours.

The after school program provides a safe place for students to go after school, helping our students with homework, and providing other educational services that might not be provided in our community if the 21<sup>st</sup> CCLC program did not exist at the Club. Therefore, Parshall Public School Districts supports this application for after school programs.

Sincerely

Name

Position

High school Principal

Board President: Michelle Hoff  
Superintendent: Beth Schwarz

High School Principal: Mark Grueneich  
Elementary Principal: Anthony Esquibel

The Parshall School District does not discriminate on the basis of race, color, national origin, sex, handicap or age.



## ***Twin Buttes Elementary School***

7997 7A St. NW | Halliday, ND 58636

701.938.4396 | Fax 701.938.4397

*www.twinbuttes.k12.nd.us*

Kirsten Morsette  
Three Affiliated Tribes Boys and Girls Club  
New Town, ND 58736

The Twin Buttes Elementary School District #37 fully supports the Boys and Girls Club of the Three Affiliated Tribes and the Great Northwest Education Cooperative consortium application for the North Dakota 21<sup>st</sup> Century Community Learning Center grant.

The Boys and Girls Club of the Three Affiliated Tribes provides a valuable service to all youth of the Ft. Berthold Indian Reservation with their after school and summer programming. Each of the school districts across reservation provides required educational curriculum during the school day. Boys and Girls Club have worked hard to provide quality academic, prevention, recreation, and cultural enrichment activities during after school and summer hours.

The after school program provides a safe place for students to go after school, helping our students with homework, and providing other educational services that might not be provided in our community if the 21<sup>st</sup> CCLC program did not exist at the Club. Twin Buttes School and community is a very rural community with very few activities or extra opportunities for our students/children to become involved with. We truly value the services that the Boys and Girls club provides and believe it to be a positive program for our students. Twin Buttes School District fully supports this application for after school programs.

Sincerely

Sandra Starr  
Superintendent/Principal  
Twin Buttes School  
701-938-4396

## SCHOOL BOARD DIRECTORS

## ADMINISTRATION

Fred Fox  
Danile J.W. Henry  
Mark Nolan  
Dave Blacksmith  
Cody White Bear

President  
V. President  
Director  
Director  
Director

Wayne Fox  
Stacey Blacksmith  
Roberta Shegrud  
Pamula Esquibel  
Bernadine Jorgenson

Superintendent  
High School Principal  
Elementary Principal  
Business Manager, State  
Business Manager, Federal



### "HOME OF THE WARRIORS"

White Shield School- District 85  
2 Second Ave W.  
Roseglen, ND 58775  
Phone: (701) 743-4350 Fax: (701) 743-4501

Kirsten Morsette  
Three Affiliated Tribes Boys and Girls Club  
New Town, ND 58736

April 4, 2018

To Whom It May Concern

The White Shield School District #85 fully supports the Three Affiliated Tribes Boys and Girls Club and the Great Northwest Education Cooperative consortium application for the North Dakota 21<sup>st</sup> Century Community Learning Center grant.

The Boys and Girls clubs of Three Affiliated Tribes provide a valuable serve to the youth of the Fort Berthold Indian Reservation with their after school and summer programing. Each of the school districts across the reservation provides required curriculum during the school day. The Boys and Girls Club have worked hard to provide quality academic, prevention, recreational and cultural enrichment activities during the after school hours and summer break.

The after school program provides a safe place for students to go after school, helping our students with homework, and providing other educational services that might not be provided in our community if the 21<sup>st</sup> CCLC program did not exist at the Club. Therefore, the White Shield School District supports this application for after school programs.

Sincerely

Wayne Fox  
Superintendent  
White Shield School Dist. #85

# Williston Public School District #1

Michael D Campbell, Superintendent  
Post Office Box 1407  
Williston, ND 58802-1407  
Phone (701) 572-1580  
Fax (701) 572-3547

Kim Semenko, Board President  
Sara Kasmer, Vice President

Heather Wheeler, Director  
Brion Norby, Director  
Robert Krom, Director

## **Letter of Commitment to the CASC Consortium and CASC Consortium Agreement**

Williston Public School District #1 will be part of the Community After School Club (CASC) Consortium and CASC project, funded by the 21<sup>st</sup> Century Community Learning Centers (CCLC). Williston Public School District provides assurance that the 21<sup>st</sup> CCLC consortium guidance has been reviewed and agrees with all program requirements and assurances and the contents of the CASC application. Williston Public School approves the CASC Consortium applying for the 21<sup>st</sup> CLCC grant on our behalf and approves Great Northwest Education Cooperative acting as the sub-grantee, fiscal agent, and grant administrator for the life of the grant.

WPSD strongly supports the provision of out-of-school academic opportunities for at-risk students in our community and the strategies included in the proposal. We anticipate that the provision of CASC services will meet identified needs in our schools and communities. We will be active partners in the provision of services, oversight of program and staff, and evaluation of the project.

Respectfully submitted,

A handwritten signature in black ink, reading "Michael D. Campbell April 2, 2018". The signature is written in a cursive style.

Michael Campbell  
Superintendent  
Williston Public School District #1

The vision of Williston Public School District #1 is to welcome and celebrate the individuality of students, staff, parents and community.  
We educate with passion in a safe and respectful environment.  
We strive to educate with the highest level of technology.  
We pledge to prepare children to graduate and achieve personal success.

## GNWEC Superintendent's Meeting

April 4, 2018

A regular monthly meeting of GNWEC's Superintendents was held on Wednesday, April 4, 2018 at Minot State University - Jones Room. The meeting was called to order by Exec. Committee member Ben Schafer at 10:36 a.m. Members present were: Ben Schafer, Marc Bluestone, Troy Walters, John Bruce, Sherlock Hirning, Matt Shriver, Michael Campbell, Tim Holte, Carolyn Eide, Beth Schwartz, John Gruenberg, Steve Holen, Leslie Bieber, Director David Richter, and Business Mgr. Connie Blatherwick.

A motion was made by Michael Campbell; seconded by Troy Walters to approve minutes from December 6, 2017. Motion carried unanimously.

A motion was made by Marc Bluestone, seconded by Michael Campbell for approval of January, February, and March financial report and bills as presented. Motion carried unanimously.

A motion was made by Michael Campbell; seconded by Sherlock Hirning to offer Dr. Brian Lawton a 2018-19 GNWEC Director's contract as presented, with an annual salary of \$85,000.

(A motion was made by Marc Bluestone, seconded by Tim Holte to amend the previous motion by removing the 5% additional compensation on new grants clause within the presented director's contract. Motion carried.) Roll call vote taken. Ayes – Tim Holte, Beth Schwartz, Sherlock Hirning, Ben Schafer, Matt Shriver, Marc Bluestone, John Gruenberg, Leslie Bieber, John Bruce, Steve Holen Nays – Carolyn Eide, Michael Campbell, Troy Walters. Motion carried 10 to 3.

A motion was made by Troy Walters; seconded by Matt Shriver to approve a ½ time Professional Development coordinator position. Motion carried unanimously.

A motion was made by Troy Walters; seconded by Marc Bluestone to approve offering Viola LaFontaine a ½ time Professional Development coordinator contract for 2018-19 with annual salary of \$40,000 and 10 PTO days. Motion carried unanimously.

A Director's report was given by David Richter. Items included: NDREA update – Needs Assessment.

A motion was made by Sherlock Hirning; seconded by Marc Bluestone to approve appointing Connie Blatherwick as 2018-19 fiscal agent and authorized representative for the 21<sup>st</sup> Century grant. Motion carried unanimously.

A motion was made by Mike Campbell; seconded by John Bruce to compensate Brian Lawton for 5 training days in June at his 2018-19 contracted daily rate. Motion carried 11-2. (Nays – Ben Schafer, Troy Walters).

Prof. Dev. And CTE report was given by Director Richter. Items included: PTESS – DPI grant, Dr. Kevin Feldman student engagement workshop, Marshall - possible June training, and Emerging Tech agreements. It was also noted that May 8<sup>th</sup> is a legislative funding committee meeting.

Meeting adjourned 12:15 p.m.

Connie Blatherwick, Business Manager

Steven Holen, President

## Appendix: District and Student Data

School and Student Data					
School	Enrollment	EL %	Attendance %	% FRL	On IEP
Hagen Elementary: Williston	451	7	94%	32.5	10
Lewis and Clark Elementary	237	5	94.7	26.6	11
McVay Elementary: Williston	430	9	93.6	38.5	19
Wilkinson Elementary: Williston	234	<1	95.1	30.26	12
Grenora Elementary	99	<1	96.7	46.6	NA
McKenzie Elementary	886	5	92.6	25.99	10
Eight Mile Elementary	200	<1	94.8	51.6	11
Parshall Elementary	157	<1	91.7	57.1	14
Edwin Loe: New Town	478	<1	95.4	49.3	19
Mandaree Elementary	132	<1	91.1	69.6	NA
White Shield Elementary	78	<1	89.9	93.3	19
Twin Butts	41	<1	94.5	100	NA

Student Demographics (March 2018)						
School	Asian	African American	White	Hispanic	Native American	All Other
Hagen Elementary: Williston	<1	7	73	14	4	4
Lewis and Clark Elementary	<1	<1	82	6	6	8
McVay Elementary: Williston	<1	10	69	14	5	4
Wilkinson Elementary: Williston	<1	9	74	<1	9	10
Grenora Elementary	<1					
McKenzie Elementary	<1	3	79	14	4	3
Eight Mile Elementary	<1	<1	43		51	9
Parshall Elementary	<1				74	29
Edwin Loe: New Town	<1	<1	8	<1	89	4
Mandaree Elementary	<1	<1	<1	<1	94	6
White Shield Elementary	<1	0	0	0	100	0
Twin Butts	<1	<1	<1	<1	74	26

## **Appendix: Parent Documents**

Parent Survey Questions

Parent Consultation on Fees

## Parent Survey:

The Great Northwest Education Cooperative, through a consortium application, is applying for funds to implement the 21st Century Community Learning Centers program for beyond-school hours activities. This would result in the opportunity for (enter school district) Public School district to provide additional programming after-school at (enter school) Elementary School. This is a federal grant and is monitored through state agencies.

We would like your input. Look at the activities below and select four that you consider the highest priorities to meet the needs of (enter school) Elementary students.

- Academic Enrichment
- STEM Activities
- Art and Music Activities
- Limited English Proficiency Classes
- Tutoring
- Assistance to students that are truant, suspended, or expelled
- Recreational Activities
- Technology Programs
- Expanded Library Hours
- Parent Involvement and Family Literacy Activities
- Drug and Violence Prevention
- Counseling Programs
- Character Education
- Remedial Education
- Entrepreneurial Education
- Summer School

# **GNLCC AFTER SCHOOL PROGRAM**

## **FAMILY HANDBOOK**

**2017-2018**



The GNLCC After School Programs provide children with expanded learning opportunities and enrichment activities outside regular school hours in a safe and healthy environment. The GNLCC After School Program is in operation from 3:00-6:00 pm at Lewis & Clark, McVay, Hagan, Rickard, Wilkinson and Bakken Elementary School.

Lewis & Clark, Hagan, Bakken, McVay and Wilkinson school are funded through the

Great Northwest Learning Center federal grant. Rickard is funded through parent fees.

**MISSION STATEMENT:**

To empower all children to learn and succeed in a changing world.

**GNLCC PLEDGE:**

I am a student who is respectful, responsible, being there being ready, following directions and keeping hands and feet to myself.

**PROGAM GOALS & OBJECTIVES:**

**Goal 1:**

*Provide an exciting learning environment for academic growth and improvement.*

Objectives:

1. Increase each child's reading level, especially those children who are not currently reading at their appropriate grade level.
2. Increase each child's mathematical level, especially those children who are not currently working at their appropriate level.

**Goal 2:**

*Provide a safe extended school environment.*

Objectives:

1. Provide after school care for students.
2. Decrease the number of student behavior incident reports.

**Goal 3:**

*To establish a lasting partnership between families, students and the Williston Community.*

Objectives:

1. Increase student's interactions with positive role models/mentors that will provide individual assistance with homework and to teach new skills.
2. Develop leadership skills and responsibility in each student by increasing student's service to the community.
3. Provide opportunities for children and their parents to spend quality time together and establish lifelong educational and recreational activities.
4. Explore community resources that stimulate critical thinking skills, lead to career choices and teach lasting skills.

**Rules and Regulations**

The GNLCC After School Program will follow the Williston Public School District #1 rules and regulations which can be found at <http://ndsba.org/policies/williston/Index/search.asp>.

**Enrollment Limitations**

Limits on the number of students per program components will be left to the discretion of the GNLCC Director. A child is not allowed to attend the After School Program if they have not been in school that day.

## **Curriculum**

The site coordinators are responsible to organize and develop the program curriculum. Projects and activities are based upon the needs of the children involved in the program. Suggestions for activities are always welcome. GNLCC will provide enriching experiences including: math, reading, science, social skills activities, outdoor play, cooking projects, teamwork, technology skills, creative dramatics, art/craft projects, fine motor skills, community service, environmental skills and awareness.

## **Sign-In and Sign-Out**

Parents are required to sign their child(ren) out every day. You will be provided with a PIN to be used as a safety measure. Always call your site's supervisor if a person designated on your information form will be picking up your child. **All persons NOT recognized by staff MUST show photo identification.** Always let a staff person know when your taking your child(ren). **Child(ren) must be picked up by 6:00 pm every day.**

Parents are required to sign the child(ren) out every day in compliance with the sign-in and sign-out policy.

**NO CHILD(REN) IS ALLOWED TO WALK HOME ALONE FROM THE LEARNING CENTER!**

## **Sibling Pickup**

If a parent sends a sibling to pick up a child(ren), the sibling must be at least 12 years of age. The sibling must either have proper identification or be known by a staff member.

## **Late Pickup**

Parents must call the site's supervisor of notice of pick-up after 6:00 pm. If there is no notice the parent will be billed \$1.00 per minute after 6:00 pm. If late pickups occur often, please find alternative transportation for your child(ren) to be picked up.

## **Transportation**

Transportation is **NOT** provided to or from the GNLCC after-school program.

## **Insurance**

Parents **WILL BE** responsible for payment of any necessary medical care.

## **Fee and Payment Information**

**Payments need to be paid on or before the 10<sup>th</sup> of each month.** Checks must be made out to GNLCC. Payments can be placed in your site's payment drop box or mailed to:

GNWEC

PO Box 1964

Williston, ND 58802-1964

If we have your email address, you will receive an electronic invoice and you can pay online by using "Click to Pay".

The parent/guardian who signs the registration form is responsible for payment. Payment needs to be made in full each month. Fees are due according to the dates specified regardless if the child(ren) attend the session. Credit is not given for withdrawal or absences from the GNLCC program.

Fee schedule is based upon income eligibility through WPSD #1 Food Services.

**\*FLAT MONTHLY RATES\***

	<b>1 Child</b>	<b>2 Children</b>	<b>3 Children</b>	<b>4 Children</b>	<b>5+ Children</b>
<b>Free</b>	\$25.00	\$35.00	\$45.00	\$55.00	\$10.00/child after
<b>Reduced</b>	\$100.00	\$125.00	\$150.00	\$175.00	\$25.00/child after
<b>Full</b>	\$200.00	\$250.00	\$300.00	\$350.00	\$50.00/child after

*NSF checks go directly to the Dakota Credit Bureau for collections.*

**Discipline Guidelines**

Staff and students are expected to conduct themselves in a positive manner emphasizing the six pillars of Character Counts! Respect, responsibility, caring, citizenship, trustworthiness and fairness.

Unacceptable behaviors include, but are not limited to:

- Physical or verbal aggression
- Drug, alcohol, tobacco or weapons used or in possession on the premises
- Destruction of property
- Unsafe activities-leaving the grounds without permission, tantrums which endanger others, etc.
- Behavior that disrupts activities and/or other children

Parents/guardians are required to review the program handbook of the GNLCC and to address any questions with the site supervisor and/or director.

Student participants are required to:

- Follow instructions given by GNLCC staff
- Transition easily from one activity to another
- Display appropriate behavior as determined by the site supervisor

**Dis-Enrollment**

Staff may have to determine whether or not a student may continue to be enrolled in the GNLCC program if discipline issues arise. If a child's conduct proves he/she is unable to abide by the rules set forth in the discipline policy, and intervention fails to remedy the unacceptable behavior, staff may, with approval of the GNLCC director, dis-enroll the child from the GNLCC program. Dis-enrollment may also occur if the child's conduct jeopardizes the safety of the children and/or GNLCC staff.

If your child(ren) is no longer going to attend, please let the site supervisor know.

**Snacks**

A nutritious snack, included in the program fee, is provided daily after school. Snack menus are posted at each site on the communication board and sent home monthly.

### **Children's Belongings & Clothing**

Children should be adequately dressed for both indoor and outdoor activities. In addition, it is recommended that:

- All belongings should be labeled with the child's name
- Children leave personal toys at home
- Children should have some type of bag for the belongings
- Children and parents are encouraged to check the lost and found from time to time for missing items
- Children are responsible for their own belongings and maintaining their space provided for them

### **Staff Professional Development Days**

The staff development days will be announced, as those are set. We will try our best to make these days as less of an inconvenience to the families. Staff development classes are a need for the program as well.

### **Allergies**

Parents are asked to notify the school of the child(ren)'s allergies prior to the beginning of school year or as the child is diagnosed. Parents are required to provide written medical documentation of the allergies each school year. A meeting will be held with the school team to write a long term health plan which will outline the procedures the school will take to keep children as safe as possible in the school setting.

No peanuts or foods containing peanuts will be served in K-8 buildings. Students will not be allowed to bring peanut products into the school building. The school website will have all allergy forms including the school menus to assist parents in order to select safe food choices.

### **Medication**

GNLCC **WILL NOT** administer medication. Please don't send medication with your child(ren). Parents are responsible for the administering of medication. Epi-pens are the only exception.

### **Illness or Emergency**

A child should not attend the GNLCC After School Program with any of the following symptoms: fever, vomiting or diarrhea. Children should not attend the GNLCC After School Program with any undiagnosed rashes, inflamed or mattered eyes, severe cold or sore throat. Any communicable disease should be reported and will, in turn, be reported to all parents enrolled in the program. In the event of an emergency, parents will be notified. When necessary, the injured child will be transported to the hospital at the parents' expense. **\*If your child is ill, please call your site supervisor and notify them of their absence. \***

### **Parent Involvement & Communication**

The GNLCC After School Program encourages strong and active parent involvement. Parents are welcome to visit their child(ren)'s GNLCC After School Program site at any time. If you have any special talents that you would like to share, please let us know.

Take a few minutes each day to talk to the staff about your child(ren)'s day. The better we know you, the better we are able to meet the needs of your child(ren).

All sites have a parent information board. Notices, activities, snack calendar and newsletters will be some of the items that you'll see posted.

Confidentiality will always be maintained. Information regarding any enrolled child(ren) or incident should not be shared outside of the program. Please feel free to share the positive happenings from the program regarding participation numbers, special activities and academic success.

### **Alert Notifications**

A school notification system called Alert Solutions will be used for any emergency messages that may need to be sent. Alert Solutions is integrated with the existing PowerSchool Parent Portal. By default, phone calls and email are chosen.

### **Dispute Resolution**

Parents are encouraged to give their input regarding the operation of the GNLCC After School Program. If a parent has a concern about the program, the following process has been established to ensure that the concern is addressed. Concerns should be presented in the following manner:

1. The staff person involved
2. The site supervisor
3. The GNLCC director
4. The superintendent of schools

### **Drills: Fire, Tornado and Emergency Codes**

The drills will be conducted in the fall and spring for the safety of all the students and staff. At the beginning of each school year, students will be directed on the proper behavior during the drills. During safety drills the after school employees will direct students.

### **Questions**

If you have any questions, you may call 701-609-5681 ext 5 or email: [gnwec1@gmail.com](mailto:gnwec1@gmail.com)

## **Partnership Agreement**

### **The GNLCC After School Program is a combined effort.**

As partners:

#### **GNLCC Staff Members Agree to:**

- Regularly inform families about the GNLCC activities.
- Provide enrichment activities that appeal to a variety of interests and needs.
- Assure that all children have equal access to equipment, materials and facilities.
- Treat everyone with respect.
- Assure the safety and wellbeing of all children.
- Inform parents/guardians of any issues associated with their child(ren) and give parents/guardians opportunity to visit with staff.
- Work closely with school staff to maintain communication and provide a positive learning environment.

#### **Families Agree to:**

- Visit with the site supervisor or director regarding concerns related to their child(ren) or the program.
- Inform GNLCC staff if their child(ren) will not be attending the program as scheduled.
- Follow up on any communication from the GNLCC staff.
- Volunteer and participate in activities.
- Make timely monthly payments.

#### **Students Agree to:**

- Conduct themselves in a positive manner, emphasizing the six pillars of character counts: respect, responsibility, caring, citizenship, trustworthiness and fairness.
- Provide feedback on GNLCC After School Program activities in order to better meet the needs and interests of all students.
- Follow the GNLCC After School Program pledge.

**The GNLCC After School Program will follow all Williston Public School District #1 rules and regulations which can be found at <http://ndsba.org/policies/williston/Index/search.asp>.**

*Does the GNLCC After School Program have permission to use photos of your child(ren) in educational or promotional materials?*    ☐ Yes    ☐ No

#### **Parent/Guardian & Student Contract**

*I understand the information I have read in the GNLCC Handbook. I agree to follow my part of the Partnership Agreement.*

Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Student \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix: Management Documents**

CASC Management Plan

CASC Staff Handbook

### **Timeline of Goals and Objectives:**

The following is a timeline for the 21<sup>st</sup> CCLL After School Program for grant period beginning July 2018 and ending June 2019.

#### **July 2018**

- Advertise and interview for project staff
- Develop data collection methodology
- Prepare staff training materials and coordinate training sessions
- Coordinate facility use
- Prepare and disseminate participant applications
- Prepare and review reading, science, and mathematics software options

#### **August 2018**

- Hire project staff
- Provide project staff training and development sessions
- Administer parent and teacher needs survey
- Distribute site materials: reading software and books, STEM resources, mathematics software, art supplies, etc.

#### **August/September 2018**

- Begin after school program services
- Begin implementation of evaluation protocols: attendance records, observations
- Implement scheduled individual and group reading time, homework help, STEM activities, art programming, mathematics instruction, emerging technologies. (***Goal I, objective a, b, and c; Goal II, objective a and b***)

#### **September 2018**

- Meeting with project staff to provide site updates
- Meet with classroom teachers for curriculum updates
- Implement modifications based on site needs
- Implement modifications based on curriculum alignment

#### **October 2018**

- Collect NWEA Map and ND state assessment pretest data for mathematics and reading (***Goal I, objective a and b***)
- Collect science proficiency test scores (***Goal I, objective c***)

- Organize attendance and observation data
- Coordinate community outreach project

#### **November 2018**

- Determine staffing needs
- Coordinate staff training sessions
- Analyze NWEA Map and ND state assessment pretest data for reading and mathematics

#### **December 2018**

- Conduct Staff training
- Prepare interim report on project progress
- Interview site staff, teachers, and parents about effects of after school program; modify program as needed to address concerns/suggestions, as appropriate
- Follow-up with parents with attendance and participation concerns, if necessary

#### **January 2019**

- Submit interim report
- Interview site staff and teachers for site and curriculum assignment
- Interview site staff to determine current program needs
- Implement program changes at sites, as necessary

#### **February 2019**

- Coordinate staff Development sessions
- Conduct community outreach activities

#### **March 2019**

- Implement staff training sessions
- Prepare for summer programming for recreation, health and wellness, and cultural integration (Goal III, objective
- Advertise and interview for summer staff

#### **April 2019**

- Collect NWEA Map and ND state assessment posttest data for reading and mathematics (***Goal I, objective a and b***)
- Collect science proficiency test scores (***Goal I, objective c***)
- Conduct community outreach
- Hire summer program staff; conduct summer staff training

- Coordinate with summer program facilities
- Develop summer programming

#### **May 2019**

- Analyze reading and mathematics assessment posttest data; perform pre-post data analysis to determine program effects on student academic achievement test scores (***Goal I, objectives a and b***)
- Analyze science proficiency test scores; perform pre-posttest analysis (***Goal I, objective c***)
- Analyze attendance and participation data to determine exposure to STEM program activities (***Goal I, objective c***)
- Administer parent and teacher end-of-year surveys
- Interview teachers and parents to determine effects of after school program on student behavior and learning

#### **June 2019**

- Analyze end-of-year survey and interview results
- Prepare and submit final program report, present results to community stakeholders
- Begin Summer program activities; track student participation in recreational activities (***Goal III, objective a and b***)
- Begin closeout of 2018-2019 grant activities

# **GNLCC AFTER SCHOOL PROGRAM**

## **STAFF HANDBOOK**

### **What is the 21st Century Learning Center (21st CCLC) Program?**

#### **Academic Achievement ~ Enrichment Opportunities ~ Family Literacy Services**

An exciting, extended day program is happening in the Williston School District #1. It is called the GNLCC After School Program. GNLCC will offer many opportunities for students to improve their academic skills while participating in fun, positive and enriching after school activities!

Lewis & Clark, Hagan, Wilkinson and Bakken schools are funded through the Great North-West Learning Center federal grant. Rickard and McVay schools are funded through parent fees.

Each GNLCC After School site will be open from 3:00 – 6:00 pm, Monday through Friday, for planned activities, including academic tutoring.

GNLCC activities will be held throughout the school year.

### **Mission Statement**

The mission of GNLCC After School Program is to provide:

- ☐ Quality before and after school care
- ☐ Academic instruction/tutoring in math and reading
- ☐ Homework assistance
- ☐ Enrichment activities
- ☐ Recreation and sports activities
- ☐ Cultural activities
- ☐ Nutritional meals, following USDA guidelines
- ☐ Field trips
- ☐ Service learning projects
- ☐ Safe environment before and after school
- ☐ Highly qualified Curriculum Project Director
- ☐ Site Coordinators
- ☐ Teachers
- ☐ Experienced staff members

# **GOALS**

The 21st Century Program will provide a comprehensive after-school program that provides high quality and engaging activities that support students' learning and development. The program will offer a variety of activities – enrichment, recreation and games, arts and crafts, academic tutoring in math and reading, homework assistance, and “free time” for the children to pursue their own interests – in a safe, friendly environment.

## **Results expected from the program:**

1. An out-of-school-time experience for children that is fun and educational, provides a sense of belonging and safety, involves parents and promotes community spirit.
2. Programs will focus on academics, especially from the academic curriculum used during the school day to link to the after school program.
3. Develop committed relationships among community agencies and Williston Schools for the benefit of students.
4. Programs will focus on recreation, enrichment and cultural activities based on the needs of the participants and their communities.
5. Children and youth succeeding in school.

## **All participating children, youth, and families can expect the following:**

1. To be safe – basic health and safety is a top priority. Parents/guardians must sign their children out daily.
2. Supervision of children at all times.
3. Kind, respectful communication throughout the program.
4. Staff interacting with children at all times.
5. Staff on-time and prepared with daily program schedules, lesson plans, and adequate materials and supplies.
6. Warm, friendly and informative greeting of parents/guardians.

## **The long-term goals for this initiative are as follows:**

- Students will have after school opportunities that address their unique needs.
- Additional resources to serve these students with long term plans for sustainability.
- Agencies will provide a multitude of services to students and their families at the GNLCC sites.
- Families will be able to participate in family literacy activities.
- The support infrastructure will continue to provide assistance to those schools involved as well as continually work to improve community school relationships and partnership opportunities.

# GNLCC PROGRAM INFORMATION

## **Cost for Students/Families**

The GNLCC program is offered to all students. The cost per family is based on qualifications for free or reduced meals. This application is filled out at the beginning of the school year through the school. Below is the pay scale for the families.

### **\*FLAT MONTHLY RATES \***

	<b>1 Child</b>	<b>2 Children</b>	<b>3 Children</b>	<b>4 Children</b>	<b>5+ Children</b>
<b>Free</b>	25.00	35.00	45.00	\$55.00	\$10.00 per child after
<b>Reduced</b>	\$100.00	\$125.00	\$150.00	\$200.00	\$25.00 per child after
<b>Full</b>	\$200.00	\$250.00	\$300.00	\$350.00	\$50.00 per child after

## **Student Snacks**

An after school snack is provided to all registered participants free of charge. The snack is in accordance with USDA guidelines provided by the Williston School District #1. Please note that we do **NOT** allow any other snacks such as candy or sweets during the program.

## **Transportation**

Transportation is the responsibility of the parents/guardians. Students may **NOT** walk home from the Site. The parent/guardian needs to sign out the child(ren) upon pickup.

## **Non School Days and Early Out Days**

There will be **NO** After School Program on days that school is not in session (holidays, snow days). There will be After School Program on **EARLY OUT** days starting at the time of dismissal. Please be prepared for activities for the children for a longer session.

## **Registration**

Students may **NOT** attend the program until all registration materials are received. Please communicate this to students who express an interest to submit signed, completed forms immediately to GNLCC Site Coordinator.

## **Staff:Child Ratio**

The staff to student ratio is 1 to 15 for each GNLCC Location.

## **Requesting Supplies**

Staff should request materials needed for your activity from the Site Coordinator. Note that GNLCC cannot reimburse any out-of-pocket expenses. Make your requests at least two weeks ahead of time to ensure a purchase order is in place prior to the purchase and to allow time for processing the supply order as needed. Supplies will be bought through the Williston Public School District #1 warehouse.

# **Staff Policies**

Each staff member is selected for the program based on experience, qualifications, and commitment to the program. GNLCC After School Program holds high expectations for performance in accordance with the mission and goals of the grant. GNLCC will strive to contribute as much as possible to the well-being, satisfaction and success of each staff member.

## **Commitment**

You have committed to tutor or facilitate an activity for a specified period of time. Be aware you have the opportunity to re-teach or revise your activity at your discretion. Some of the activities will be standard offerings for our students, including tutoring and recreational games. Other activities will be offered based on student interest. A minimum number of students should be met to offer any activity and be cost effective.

## **Staff Absences**

GNLCC staff are expected to be in their assigned areas at their designated times. If a time conflict or necessary absence arises, please communicate this immediately to the Site Coordinator so that alternate arrangements can be made. All absences must be reported to the Site Coordinator before programming for the day begins, advance notification is expected for all known absences when possible. All Coordinators can be reached by phone to report absences. In the event of a severe conflict, similar activities may be combined to accommodate the students.

## **Attendance and Punctuality**

Consistent attendance and punctuality are vital for the smooth operation of the program and are required by every staff member. Employees are expected to be in their place of work and ready to work at assigned times and to attend work regularly. Excessive absences or tardiness may result in disciplinary action up to and including termination.

## **Staff Use of Cell Phones and Other Electronics**

Use of cell phones (either receiving or sending calls) or other electronic devices during program hours is strictly prohibited. All cell phones should be turned off throughout the program hours. Please remember you are a role model for the students and respect the same rules.

## **Lesson Plans**

Site coordinators are expected to keep a brief summary of their lesson content and activity schedule. Be sure to include educational standards that your activity is adhering to (where applicable).

## **Structure**

- During homework help, each student should automatically get started on the lesson. Down time and off-task behavior should be kept to a minimum.
- The same school rules apply to the GNLCC program.
- Assigned areas are essential (students should not be outside of program areas).

- Make the classes as fun as possible, even if they are academically based.

## **Duties**

Activity facilitators should pick up and escort your group of students to activity/session. The Site Coordinator may also schedule another duty assignment based on program and student needs.

## **Student Supervision**

- Students should be supervised at all times - during snack time, restroom breaks (as needed for whole class), enrichment, etc.
- It is staff and Site Coordinator's responsibility to ensure SAFETY and ACCOUNTABILITY.
- It is imperative that we are always able to account for attendance and achievement of our students participating in the program.

## **Confidentiality**

Confidentiality will be maintained to the extent practical and appropriate under the circumstances.

## **Observation and Visits**

Site Coordinators and District Project Director will regularly observe and evaluate the program effectiveness. Please welcome Coordinators, Directors and visitors into your site and use these opportunities to showcase your creative projects and imaginative teaching methods.

## **Dress**

Employees are expected to dress neatly and professionally.

## **Grievances**

If a staff member has a grievance, he or she should first try to resolve it with the Site Coordinator. If this is not feasible, the grievance should be reported to the District Project Director.

## **Staff Timesheets**

All GNLCC staff will be paid in accordance of the district's pay period schedule. A monthly paper timesheet will be kept at each site. At the end of the month, each employee and their site supervisor will sign off verifying the hours were worked. Please be honest with the hours that were worked.

## **Rules and Policies**

The GNLCC after school program will adhere to the Williston Public School District #1 rules and policies. These can be found at <http://ndsba.org/policies/williston/Index/search.asp>.

# **Discipline and Discharge**

**(PLEASE NOTE: A DISCIPLINE AND BEHAVIORAL POLICY HANDBOOK IS PROVIDED)**

It is our desire to serve all children who are in need of the program's services; however, certain situations may require that a child be removed from the program either on a temporary or permanent basis. Generally these reasons include, but are not limited to the following:

- ☐ Incomplete enrollment forms and required authorizations.
- ☐ Specific incidences, or repeated behavior problems that endanger the child, others or property.
- ☐ Conditions that cause health and safety concerns for the child or threaten the program's state license, such as children who are not signed in and out daily by their parents/guardians or an authorized pickup person.

Children are entitled to a pleasant and harmonious environment at the program. The GNLCC After School program cannot serve children who display chronically disruptive behavior. Chronically disruptive behavior is defined as verbal or physical activity, which may include, but is not limited to behavior that:

- ☐ requires constant attention from staff
- ☐ inflicts physical or emotional harm on self, other children or staff
- ☐ threatens the safety of others through actions prohibited under School guidelines
- ignores or repeatedly disobeys the rules which guide behavior during the school day and program time, thereby endangering self and others or disrupting learning

If a child cannot adjust to the program setting and behave appropriately, then the child may be discharged from the GNLCC After School Program.

Our rules and regulations are based on those in the School Student Handbook. The standards of behavior expected by the school system will not stop at school dismissal time. We expect the same behavior and respect during the before- and after-school programs. Students are expected to comply with all regular school rules and regulations.

A written Incident Report will be completed and discussed with a child's parent(s) or legal guardian whenever the child behaves disrespectfully or improperly, destroys property, injures another person, uses inappropriate language, or in any way disrupts the GNLCC program.

# EMPLOYEE ACKNOWLEDGEMENT FORM

## 2017-2018

I hereby acknowledge and confirm that I have read the GNLCC After School Staff Handbook. I understand and agree to comply with the policies stated in the Handbook. I will do my best to teach in accordance to the guidelines of the grant, exhibit responsibility and be a positive role model for Williston School District #1 students. If I fail to do so, my opportunity to be a part of this program may be terminated. I understand that if I have any questions about any program policy, I should immediately consult with the Project Director, as any violation of the policies in this handbook may result in discipline, up to and including discharge.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\*\*RETURN FORM TO SITE SUPERVISOR\*\***

## Appendix: Monitoring Document

21 <sup>st</sup> CCLC Program Name	21 <sup>st</sup> CCLC Program Address City State Zip Code
Authorized Representative	Telephone
Email Address	
21st CCLC Program Contact	Telephone
Email Address	

The GNWEC is responsible for the supervision of this program funded under 21st Century Community Learning Centers (Title IV, Part B of the Elementary and Secondary Education Act). The purpose of the monitoring report is to provide summary information on the use of these funds to improve afterschool educational services.

### Management Review

Area of Compliance	Supporting Documentation	Compliance Status		Comments
		Yes	No	
<b>Grant Management and Sustainability</b>				
1. The grantee has identified and is serving eligible students and their families consistent with the original grant application (or approved amendments).	Grant application/Progress reports Participant list Registration forms Participant eligibility data			
2. The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).	Grant application / Progress reports Documentation of outreach activities (e.g. school postings and announcements, press releases, program fliers, informational notices to school staff)			
3. The grantee is providing the number of hours of programming described in the original grant application (or approved amendments).	Grant application/Progress reports Descriptions of programming Program calendars/ schedules Other			
4. The grantee is implementing the evidence-based academic and enrichment activities described in the original grant application (or approved amendments).	Research documentation or rationale for program materials Descriptions of programming Program calendars/schedules			
5. The grantee is implementing the parent/family programming or activities described in the original grant application (or approved amendments).	Descriptions of programming Program calendars/schedules Record of participants Other			
6. The grantee is addressing the transportation needs of children as described in the original grant application (or approved amendments).	Transportation logs Notices to parents Parent surveys Other:			
7. The grantee houses the program in a safe and accessible facility.	Written policies and procedures (e.g. building security, emergency exit, student pick-up, emergency contact) Facility inspection records Documentation of accommodations provided to and attendance records of special needs students			

8. The grantee is making adequate progress toward meeting the goals and objectives set out in the original grant application (or approved amendments).	Student demographic and achievement data Other program data, (eg. attendance, teacher reports, surveys) Descriptions of programming			
9. The grantee maintains appropriate documentation for employees of the grant program.	Staff timesheets Time and effort worksheets Background check documents			
10. The program works in genuine collaboration with at least one partner to implement program services. Partners provide services in accordance with the original grant application (or approved amendments).	Agreements/MOUs/Contracts Documentation of services, activities and contributions Meeting minutes/summaries			
11. The grantee participates as requested in the state evaluation process in a timely and complete manner.	Submission of required data Completed evaluation instruments			

### Program Management Review

Area of Compliance	Supporting Documentation	Compliance Status		Comments
		Yes	No	
1. The program's organizational structure is well defined and sound. The program has a site coordinator to supervise and lead the daily program and personnel.	Organizational chart Program management materials Site coordinator job description Other:			
2. The program has written policies and procedures specific to its operations.	Program handbook Written policies and procedures			
3. The student/staff ratio is appropriate and safe for the specific activity conducted and meets student needs.	Staff rosters Student enrollment data Staff/student attendance logs			
4. The program holds regular staff and partnership meetings that are more than administrative in nature, and that engage staff and partners in collaboration and sharing promising practices.	Staff and partnership meeting schedule and minutes			
5. Program volunteers are screened and trained effectively.	Volunteer training/orientation materials Volunteer policies			
6. Program staff communicates and collaborates regularly with school-day personnel, school administration and school board.	Communications plan Meeting schedules/minutes Correspondence Activity Logs Surveys of classroom teachers, administrator(s)			
7. The program employs an effective marketing strategy to publicize the program and its achievements within the school and broader community.	Outreach plans/documentation Communications plan			
8. The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies.	In-kind contribution list Volunteer log Partner agreements/MOU, etc.			

### Staffing and Professional Development

Area of Compliance	Supporting Documentation	Compliance Status		Comments
		Yes	No	

1. The project director and program staff are highly qualified.	Job descriptions Staff interviews			
2. The program selects staff members based on prior experience, qualifications, and where applicable specialized training and/or certification.	Documentation of selection process Staff resumes			
3. The program completes appropriate background checks for all staff.	Staff background check documentation on file			
4. Staff is sensitive to the culture and language of participants.	Staff evaluations Parent/Staff/Student Surveys			
5. Staff has competence in core academic areas for an afterschool environment.	Job descriptions Staff resumes			
6. Staff is trained in program policies/procedures. Staff is aware of program goals and can explain the relationship of program activities to those goals.	Training materials Program handbook Other:			
7. The program assesses training needs of staff (and school and community partners) and provides relevant training and ongoing professional development experiences to build more effective program practices.	Staff needs assessment Types and number of trainings			
8. Staff and volunteers are evaluated on a regular basis and given clear feedback for continuous performance improvement.	Staff performance appraisals Staff performance appraisal of volunteers			

### Partnerships

Area of Compliance	Supporting Documentation	Compliance Status		Comments
		Yes	No	
1. The Program makes efforts to recruit new and retain established partners and collaborators to address unmet needs and/or to expand and enhance services, and to ensure long-term commitments of resources, including human capital.	Contact logs Meeting minutes/notes Agreements/MOUs/Contracts			
2. Program partners are aware of the program goals and objectives and how their activities support the achievement of those goals.	Agreements/MOUs/Contracts Program handbook/brochure and/or orientation materials			
3. The program regularly communicates with and seeks input from its partners in a professional manner.	Correspondence Meeting agendas/notes Communications plan			
4. The program has established linkages with other state, federal, and local agencies that currently provide services to the target population.	Correspondence Meeting minutes/notes Contact/activity logs Other:			

5. The program enters formal written agreements with subcontractors.	Agreements/MOUs/Contracts			
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### Programming/Activities

Area of Compliance	Supporting Documentation	Compliance Status		Comments
		Yes	No	
1. The program provides evidence-based academic support and enrichment activities, aligned with school day curricula and individualized to meet students' needs.	Program policies/handbook Curricular materials/outlines Training materials Surveys of classroom teachers			
2. Program addresses the academic, physical, social and emotional needs of students by providing a majority of participants with not only academics, but diverse recreational, cultural, and resiliency building activities.	Program policies/handbook Curricular materials/outlines Training materials Program schedules Surveys of students Other:			

### Financial Review

Area of Compliance	Supporting Documentation	Compliance Status		Comments
		Yes	No	
1. Purchases orders and invoices are properly coded to the 21st CCLC program	Randomly selected purchase orders and invoices			
2. Purchases are appropriate expenditures for meeting the program application.	Alignment with grant application or approved amendments			
3. Salaries and benefits of staff working on 21st CCLC programs are tracked appropriately.	Fixed schedule or time and effort log			
4. The resources and services provided with 21st CCLC funds are supplementary and do not supplant state and local support.	Description of services and evidence of supplemental nature of these federal programs			
5. The inventory of equipment, with value of \$750 or more is labeled and coded to 21st CCLC program.	Inventory list including item description, cost, serial number, date of purchase, and location			
6. Grantee maintains a list of all materials and supplies purchased with 21st CCLC funds and assures these materials are only used for 21st CCLC programs.	Inventory list			

## **Appendix: School Safety Certifications**

McVay Elementary School

Wilkinson Elementary School

Lewis and Clark Elementary School

Hagan Elementary School

Eight Mile Public School

Grenora Public Schools

TAT Boys and Girls Clubs



# City of Williston Fire Department

Occupancy: **McVay Elementary School**

Address: **420 University AVE**

**Williston ND 58801**

Inspection Type: **Annual**

Inspection Date: **2/16/2016**

Time In: **09:58**

Authorized Date: **Not Author**

By: **Clark, Matt (598)**

Time Out: **10:28**

By:

Form: Education/Schools

## Inspection Description:

Includes Occupancy type A-2 , restaurants, B, and M, Education

## Inspection Topics:

### Exits

Occupancy Load Posted

Add occupancy number in comments

Status: **PASS**

Notes:

Repair or maintain exit doors and hardware to operate properly.

Well maintained exit doors and panic hardware provide safe and easy egress from a building.

Status: **PASS**

Notes:

Remove obstructions from exits, aisles, corridors, and stairways.

Clear exit access is essential to prevent panic or accidental falling of occupants during evacuation.

Status: **PASS**

Notes:

Remove storage from beneath exit stairs.

Items stored beneath stairs present a fire risk that can endanger persons using that escape route.

Status: **PASS**

Notes:

Unlock all exit doors during business hours.

Locked exit doors make it impossible for occupants to escape safely and quickly.

Status: **PASS**

Notes:

Provide exit signs with letters at least 6 inches high on a contrasting background.

Clearly identified exits enable persons to quickly and safely leave the building in an emergency.

Status: **PASS**

Notes:

Remove unapproved locks or latches from exit doors.

Exit doors must be free to open without delay in the event of an emergency.

Status: **PASS**

Notes:

### Exit Lighting

Repair lighted exit signs or emergency lighting.

Exit signs and emergency illumination are essential during evacuations. The exit sign will indicate to occupants the correct door to reach safely.

Status: **PASS**

Notes: **Exit sign 302, 308**

Provide lighting for exits, aisles, corridors, and stairways.

Well lighted exit ways prevent panic, and provide safer egress for occupants.

**Status:** PASS

**Notes:**

## Fire Extinguishers

Have employees been trained on fire extinguisher size/type/use?

proper training maintains proficiency

**Status:** PASS

**Notes:**

Mount extinguishers where readily available, not more than 5 feet above floor.

Extinguishers must be easily within reach of all occupants, but not where they will be subject to damage.

**Status:** PASS

**Notes:**

Post signs indicating location where extinguishers are not readily visible.

Where extinguishers are not clearly visible, signs help occupants find the equipment in a hurry.

**Status:** PASS

**Notes:**

Portable fire extinguishers are due for annual maintenance on:

Annual maintenance will provide for properly charge and serviced extinguishing devices, and assure proper operation if needed to fight a small fire.

**Status:** PASS

**Notes:**

Provide X extinguisher(s) of a X minimum rating.

Extinguishers provided need to be appropriate to the type of hazard.

**Status:** PASS

**Notes:**

## Fire Protection Access and Equipment

Monthly Fire Alarm drills are being accomplished and documented.

Required for education buildings

**Status:** PASS

**Notes:**

Install approved protective covers on fire department hose connection.

Protective covers must be installed on the supply connection to prevent accumulations of debris that might inhibit the system feets effectiveness.

**Status:** PASS

**Notes:**

Provide and maintain CO/smoke detectors in proper operating condition.

The proper installation and maintenance of CO/ smoke detectors is of the utmost importance. In the event of a fire, they will notify occupants, and, in some cases, may automatically notify the Fire Department.

**Status:** PASS

**Notes:**

The fire alarm system is/are due for testing on?

The fire alarm system shall be inspected /serviced/ and tested annually with supporting documentation

**Status:** PASS

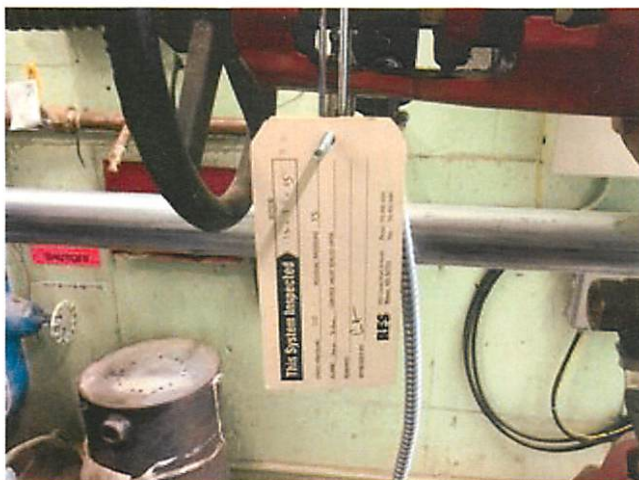
**Notes:**

The sprinkler is/are due for confidence testing and certification. Report needed from testing company.

Life safety and fire protection equipment must be properly inspected and tested from time to time to assure its effective operation.

**Status:** PASS

**Notes:** Add heads to sprinkler box 6



Maintain access to and operation of standpipes, fire hose, sprinkler valves, fire hydrants, fire extinguishers, and other fire protection equipment

Fire protection equipment must have clear access and be operational at all times to be effective in an emergency.

**Status:** PASS

**Notes:**

Provided minimum 4 inches high address numbers so they are visible from the street.

Address numbers are critical to help emergency personnel find people who may need some sort of aid. The numbers must contrast with their background for greatest visibility.

**Status:** PASS

**Notes:**

Remove obstructions and provide access in fire lanes.

Large fire apparatus need room to effectively maneuver in the event of an emergency.

**Status:** PASS

**Notes:**

## Fire Separations

Keep attic and scuttle covers closed, and ceiling tiles in place.

Ceilings are an integral part of the building fire protection. If kept in place, the ceiling will protect roof structures from premature collapse.

**Status:** PASS

**Notes:**

Remove obstructions from fire doors and maintain to operate properly.

Fire and smoke doors should not be blocked open or obstructed or fire and smoke will easily travel through the opening and cause excessive risk to life and property.

**Status:** PASS

**Notes:**

Seal unapproved openings with approved material.

Flame, smoke, and hot gases can easily travel through holes and pipe chases, thus creating more damage and a hazard to occupants.

**Status:** PASS

**Notes:**

## Housekeeping

Arrange storage in orderly manner to provide for exiting and fire department access.

Good housekeeping makes an area safer for occupants and contributes less fuel to a fire. When storage is orderly, fire fighters can get fast access to minimize fire damage.

**Status:** PASS

**Notes:**

Remove or store rubbish, waste material, oily rags in closed metal containers.

Safety containers for oily and greasy rags are designed to prevent spontaneous ignition of their contents. Other highly flammable wastes must be separated from sources of ignition.

**Status:** PASS

**Notes:**

Clean grease filters and hood/duct system over cooking equipment.

Regular cleaning of the hood, duct, and filters will eliminate flammable grease build-up and provide proper ventilation of head through the exhaust outlet.

**Status:** PASS

**Notes:**

Provide approved waste containers for combustible waste.

Heavy duty or metal containers are necessary to confine a fire in the receptacle to prevent it spreading to the building.

**Status:** PASS

**Notes:**

Remove storage to at least 18 inches below level of sprinklers (36 inches for storage piled over 12 feet high)

Storage too close to a sprinkler will not allow the water spray to properly penetrate the fire and extinguish it.

**Status:** PASS

**Notes:**

Chain all compressed gas cylinders in an upright position and provide protective caps.

Compressed gas cylinders, empty or full, can take off like a rocket in any direction if they fail and rupture.

**Status:** PASS

**Notes:**

Boiler, mechanical, and electrical panel rooms shall not be used for storage.

Combustible materials in these equipment rooms often get put too close to sources of heat and a fire will likely result.

**Status:** PASS

**Notes:**

Post and enforce 'No Smoking' signs.

'No Smoking' areas are designated because the use of smoking materials in those areas could cause a fire.

**Status:** PASS

**Notes:**

Reduce storage height to at least 2 feet below ceiling.

In the event of a fire, fire fighters may need to open a hole in the roof to let heat and smoke out. Storage and other obstructions will prevent rapid ventilation efforts.

**Status:** PASS

**Notes:**

Move the dumpster at least 5 feet from the building or overhangs.

Dumpsters are a common fire target of vandals. Moving the dumpster away will reduce the risk of a fire spreading to the building.

**Status:** PASS

**Notes:**

## Flammable Liquids

Discontinue use of Class 1 liquids (gasoline, etc.) for cleaning.

These liquids are highly volatile and can be easily ignited by sparks, pilot lights, or other sources of heat.

**Status:** PASS

**Notes:**

Storage in excess of 10 gallons shall be in an approved cabinet.

In the event of a fire, flammable liquids can readily accelerate its spread. Confining the stored liquids to secure cabinets will limit this fire exposure.

**Status:** PASS

**Notes:**

Discontinue pouring from containers exceeding 5 gallons or provide pump taking suction from top.

Larger flammable liquid containers are difficult to handle, and their contents are easily spilled. Pumps taking suction from the top restrict the amount likely to be discharged accidentally.

**Status:** PASS

**Notes:**

Store liquids away from exits, aisles, corridors, or stairways.

The accelerating effect of flammable liquids in a fire can quickly make safe exit impossible.

Status: **PASS**

Notes:

Use only approved safety can for portable dispensing of flammable liquids.

Safety containers for flammable or combustible liquids are designed to prevent flammable fumes from escaping or accidental spills.

Status: **PASS**

Notes:

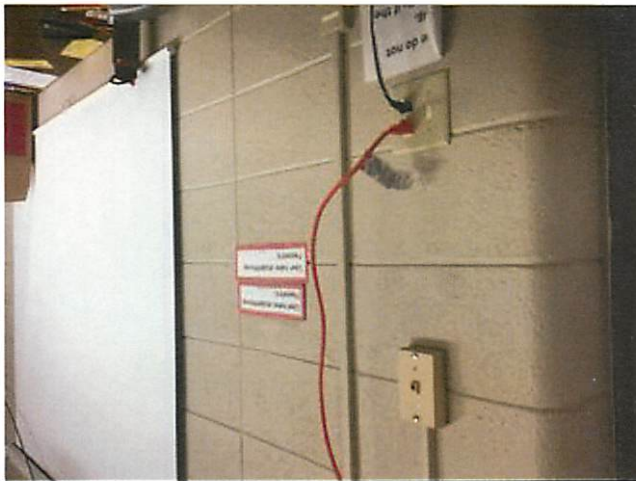
## Electrical

Discontinue use of extension cords in lieu of permanent wiring.

Temporary wire does not afford the durability, safety, and protection from shock or fire that is found in the construction of an enclosed electrical system.

Status: **PASS**

Notes:



Maintain at least 30 inches clearance in front of electrical panel.

Access to electrical panels must be cleared to allow for general inspection and emergency shutdown.

Status: **PASS**

Notes:

Each outlet box shall have a cover faceplate or fixture canopy.

Covers protect people from being shocked by exposed wires, prevent spread of electrical current, and heat and flame during short circuits.

Status: **PASS**

Notes:

Discontinue use of non-approved multi-plug adapters.

Multi-plug adapters invite the overuse of the circuit that can result in overheating and a fire.

Status: **PASS**

Notes:

Maintain wiring in good condition and protect from damage.

Worn or broken wires and plugs present a fire hazard and risk of electrical short circuit that can result in a fire.

Status: **PASS**

Notes:

## Additional Time Spent on Inspection:

Category	Start Date / Time	End Date / Time
Notes: No Additional time recorded		

Total Additional Time: 0 minutes

Inspection Time: 30 minutes

Total Time: 30 minutes

## Summary:

**Overall Result:** Passed with Comments

**Inspector Notes:**

One year time table for repairs and action plan

## Inspector:

Name: Clark, Matt

Rank: Captain

Work Phone(s): None on file

Email(s): mattc@ci.williston.nd.us

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## Occupant Signature:

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*



# City of Williston Fire Department

Occupancy: **Wilkinson Elementary School**

Address: **1200 9th AVE NW**

**Williston ND 58801**

Inspection Type: **Annual**

Inspection Date: **8/3/2017**

Time In: **09:00**

Authorized Date: **Not Author**

By: **Kiser, Robert M (505)**

Time Out: **09:45**

By:

Form: Inspection Report  
2017

## Inspection Topics:

### Notes

IFC 106.1 Inspection authority. The fire code official is authorized to enter and examine any building, structure, marine vessel, vehicle or premises in accordance with Section IFC 104.3 for the purpose of enforcing this code.

IFC 106.2 Inspections. The fire code official is authorized to conduct such inspections as are deemed necessary to determine the extent of compliance with the provisions of this code and to approve reports of inspection by approved agencies or individuals. Reports of such inspections shall be prepared and submitted in writing for review and approval. Inspection reports shall be certified by a responsible officer of such approved agency or by the responsible individual. The fire code official is authorized to engage such expert opinion as deemed necessary to report upon unusual, detailed or complex technical issues subject to the approval of the governing body.

**Status:** Partial Pass

**Notes:** 1. IFC 907.8 Inspection, testing and maintenance. The maintenance and testing schedules and procedures for fire alarm and fire detection systems shall be in accordance with Sections 907.8.1 through 907.8.5 and NFPA 72. Records of inspection, testing and maintenance shall be maintained.

NOTICE: The fire alarm systems shall be functional with alarm notification monitored by a 24 monitoring agent that can notify fire department without delay.

2. IFC 605.9 Temporary wiring. - Extension Cord use

Temporary wiring for electrical power and lighting installations is allowed for a period not to exceed 90 days. Temporary wiring methods shall meet the applicable provisions of NFPA 70.

Please remove Extension Cords use and replace with fixed permanent wiring.

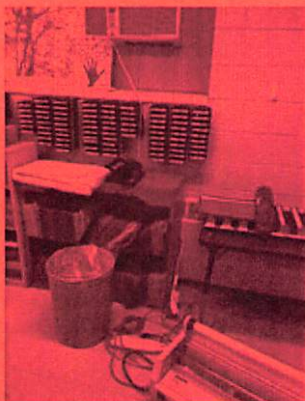
3. Boiler room.

IFC 605.1 Abatement of electrical hazards. Identified electrical hazards shall be abated. Identified hazardous electrical conditions in permanent wiring shall be brought to the attention of the responsible code official. Electrical wiring, devices, appliances and other equipment that is modified or damaged and constitutes an electrical shock or fire hazard shall not be used.

NOTE: Electric panel shall not be blocked, a 36 inch clearance shall be maintained around electrical panel.

4. IFC 605.1 Abatement of electrical hazards. Identified electrical hazards shall be abated. Identified hazardous electrical conditions in permanent wiring shall be brought to the attention of the responsible code official. Electrical wiring, devices, appliances and other equipment that is modified or damaged and constitutes an electrical shock or fire hazard shall not be used.

NOTE: Electrical power strip can not plugged into extension cords.



Add additional inspection notices:

The inspector has observed the following:

Status:

Notes:

### Additional Time Spent on Inspection:

Category	Start Date / Time	End Date / Time
----------	-------------------	-----------------

Notes: No Additional time recorded

Total Additional Time: 0 minutes

Inspection Time: 45 minutes

Total Time: 45 minutes

### Summary:

Overall Result: Passed with Comments

Inspector Notes:

### Inspector:

Name: Kiser, Robert M  
Rank: Insp Div Chief  
Work Phone(s): 701-609-7687  
Email(s): robertk@ci.williston.nd.us

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Representative Signature:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# City of Williston Fire Department

Occupancy: **Lewis & Clark Elementary school**

Address: **704 17th AVE W**

**Williston ND 58801**

Inspection Type: **Annual**

Inspection Date: **9/12/2017**

By: **Sellers, Jill (599)**

Time In: **12:55**

Time Out: **13:15**

Authorized Date: **Not Author**

By:

Form: Exit Drill

Next Inspection Date: **03/13/2018 Annual**

## Inspection Description:

Fire Evacuation Drill

## Inspection Topics:

### Documentation

When was the last time the alarm panel was inspected?

The alarm system must be tested and inspected annual in accordance with NFPA 72.

**Status: PASS**

**Notes:**

When was the last time the sprinkler system was inspected?

The sprinkler system must be inspected annually in accordance with NFPA 13.

**Status: PASS**

**Notes:**

When was the last fire drill conducted and in what interval?

The frequency of the drills and evaluation is determined based on the occupancy and hazard classification.

**Status: PASS**

**Notes: First evacuation drill of the 2017-2018 school year**

Does occupant have current evacuation plan and is it posted?

Evacuation plans and diagrams need to be reviewed annually and posted around the occupancy in accordance with NFPA 101.

**Status: PASS**

**Notes:**

### Evacuation

Before activating the system, ensure that the monitoring agency is aware of the drill and that all responsible agencies have been notified.

This is to prevent a false activation of emergency services.

**Status: PASS**

**Notes:**

Did the alarm system activate and operate properly?

The Alarm system should activate in accordance with NFPA 72.

**Status: PASS**

**Notes:**

How was the system activated?

Smoke, magnet or pull station?

**Status: PASS**

**Notes: Pull station**

Did the occupants evacuate in a steady and expedient manner, was it organized?

Occupants should exit the facility in an organized and timely fashion, meeting designated evacuation times.

**Status: PASS**

**Notes:**

<p>Did all occupants participate in the drill and was the facility completely evacuated?          The facility must be completely evacuated and accountability must be taken.</p> <p><b>Status:</b> PASS  <b>Notes:</b></p>		
<p>Was the drill scheduled or unscheduled?          What was the reasoning for the evacuation.</p> <p><b>Status:</b> PASS  <b>Notes:</b> Scheduled</p>		
<p>Did all emergency systems operate properly?          Fire doors, Elevators, fire curtains, HVAC systems, hood and duct system, etc.....</p> <p><b>Status:</b> PASS  <b>Notes:</b></p>		
<p><b>Accountability</b></p>		
<p>Was the facility completely evacuated and was 100% accountability taken, reported and documented?          100% accountability must be recorded and system must be in place to properly determine occupancy levels in accordance with NFPA 101 Chapter 4.</p> <p><b>Status:</b> PASS  <b>Notes:</b></p>		
<p>Was a call placed to the 911 Dispatch Center and did the alarm monitoring company receive the alarm?          Ensure that the activated was reported through the system and the staff.</p> <p><b>Status:</b> PASS  <b>Notes:</b></p>		
<p>What was the recorded evacuation time?          Record the time for continued observation and corrective measures for future drills.</p> <p><b>Status:</b> Comments Only  <b>Notes:</b> 08:06 for evacuation and accountability - Work on communication between front and back areas to help speed up the accountability portion of the evacuation drill process</p>		
<p>Did all occupants go to the correct meeting points and did they evacuate to a distance of at least 25ft from the facility? (not near a fire hydrant, fire lane, street, etc...)          The inspector and the manager of the facility should observe the meeting places and ensure compliance.</p> <p><b>Status:</b> PASS  <b>Notes:</b></p>		
<p><b>Notes</b></p>		
<p>additional information          additional information</p> <p><b>Status:</b> Comments Only  <b>Notes:</b> 2015 IFC 403.5.3 Assembly Points. Outdoor assembly areas shall be designated and shall be located a safe distance from the building being evacuated so as to avoid interference with fire department operations. The assembly areas shall be arranged to keep each class separate to provide accountability of all individuals.</p> <p><b>NOTE:</b> Avoid gathering around the hydrant. Potentially consider assembling in front of the school (as discussed while onsite) if there are no hazards, but ensure that assigned classroom knows to continue down the sidewalk if hazards are present. This will avoid crossing streets.</p>		
<p><b>Additional Time Spent on Inspection:</b></p>		
<b>Category</b>	<b>Start Date / Time</b>	<b>End Date / Time</b>
Administrative	9/13/2017 5:30:00 PM	9/13/2017 5:50:00 PM
<p><b>Notes:</b></p>		

**Total Additional Time: 20 minutes**  
**Inspection Time: 20 minutes**  
**Total Time: 40 minutes**

## Summary:

**Overall Result:** Passed with Comments

**Inspector Notes:**

Emergency Evacuation Drill - Completed

Please contact the Inspections Division of the Williston Fire Department with any questions regarding this inspection report.



# City of Williston Fire Department

Occupancy: **Hagan Elementary School**

Address: **2501 29th ST W**

**Williston ND 58801**

Inspection Type: **Annual**

Inspection Date: **9/29/2017**

By: **Sellers, Jill (599)**

Time In: **12:50**

Time Out: **13:25**

Authorized Date: **Not Author**

By:

Form: Exit Drill

Next Inspection Date: **10/02/2017 Alarm System Test**

## Inspection Description:

Fire Evacuation Drill

## Inspection Topics:

### Documentation

When was the last time the alarm panel was inspected?

The alarm system must be tested and inspected annual in accordance with NFPA 72.

**Status:** **PASS**

**Notes:** **Within the last year - no concerns**

**Billable Amount:**

When was the last time the sprinkler system was inspected?

The sprinkler system must be inspected annually in accordance with NFPA 13.

**Status:** **PASS**

**Notes:**

**Billable Amount:**

When was the last fire drill conducted and in what interval?

The frequency of the drills and evaluation is determined based on the occupancy and hazard classification.

**Status:** **PASS**

**Notes:**

**Billable Amount:**

Does occupant have current evacuation plan and is it posted?

Evacuation plans and diagrams need to be reviewed annually and posted around the occupancy in accordance with NFPA 101.

**Status:** **PASS**

**Notes:**

**Billable Amount:**

### Evacuation

Before activating the system, ensure that the monitoring agency is aware of the drill and that all responsible agencies have been notified.

This is to prevent a false activation of emergency services.

**Status:** **PASS**

**Notes:**

**Billable Amount:**

Did the alarm system activate and operate properly?

The Alarm system should activate in accordance with NFPA 72.

**Status:** **PASS**

**Notes:**

**Billable Amount:**

<p>How was the system activated?</p> <p>Smoke, magnet or pull station?</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b> Pull Station</p> <p><b>Billable Amount:</b></p>
<p>Did the occupants evacuate in a steady and expedient manner, was it organized?</p> <p>Occupants should exit the facility in an organized and timely fashion, meeting designated evacuation times.</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b></p> <p><b>Billable Amount:</b></p>
<p>Did all occupants participate in the drill and was the facility completely evacuated?</p> <p>The facility must be completely evacuated and accountability must be taken.</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b></p> <p><b>Billable Amount:</b></p>
<p>Was the drill scheduled or unscheduled?</p> <p>What was the reasoning for the evacuation.</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b> Unscheduled</p> <p><b>Billable Amount:</b></p>
<p>Did all emergency systems operate properly?</p> <p>Fire doors, Elevators, fire curtains, HVAC systems, hood and duct system, etc.....</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b></p> <p><b>Billable Amount:</b></p>
<p><b>Accountability</b></p>
<p>Was the facility completely evacuated and was 100% accountability taken, reported and documented?</p> <p>100% accountability must be recorded and system must be in place to properly determine occupancy levels in accordance with NFPA 101 Chapter 4.</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b></p> <p><b>Billable Amount:</b></p>
<p>Was a call placed to the 911 Dispatch Center and did the alarm monitoring company receive the alarm?</p> <p>Ensure that the activated was reported through the system and the staff.</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b></p> <p><b>Billable Amount:</b></p>
<p>What was the recorded evacuation time?</p> <p>Record the time for continued observation and corrective measures for future drills.</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b> 3:05</p> <p><b>Billable Amount:</b></p>
<p>Did all occupants go to the correct meeting points and did they evacuate to a distance of at least 25ft from the facility? (not near a fire hydrant, fire lane, street, etc...)</p> <p>The inspector and the manager of the facility should observe the meeting places and ensure compliance.</p> <p><b>Status:</b> PASS</p> <p><b>Notes:</b></p> <p><b>Billable Amount:</b></p>

<b>Notes</b>		
additional information additional information <b>Status:</b> Comments Only <b>Notes:</b> Double fire doors on North Wing fail to completely close with fire alarm activation. Have maintenance address to ensure doors will effectively close and slow the spread of smoke and flame throughout the building. <b>Billable Amount:</b>		
<b>Additional Time Spent on Inspection:</b>		
<b>Category</b>	<b>Start Date / Time</b>	<b>End Date / Time</b>
Administrative	9/29/2017 3:00:00 PM	9/29/2017 3:15:00 PM
<b>Notes:</b>		



**Total Additional Time: 15 minutes**  
**Inspection Time: 35 minutes**  
**Total Time: 50 minutes**

<b>Summary:</b>
<p><b>Overall Result:</b> Passed</p> <p><b>Inspection Billable Amount:</b> 0</p> <p><b>Total Observations Amount:</b> 0.00</p> <p><b>Total Amount:</b> \$0.00</p> <p>Monthly Evacuation Drill Completed - Observed by Fire Department</p> <p><b>Inspector Notes:</b> Please contact the Inspections Division of the Williston Fire Department with any questions regarding this annual inspection report.</p>

# Fire Inspection

## General Inspection







Duane Winter  
County Fire Inspector  
701-577-4567  
duanew@ci.williams.nd.us

Building	Pass	Fail
Provided address numbers so they are visible from the street. (IFC 505.1)		X
Did not see any address for the building		
Remove obstructions and provide access in fire lanes. (IFC 503.1)	X	
Post and enforce "No Smoking" signs. (IFC 310.3) (NDCC 23-12-10)	X	
Fire Department access for building? (IFC 506.1)		
Occupant Load sign (IFC 1004.3)		X
Will be helping to get Ocupant load signs for each room that needs it.		
Exits	Pass	Fail
Door Opening Force (IFC 1008.1.3)	X	
Exit signs shall be Illuminated and have lettering at least 6 inch in high (IFC 1011.5)	X	
Remove Obstructions from exits, aisles, corridors and stairways (IFC 1003.6)	X	
Remove storage from attic, under-floor and concealed spaces (IFC 315.3.4)	X	
Remove unapproved locks or latches from exit doors. (IBC 1008.1.95)	X	
Repair or maintain exit doors and hardware to operate properly when licensed. (IFC 1008.1.9)		X
 <p>You have a couple of fire doors that will not close properly.</p>		
Exit Lights	Pass	Fail
battery test on Emergency light and Exit signs (IFC 604.5.2)		X
Need to replace a few of the batteries for the emergency lights and exit signs.		
Provide lighting for exits, aisles, corridors, and stairways. (IFC 1006.1)	X	
Fire Extinguishers	Pass	Fail
Mont extinguishers where readily availale, not more then 5 feet above floor. (IFC 906.9)	X	
Portable fire extinguishers are due for annual maintenance on (NFPA 10 7.3.3.1)		X
		
Posted signs indicating location where extinguishers are not readily visible.(IFC 906.6)	X	
Provide at least ____ 2A:20BC fire extinguisher, max 75 feet to exit		

# Fire Inspection

## General Inspection





Duane Winter  
County Fire Inspector  
701-577-4567  
duanew@ci.williams.nd.us

Fire Protection Access and Equipment.	Pass	Fail
Maintain access to and operation of standpipes, fire hose, sprinkler valves, fire hydrants, fire extinguishers, and other fire protection equipment! (IFC 912.3)	X	
The X system(s) is/are due for confidence testing and certification. (IFC 901.6)		X
  <p>Both the alarm system and the cooking hood system need to be served.</p>		
Provide and Maintain smoke detectors in proper operating condition (IFC 907.2.11)		X
 <p>You have 13 troubles with you detectors this needs to be corrected.</p>		
CO detector in rooms with fuel-burning appliances (IFC 908.7)		X
Did not see if you had any CO detectors		
Fire Apparatus access road (IFC 503.1)	X	
Minimum of 6 sprinkler heads at least 2 of each type with wrench (NFPA 13 6.2.9.1)		
Fire Separations	Pass	Fail
Seal unapproved openings with fire rated material. (IFC 703.1)	X	
Keep attic and scuttle covers closed, and ceiling tiles in place (IBC 711.3.1)		X
 		
Remove obstructions from fire doors and maintain to operate properly (NFPA 101:7.1.10.2)		X
 <p>all fire doors need to be kept closed at all times unless held open by Magnets.</p>		
Housekeeping	Pass	Fail
Arrange storage in orderly manner to provide for exiting and fire department access (IFC 315.3)	X	
Combustibles and flammables, i.e paint and boxes are away from sources of ignition such as the furnace and water heater. (IFC 315.3.3)		X

# Fire Inspection

## General Inspection


Duane Winter  
County Fire Inspector  
701-577-4567  
duanew@ci.williams.nd.us

		
Need to remove any storage for rooms with boilers, heaters or hot water heaters.		
Storage of combustible rubbish (IFC 304.2)	X	
Waste or rubbish meteriel kept near or in building (IFC304.3)	X	
Move the dumpster at least 5 feet from the building or overhangs. (IFC 304.3)	X	
Storage clearance from ceiling (2 ft), fromsprinkler head (18 in). (IFC 315.3.1)		X
		
Storage of combustible rubbish (IFC 304.2)	X	
Chain all compressed gas cylinders. (IFC 5303.5)		
<b>Electrical</b>	<b>Pass</b>	<b>Fail</b>
Discontinue use of extension cords in lieu of permanent wiring. (IFC 605.5)	X	
Discontinue use of non-approved multi-plug adapters. (IFC 605.4)	X	
Each outlet box shall have a cover faceplate or fixture canopy. (IFC 605.6)		X
		
maintain at least 30 inch clearance in front of electrical panel. (IFC 605.3)	X	
Maintain wiring in good condition and protect from damage. (IFC 605.1)		X
		
Portable heaters (allowed if have tip switch protection) (IFC 605.10)	X	
<b>Kitchens Equipment</b>	<b>Pass</b>	<b>Fail</b>
ANSIL extinguisher system service (IFC 904.116.2)		X
has not been serviced in 4 years.		
ANSIL fusible link and sprinkler head (IFC 904.11.6.3)		X
Class K Fire Extinguisher (IFC 904.11.5.2)		X
No Class K in the kitchen		
<b>Commerical Cooking Systems</b>	<b>Pass</b>	<b>Fail</b>

# Fire Inspection

## General Inspection

Duane Winter  
County Fire Inspector  
701-577-4567  
duanew@ci.williams.nd.us

Cleaning (IFC 609.3.3)		X
did not see a tag for the last cleaning		
Grease Accumulation (IFC 609.3.3.2)		X
		
grease build up on the filters and hood.		
Inspections (IFC 609.3.3.1)		X
did not see a tag for the last cleaning		
Ventilation system (IFC 609.3.1)		X
<b>Elevator operations</b>	<b>Pass</b>	<b>Fail</b>
Emergency call for assistance (ASME A17.1)		
Elevator Keys (IFC 607.4)		
<b>Records / Additional Notes</b>	<b>Pass</b>	<b>Fail</b>
Records of system inspections (IFC 901.6.2)		
<b>Additional Notes</b>		
Need sign for emergency shut off for the fuel pumps		
I will be doing a follow up in 60 days to make sure the fire extinguishers, fire alarm system and the Kitchen suppression system have been brought up to code.		



Wayne Stenehjem  
ATTORNEY GENERAL

STATE OF NORTH DAKOTA  
OFFICE OF ATTORNEY GENERAL  
STATE CAPITOL  
600 E BOULEVARD AVE DEPT 125  
BISMARCK, ND 58505-0040  
(701) 328-2210 FAX (701) 328-2226  
[www.attorneygeneral.nd.gov](http://www.attorneygeneral.nd.gov)

STATE FIRE MARSHAL  
4205 STATE STREET  
BISMARCK, ND 58503  
(701) 328-5555 FAX (701) 328-5557

March 19, 2018

Superintendent Troy Walters  
Grenora Public Schools  
402 Robinson Street  
Grenora, ND 58845  
Troy.walters1@gpsd99.org

RE: Fire Safety Inspection - Grenora Public Schools – S1306.0

Dear Superintendent Walters:

This letter is in response to the fire safety inspection that was conducted at your facility on Tuesday, February 27, 2018. The purpose of the fire inspection was to ensure the minimum requirements for life safety and property conservation were met, according to NDCC Section 18-01-14.

At the time of the fire safety inspection, the State Fire Marshal's office observed fire safety deficiencies at your facility. This report identifies the types and locations of these hazardous conditions that must be corrected prior to April 30, 2018. If you wish to appeal these findings you may appeal in writing to the State Fire Marshal within five days from the service of the order, and the State Fire Marshal shall investigate said complaint. The State Fire Marshal shall fix a time, not less than five days nor more than ten days thereafter, and a place when and where the State Fire Marshal will hear the complaint. The State Fire Marshal at said hearing shall make a complete record of the proceedings and affirm, modify, revoke, or vacate the order, and unless the order is revoked, modified, or vacated, it must remain in force and be complied with by such owner, occupant, lessee, or agent within the fixed time in said order or within such time as may be fixed by the State Fire Marshal at said hearing unless an appeal is taken from the order.

Respectfully,

A handwritten signature in blue ink that reads "Kimberly L. Ersland".

Kimberly L. Ersland  
Deputy State Fire Marshal

cc: Jeff Bitz, ND Insurance Department  
Fire Chief Ben Eaton, Grenora Fire Department  
Kirsten Baesler, ND Department of Public Instruction

The following deficiencies were noted during the fire safety inspection conducted on 2/27/2018:

**A plan of correction for the following should be submitted by April 30, 2018**

**Deficiencies:**

**9.6.1.4 To ensure operational integrity, the fire alarm system shall have an approved maintenance and testing program**

- Please provide annual report for the following:
  - Fire Alarms
  - Fire Drills
  - Sprinkler System

**9.9 Fire extinguishers are provided and maintained**

- Please provide documentation regarding last inspection of extinguishers

**9.1.2 Electrical Systems**

- Multi-plug adapters, power strips and extension cords should not be utilized to operate appliances
  - Location of deficiency: 105,
- Discontinue use of damaged and/or unapproved multi-plug adapters, power strips and/or extension cords. Extension cords should be utilized in temporary conditions only and not considered a permanent wiring solution.
  - Location of deficiency: B109, 104, Wayne's Office, 125
- Multi-plug adapters, power strips and/or extension cords should not be used in series
  - Location of deficiency: B110, Music Office, 122
- Electrical panels should be accessible with 36 inches of clearance
  - Location of deficiency: Storage Room, Custodial Room

**109.2 Eliminate hazardous conditions**

- Used oil should be properly stored and/or discarded
  - Location of deficiency: Shop



Wayne Stenehjem  
ATTORNEY GENERAL

STATE OF NORTH DAKOTA  
**OFFICE OF ATTORNEY GENERAL**

STATE CAPITOL  
600 E BOULEVARD AVE DEPT 125  
BISMARCK, ND 58505-0040  
(701) 328-2210 FAX (701) 328-2226  
[www.ag.nd.gov](http://www.ag.nd.gov)

STATE FIRE MARSHAL  
250 N 31<sup>ST</sup> Street Suite 7  
Bismarck, ND 58501-5016  
(701) 328-5555 FAX (701) 328-5557

April 22, 2016

Steven Holen  
Superintendent  
Watford City Public School  
PO Box 589  
Watford City ND 58854-0589

RE: Fire Safety Inspection - Watford City Grades K-3 – 1499

Dear Mr. Holen:

Enclosed is the report of the fire safety inspection conducted at your school on April 13, 2016. The report lists each fire hazard observed during the inspection and its location.

The purpose of the inspection is to ensure that an adequate level of safety is provided for the occupants. Our intent is to serve your community by providing the school district with a fire risk identification product. The fire inspection has been conducted in accordance with state law N.D.C.C. §15.1-06-09 or §15.1-06-10.

In some situations it may not be possible to comply with the text of the fire code due to existing conditions that restrict construction possibilities. In these cases, equivalency or alternative methods may be pursued to meet the intent of the fire code and still provide an adequate safety level.

A plan of correction addressing each of the listed fire hazards is required by the date indicated at the end of the inspection report. Please review the report and contact me at (701)328-5555 if our office may be of any assistance. Thank you for your cooperation throughout this inspection process.

Sincerely,

Kyle Shockley  
Deputy State Fire Marshal

pp

cc: Philip Reily, Watford City Fire Dept. PO Box 549, Watford City, ND 58854-0549  
Kirsten Baesler, Superintendent, ND Department of Public Instruction,  
600 E Boulevard Ave, Dept 201, Bismarck, ND 58505-0440  
Jeff Bitz, ND Insurance Department, 600 E Boulevard Ave, Bismarck, ND 58505-0320



ND State Fire Marshal's Office  
Fire Inspection Report  
Watford City Grade K-3  
Inspection Date: April 13, 2016

**Fire Hazard 1: Fire Drills:**

Fire drills are necessary to train the occupants of the building as to the emergency procedures in the event of a fire. Documentation of drills must be on file for review. {of1}

**Location:** Throughout school – Minimum number of fire drills have not been conducted this school year.

**Fire Hazard 2: Emergency Lights:**

Necessary to supply light in the event of a power failure. The amount of light should be sufficient to illuminate pathways to exit doors for the purpose of aiding egress and reducing panic. To ensure operational readiness of emergency lighting, test monthly for 30 seconds annually for 90 minutes. {el1}

**Location:** Throughout school – No documentation of the testing of emergency lighting provided.

**Fire Hazard 3: Corridor Egress:**

The corridor is the primary access to the exit. {me3}

Reduced corridor width will slow the movement of exiting persons. {me3a}

Moveable obstacles in corridors may hinder people's ability to exit. {me3b}

**Location:** Door 12, Door 3, Room 401, Room 402, Room 403 and Room 404  
– Tables, chairs and desks are obstructing exits.

**Fire Hazard 4: Sprinkler Maintenance:**

When an automatic sprinkler system is installed, the level of safety for the occupants is greatly improved. It is important to maintain the system to ensure proper operation. {fp2}

**Location:** Room 704 – Materials hanging from ceiling can hinder the proper operation of sprinkler system.

**Fire Hazard 5: Electrical Service:**

Electrical wiring must be in good condition with all covers in place on fixtures. The panel must be kept clear of combustibles for easy accessibility. The use of extension cords is to be kept to a minimum. Cords are not to be overloaded with heavy powered equipment or multiple appliances. Multi-outlet adapters need to be replaced with additional outlets, or in some cases a re-locatable power tap may be used. Permanent wiring is required except for short-term temporary use. {sp3}

**Location:** 1. Room 707 – Outlet cover missing.

2. Electrical Panel locations and stage area - Obstructions and combustibles within 36 inches of electrical panels.

**Important:** A response indicating the plan of correction for each of the listed fire hazards is required by May 31, 2016. The plan of correction needs to define when and how each hazard will be addressed with certification that each hazard will be addressed by the end of the next budget year. Please address the plan of correction to: **State Fire Marshal's Office, 250 N 31<sup>st</sup> St. Ste. 7, Bismarck ND 58502-1054.** Thank you for your efforts in promoting fire safety.



Wayne Stenehjem  
ATTORNEY GENERAL

STATE OF NORTH DAKOTA  
**OFFICE OF ATTORNEY GENERAL**

STATE CAPITOL  
600 E BOULEVARD AVE DEPT 125  
BISMARCK, ND 58505-0040  
(701) 328-2210 FAX (701) 328-2226  
[www.ag.nd.gov](http://www.ag.nd.gov)

STATE FIRE MARSHAL  
250 N 31<sup>ST</sup> Street Suite 7  
Bismarck, ND 58501-5016  
(701) 328-5555 FAX (701) 328-5557

April 22, 2016

Steven Holen  
Superintendent  
Watford City Public School  
PO Box 589  
Watford City ND 58854-0589

RE: Fire Safety Inspection - Watford City Grades 4-6 – 1499

Dear Mr. Holen:

Enclosed is the report of the fire safety inspection conducted at your school on April 13, 2016. The report lists each fire hazard observed during the inspection and its location.

The purpose of the inspection is to ensure that an adequate level of safety is provided for the occupants. Our intent is to serve your community by providing the school district with a fire risk identification product. The fire inspection has been conducted in accordance with state law N.D.C.C. §15.1-06-09 or §15.1-06-10.

In some situations it may not be possible to comply with the text of the fire code due to existing conditions that restrict construction possibilities. In these cases, equivalency or alternative methods may be pursued to meet the intent of the fire code and still provide an adequate safety level.

A plan of correction addressing each of the listed fire hazards is required by the date indicated at the end of the inspection report. Please review the report and contact me at (701)328-5555 if our office may be of any assistance. Thank you for your cooperation throughout this inspection process.

Sincerely,

Kyle Shockley  
Deputy State Fire Marshal

pp

cc: Philip Reily, Watford City Fire Dept. PO Box 549, Watford City, ND 58854-0549  
Kirsten Baesler, Superintendent, ND Department of Public Instruction,  
600 E Boulevard Ave, Dept 201, Bismarck, ND 58505-0440  
Jeff Bitz, ND Insurance Department, 600 E Boulevard Ave, Bismarck, ND 58505-0320



ND State Fire Marshal's Office  
Fire Inspection Report  
Watford City Grade 4-6  
Inspection Date: April 13, 2016

**Fire Hazard 1: Fire Drills:**

Fire drills are necessary to train the occupants of the building as to the emergency procedures in the event of a fire. Documentation of drills must be on file for review. {of1}

**Location:** Throughout school – Minimum number of fire drills have not been conducted this school year.

**Fire Hazard 2: Emergency Lights:**

Necessary to supply light in the event of a power failure. The amount of light should be sufficient to illuminate pathways to exit doors for the purpose of aiding egress and reducing panic. To ensure operational readiness of emergency lighting, test monthly for 30 seconds annually for 90 minutes. {el1}

**Location:** Throughout school – No documentation of the testing of emergency lighting provided.

**Fire Hazard 3: Hazardous Area Separation:**

Rooms and spaces with large amounts of combustible storage, or heating equipment considered hazardous, must be separated from other portions of the building for the protection of the occupants. The following separation issues were identified during the inspection: {ha1}

**Walls/Ceilings:** Must be properly fire rated. It is important to maintain the integrity of fire-rated walls and ceilings to protect against fire/smoke penetration. {ha1c}

**Location:** Boiler Room – Sheetrock that was removed for boiler maintenance was not replaced.

**Fire Hazard 4: Gas Shutoff:**

A gas shutoff is necessary in the science labs to provide quick and immediate access by the staff in the event of a gas emergency. {sp1}

**Location:** Science Room – Gas shut offs not labeled.

**Fire Hazard 5: Electrical Service:**

Electrical wiring must be in good condition with all covers in place on fixtures. The panel must be kept clear of combustibles for easy accessibility. The use of extension cords is to be kept to a minimum. Cords are not to be overloaded with heavy powered equipment or multiple appliances. Multi-outlet adapters need to be replaced with additional outlets, or in some cases a re-locatable power tap may be used. Permanent wiring is required except for short-term temporary use. {sp3}

**Location:** 1. Computer Lab – This location has power strips plugged into power strips. Power strips must be plugged directly into the wall.

2. Electrical Panel locations and stage area - Obstructions and combustibles within 36 inches of electrical panels.

**Important:** A response indicating the plan of correction for each of the listed fire hazards is required by May 31, 2016. The plan of correction needs to define when and how each hazard will be addressed with certification that each hazard will be addressed by the end of the next budget year. Please address the plan of correction to: **State Fire Marshal's Office, 250 N 31<sup>st</sup> St. Ste. 7, Bismarck ND 58502-1054.** Thank you for your efforts in promoting fire safety.



Wayne Stenehjem  
ATTORNEY GENERAL

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STATE FIRE MARSHAL  
250 N 31<sup>ST</sup> Street Suite 7  
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(701) 328-5555 FAX (701) 328-5557

April 22, 2016

Steven Holen  
Superintendent  
Watford City Public Schools  
PO Box 589  
Watford City ND 58854-0589

RE: Fire Safety Inspection - Watford City High School – 1499

Dear Mr. Holen:

Enclosed is the report of the fire safety inspection conducted at your school on April 13, 2016. The report lists each fire hazard observed during the inspection and its location.

The purpose of the inspection is to ensure that an adequate level of safety is provided for the occupants. Our intent is to serve your community by providing the school district with a fire risk identification product. The fire inspection has been conducted in accordance with state law N.D.C.C. §15.1-06-09 or §15.1-06-10.

In some situations it may not be possible to comply with the text of the fire code due to existing conditions that restrict construction possibilities. In these cases, equivalency or alternative methods may be pursued to meet the intent of the fire code and still provide an adequate safety level.

A plan of correction addressing each of the listed fire hazards is required by the date indicated at the end of the inspection report. Please review the report and contact me at (701)328-5555 if our office may be of any assistance. Thank you for your cooperation throughout this inspection process.

Sincerely,

Kyle Shockley  
Deputy State Fire Marshal

pp

cc: Philip Reily, Watford City Fire Dept. PO Box 549, Watford City, ND 58854-0549  
Kirsten Baesler, Superintendent, ND Department of Public Instruction,  
600 E Boulevard Ave, Dept 201, Bismarck, ND 58505-0440  
Jeff Bitz, ND Insurance Department, 600 E Boulevard Ave, Bismarck, ND 58505-0320



ND State Fire Marshal's Office  
Fire Inspection Report  
Watford City High School  
Inspection Date: April 13, 2016

Fire Hazard 1: Fire Drills:

Fire drills are necessary to train the occupants of the building as to the emergency procedures in the event of a fire. Documentation of drills must be on file for review. {of1}

Location: Throughout school – Minimum number of fire drills have not been conducted this school year.

Fire Hazard 2: Emergency Lights:

Necessary to supply light in the event of a power failure. The amount of light should be sufficient to illuminate pathways to exit doors for the purpose of aiding egress and reducing panic. To ensure operational readiness of emergency lighting, test monthly for 30 seconds annually for 90 minutes. {el1}

Location: Throughout school – No documentation of the testing of emergency lighting provided.

Fire Hazard 3: Flammable Liquids, Combustibles, and Gases Storage:

Flammable liquids, combustibles, and gases must be stored properly and limited in capacity. Flammable liquids, combustibles, and gases should never be stored in or near exits, near electrical panels, or other sources of ignition. Compressed gas cylinders in use or in storage shall be secured to prevent them from falling or being knocked over. {of4}

Location: Shop – Compressed gas cylinders not secured and were free standing.

Fire Hazard 4: Electrical Service:

Electrical wiring must be in good condition with all covers in place on fixtures. The panel must be kept clear of combustibles for easy accessibility. The use of extension cords is to be kept to a minimum. Cords are not to be overloaded with heavy powered equipment or multiple appliances. Multi-outlet adapters need to be replaced with additional outlets, or in some cases a re-locatable power tap may be used. Permanent wiring is required except for short-term temporary use. {sp3}

Location: Electrical panel locations – Obstructions and combustibles within 36 inches of electrical panels.

**Important:** A response indicating the plan of correction for each of the listed fire hazards is required by May 31, 2016. The plan of correction needs to define when and how each hazard will be addressed with certification that each hazard will be addressed by the end of the next budget year. Please address the plan of correction to: **State Fire Marshal's Office, 250 N 31<sup>st</sup> St. Ste. 7, Bismarck ND 58502-1054.** Thank you for your efforts in promoting fire safety.

710 EAST AVENUE  
PO BOX 189  
NEW TOWN, ND  
58763  
701.627.4415  
Fax 701.627.4416

#### SERVICES

- 📌 Mentoring
- 📌 Education & Tutoring
- 📌 Health & Fitness
- 📌 21<sup>st</sup> Century

#### BRANCHES

*White Shield*  
701 743-4003

*Parshall*  
701 862-3922

*New Town*  
701 627-4415

*Four Bears*  
701 627-4418

*Mandaree*  
701 759-3049

*Twin Buttes*  
701 938-3293

*Bismarck*  
701 751-7580

#### ADMINISTRATION

Kirsten Morsette  
*Executive Director*

Debra Malnourie  
*Finance Director*

#### BOARD OF DIRECTORS

El Marie Conklin  
*Chief Volunteer Officer*

Twyla Baker-Demaray  
*Vice Chair*

Polly Chase  
*Secretary*

Wendi Wells  
*Treasurer*

Jason Two Crow  
*Member at Large*

Gary Dickens  
*Member at Large*



### **Boys & Girls Club -TAT Building Safety Assurance**

All Boys and Girls Club of the Three Affiliated Tribes are located in tribally owned Community Buildings. All buildings meet ADA requirements for handicap accessibility. All buildings undergo regular safety inspections including fire inspections. All buildings have a posted emergency exit plan. All buildings are smoke free.

Each Boys and Girls Club facility has a health and safety plan and all employees receive training on the plan on a regular bases. All public buildings have secure access points that are monitored by security personnel during regular building operating hours.

Kirsten Morsette,   
BGC -TAT Executive Director

**GREAT FUTURES START [HERE](#).**

## **Attachment A: Scoring Rubric**

# 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

## Application for Selection

### Scoring Rubric

**Maximum Points Available – 210**  
**145 points *Minimum* to be considered for an Award.**

Applicant Name:	Reviewer Name:	Date:
-----------------	----------------	-------

I hereby certify that I do not have a conflict of interest with this application. I further certify that neither I nor my immediate family members have a conflict of interest with this applicant who submitted an application in response to this Competitive Grant, in accordance with NDAC Sec. [4-12-04-04](#).

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

This scoring rubric will be used for the 21<sup>st</sup> Century Community Learning Centers (CCLC) competitive grant review process to score grant applications. Each item is rated on a point scale for each section.

*\*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.*

<b>Competitive Priorities – 20 Points Total Maximum Points</b>
<p>➤ Was application submitted as a consortium? <b>Yes (10pts) or No (0 pts)</b> _____</p> <p>➤ Does applicant serve students who attend schools identified for comprehensive or targeted support? <b>Yes (5pts) or No (0 pts)</b> _____</p> <p>➤ Does applicant serve students who attend highly rural LEA's? <b>Yes (5pts) or No (0 pts)</b> _____</p> <p><b>Total Points for Competitive Preferences</b> _____</p>

#### A. NEED FOR THE PROJECT – 15 Points Maximum

##### 1. Need for the program meets the needs of the target population.

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that a comprehensive needs assessment used five objective data sources in addition to free/reduced count
4	There is <b>significant</b> evidence to support that a comprehensive needs assessment that used four objective data sources in addition to free/reduced count

<b>3</b>	There is <b>moderate</b> evidence to support that a comprehensive needs assessment that used three objective data sources in addition to free/reduced count
<b>2</b>	There is <b>some</b> convincing evidence to support that a comprehensive needs assessment used at least two objective data sources in addition to free/reduced count
<b>1</b>	There is <b>limited or weak</b> evidence to support that a comprehensive needs assessment used at least one objective data source in addition to free/reduced count
<b>0</b>	There is <b>no evidence</b> to support that a comprehensive needs assessment used any objective data source in addition to free/reduced count

Comments: \_\_\_\_\_

**Total Points for Question A #1** \_\_\_\_\_

**2. Services to be provided are linked to evidence based research and will help participants meet content and academic achievement standards.**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence describing services supported by EBR, detailed evidence and links to content and academic achievement, comprehensive plan of how all services and achievement goals are linked together.
<b>4</b>	There is <b>significant</b> evidence to support a description of services supported by EBR, detailed evidence and links to content and academic achievement, adequate plan of how all services and achievement goals are linked together.
<b>3</b>	There is <b>moderate</b> evidence to support a description of services supported by EBR detailed evidence and links to content and academic achievement, adequate plan of how all services and achievement goals are linked together.
<b>2</b>	There is <b>some</b> convincing evidence to support minimal description of services, not supported by EBR, academic achievement and content not supported with evidence, no plan.
<b>1</b>	There is <b>limited or weak</b> evidence to support services supported by EBR, academic achievement, comprehensive plan of how all services and achievement goals are linked together.
<b>0</b>	There is <b>no evidence</b> to support services.

Comments: \_\_\_\_\_

**Total Points for Question A #2** \_\_\_\_\_

**3. Services provided will help students and families mitigate risk factors and achieve state academic standards.**

<b>Points Awarded</b>	<b>Description of Services</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support a detailed plan consisting of four components: needs assessment to services, services are based in EBR, includes evidence to link services to academic achievement and content standards, addresses services to assist families

<b>4</b>	There is <b>significant</b> evidence to support a three of the four components of a detailed plan
<b>3</b>	There is <b>moderate</b> evidence to support two of the four components of a detailed plan.
<b>2</b>	There is <b>some</b> convincing evidence to support one of the four components of a detailed plan.
<b>1</b>	There is <b>limited or weak</b> evidence to support any components a detailed plan.
<b>0</b>	There is <b>no evidence</b> to support a detailed plan.

Comments: \_\_\_\_\_

**Total Points for Question A #3** \_\_\_\_\_

**TOTAL SCORE FOR NEED FOR THE PROJECT (15 Points Maximum)**

(Combined score for questions A1, A2 and A3) \_\_\_\_\_

**B. QUALITY OF PROJECT DESIGN – 35 Maximum Points**

**1. Includes goals, objectives, and outcomes of program.**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that all goals, outcomes, and objectives are defined, measurable, include measurement process, and can be directly linked to state standards.
<b>4</b>	There is <b>significant</b> evidence to support a majority of goals, outcomes, and objectives are defined, measurable, include measurement process, and can be directly linked to state standards.
<b>3</b>	There is <b>moderate</b> evidence to support that some of the goals, outcomes, and objectives are defined, measurable, may or may not include measurement process, and can be directly linked to state standards.
<b>2</b>	There is <b>some</b> convincing evidence to support that some of the goals, outcomes, and objectives are defined and measurable. Measurement process not included and not linked to state standards.
<b>1</b>	There is <b>limited or weak</b> evidence to support that goals, outcomes and objective are defined, measurable, measurement process not included, not linked to state standards.
<b>0</b>	There is <b>no evidence</b> to support goals, outcomes and objectives and measurement to state standards.

Comments: \_\_\_\_\_

**Total Points for Question B #1** \_\_\_\_\_

**2. Description of required inputs and outputs.**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that all inputs and outputs are described in detail.

<b>4</b>	There is <b>significant</b> evidence to support a majority of inputs and outputs are described in detail.
<b>3</b>	There is <b>moderate</b> evidence to support minor inputs and outputs are described in limited detail.
<b>2</b>	There is <b>some</b> convincing evidence to support inputs and outputs are minimally described.
<b>1</b>	There is <b>limited or weak</b> evidence to support inputs and outputs are described in detail.
<b>0</b>	There is <b>no evidence</b> to support inputs and outputs are described in detail.

Comments: \_\_\_\_\_

Total Points for Question B #2 \_\_\_\_\_

3. **Students and families were involved in developing the application and anticipated to participate in the project.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that families are significantly involved: multiple meetings held, documentation of meetings, expected attendance, supporting data to verify attendance expected.
4	There is <b>significant</b> evidence to support that families are significantly involved: 1-2 meetings held, documentation of meetings, expected attendance, supporting data to verify attendance expected.
3	There is <b>moderate</b> evidence to support that families are involved: initial meeting held, expected attendance data may or may not be included.
2	There is <b>some</b> convincing evidence to support that families are minimally or not involved: no meetings held, limited expected attendance data.
1	There is <b>limited or weak</b> evidence to support that families are involved or meetings held or expected attendance data.
0	There is <b>no evidence</b> to support family involvement or meetings held or expected attendance data.

Comments: \_\_\_\_\_

Total Points for Question B #3 \_\_\_\_\_

4. **Sustainability plan. \*This should be a document that describes how your 21<sup>st</sup> CCLC program would continue without federal funding.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that a detailed plan includes a comprehensive working document, description of services provided by partners, list and description of other funding sources, process in finding supplementary funding sources, includes goals and timeline to meet goals.
4	There is <b>significant</b> evidence to support a detailed plan includes a comprehensive working document, description of services provided by partners, list and description of other funding sources, process in finding supplementary funding sources, includes goals and timeline to meet goals.
3	There is <b>moderate</b> evidence to support components include a comprehensive working document, description of services provided by partners, list and description of other funding sources, process in finding supplementary funding sources, includes goals and timeline to meet goals.
2	There is <b>some</b> convincing evidence to support components of a detailed plan.
1	There is <b>limited or weak</b> evidence to support a detailed plan.
0	There is <b>no evidence</b> to support a detailed plan.

Comments: \_\_\_\_\_

Total Points for Question B #4 \_\_\_\_\_

5. Program must operate a minimum of 7 hours a week, 300 hours a year and 65% of the time must be focused on reading, mathematics, science and technology.

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support a detailed plan, which addresses transportation, describes how they will provide services for a minimum of 7 hours a week; daily schedule to verify the plan meets 65% in the four required areas; includes lesson plans, includes all activities to be offered.
4	There is <b>significant</b> evidence to support a detailed plan, which addresses transportation, describes how they will provide services for a minimum of 7 hours a week, 300 hours a year; daily schedule to verify the plan meets 65% in the four required areas; includes lesson plans, includes all activities to be offered.
3	There is <b>moderate</b> evidence to support components of a detailed plan that addresses transportation, hours, daily schedule, lesson plans or activities.
2	There is <b>some</b> convincing evidence to support components of a detailed plan that addresses transportation, hours, daily schedule, lesson plans or activities.
1	There is <b>limited or weak</b> evidence to support a detailed plan that addresses transportation, hours, daily schedule, lesson plans or activities.
0	There is <b>no evidence</b> to support a detailed plan that addresses transportation, hours, daily schedule, lesson plans or activities.

Comments: \_\_\_\_\_

Total Points for Question B #5 \_\_\_\_\_

6. Description of how outcomes will be measured.

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support all goals, outcomes, and objectives have a measurement, process on how they will be measured, and a timeline for measurements.
4	There is <b>significant</b> evidence to support all goals, outcomes, and objectives have a measurement process on how they will be measured and a timeline for measurements.
3	There is <b>moderate</b> evidence to support goals, outcomes, and objective measurement process on how they will be measured, and a timeline for measurements.
2	There is <b>some</b> convincing evidence to support goals, outcomes, and objectives have a measurement process on how they will be measured, may or may not have timeline.
1	There is <b>limited or weak</b> evidence to support goals, outcomes, objectives, process and may or may not have a timeline.
0	There is <b>no evidence</b> to support goals, outcomes, objectives, process and has no timeline.

Comments: \_\_\_\_\_

Total Points for Question B #6 \_\_\_\_\_

7. **Description of end outcomes to be achieved by the project.**

Points Awarded	Description
<b>5</b>	There is <b>clear and convincing</b> evidence to support all expected outcomes and are listed, described, measurable, correlate to stated goals and have a timeline for measurement.
<b>4</b>	There is <b>significant</b> evidence to support a majority of expected outcomes and are listed, described, measurable, correlate to stated goals and have a timeline for measurement.
<b>3</b>	There is <b>moderate</b> evidence to support a majority of expected outcomes and are listed, described, measurable, correlate to stated goals, no timeline.
<b>2</b>	There is <b>some</b> convincing evidence to support some of expected outcomes and are listed, described, measurable, correlate to stated goals and no timeline.
<b>1</b>	There is <b>limited or weak</b> evidence to support some of expected outcomes and are listed, described, measurable, correlate to stated goals and no timeline.
<b>0</b>	There is <b>no evidence</b> to support expected outcomes are listed, described, measurable, correlate to stated goals and no timeline.

Comments: \_\_\_\_\_

**Total Points for Question B #7** \_\_\_\_\_

**TOTAL SCORE FOR QUALITY OF PROJECT DESIGN (35 POINTS MAXIMUM)**

(Combined score for questions B1 – B7) \_\_\_\_\_

**C. ADEQUACY OF RESOURCES – 55 Points Maximum Points**

1. **Facilities meet safety regulations (whether the facilities, equipment and transportation meet required state health, safety and fire code standard and must have a FBI background check or a federal background check of individuals working in the program).**

Points Awarded	Description
<b>5 - Meets Requirement</b>	There is <b>clear and convincing</b> evidence to support that documentation is provided that verifies all safety regulations are met.
<b>0 - Does Not Meet Requirements</b>	There is <b>no evidence</b> to support documentation was provided to verify safety regulations are met.

Comments: \_\_\_\_\_

**Total Points for Question C #1** \_\_\_\_\_

**2. Reasonableness of proposed budget**

Points Awarded	Description
<b>30-40</b>	There is <b>clear and convincing</b> evidence to support per student cost, detailed description of process used to calculate this cost, process should be tied to all goals, activities, and outcomes, include costs of all activities, include estimated attendance, and have data to support attendance.

<b>21-29</b>	There is <b>significant</b> evidence to support per student cost, detailed description of process used to calculate this cost, process should be tied to all goals, activities, and outcomes, include costs of all activities, include estimated attendance, <u>and lacks the supporting data.</u>
<b>13-20</b>	There is <b>moderate</b> evidence to support per student cost, limited description of process used to calculate this cost, process is tied to a majority of goals, activities, and outcomes, include costs of all activities, includes estimated attendance, <u>and lacks the supporting data.</u>
<b>6-12</b>	There is <b>some</b> convincing evidence to support per student cost, minimal description of process used to calculate this cost, process is tied to some of the goals, activities, and outcomes, minimally states cost of activities, <u>lacks estimated attendance, lacks the supporting data.</u>
<b>1-5</b>	There is <b>limited or weak</b> evidence to support per student costs, minimal description of process used to calculate cost, process tied to the goals, activities and outcomes, cost of all activities, estimated attendance and supporting data.
<b>0</b>	There is <b>no evidence</b> to support per student costs, minimal description of process used to calculate cost, process tied to the goals, activities and outcomes, cost of all activities, estimated attendance and supporting data.

Comments: \_\_\_\_\_

**Total Points for Question C #2** \_\_\_\_\_

**3. Sites address how the program will be accessible to students. (Must address transportation)**

<b>Points Awarded</b>	<b>Description</b>
<b>5 - Meets Requirement</b>	There is <b>clear and convincing</b> evidence to support the application includes a plan and process to address transportation and accessibility for all students.
<b>0 - Does Not Meet Requirements</b>	There is <b>no evidence</b> to support a plan to address transportation and accessibility for all students.

Comments: \_\_\_\_\_

**Total Points for Question C #3** \_\_\_\_\_

**4. If applicable, fee assurance and process. (Must meet all components).**

<b>Points Awarded</b>	<b>Description</b>
<b>5 - Meets Requirement</b>	There is <b>clear and convincing</b> evidence to support that the application included a sliding scale and assurance that fees will not limit access, signed document that parents were consulted about fee rules and are aware of their options if unable to pay.
<b>0 - Does Not Meet Requirements</b>	There is <b>no evidence</b> to support the inclusion of a sliding scale and assurances that fees will not limit access, signed document that parents were consulted about fee rules and are aware of their options if unable to pay.

Comments: \_\_\_\_\_

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Total Points for Question C #4 \_\_\_\_\_

**TOTAL SCORE FOR ADEQUACY OF RESOURCES (55 POINTS MAXIMUM)**

(Combined score for questions C1 – C4) \_\_\_\_\_

**D. QUALITY OF MANAGEMENT PLAN – 35 Maximum Points**

1. Components of a quality management plan. \*If application is for a consortium or large school district, the narrative must include the amounts allocated to each site.

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that the applicant has included a budget, budget narrative, budget is broken down by line item, all budget items are linked to goals of the project, staffing needs with supporting evidence, includes staff description and roles.
4	There is <b>significant</b> evidence to support that the applicant has included a budget, budget narrative, budget is broken down by line item, all budget items are linked to goals of the project, staffing needs with supporting evidence, includes staff description and roles.
3	There is <b>moderate</b> evidence to support that applicant included a budget, budget narrative, staffing needs, roles of staff with supporting evidence.
2	There is <b>some</b> convincing evidence to support that the applicant did not include one or none of the following: budget, staffing needs, roles of staff. It does not appear that consideration has gone into the planning for budgetary needs targeted to support the 21 <sup>st</sup> CCLC program.
1	There is <b>limited or weak</b> evidence to support that the applicant included a budget, budget narrative, staffing needs, and roles of staff. It does not appear that consideration has gone into the planning for budgetary needs targeted to support the 21 <sup>st</sup> CCLC program.
0	There is <b>no evidence</b> to support that the applicant presented a clear indication of a budget aligned to the described plan or described activities.

Comments: \_\_\_\_\_

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Total Points for Question D #1 \_\_\_\_\_

2. Timeline of goals and objectives.

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that all goals and objectives listed in the application have a timeline for achievement.
4	There is <b>significant</b> evidence to support that a majority of goals and objectives listed in application have a timeline for achievement.
3	There is <b>moderate</b> evidence to support that at least half the goals and objectives listed in the application have a timeline for achievement.
2	There is <b>some</b> convincing evidence to support that less than half the goals and objectives in the application have a timeline for achievement.

<b>1</b>	There is <b>limited or weak</b> evidence to support that the applicant provided the planned budget that supports the program for the three year period.
<b>0</b>	There is <b>no evidence</b> to support that the applicant presented a clear description of goals and objectives with a feasible timeline.

Comments: \_\_\_\_\_

**Total Points for Question D #2** \_\_\_\_\_

**3. Stakeholders are included in the development of the management plan (parents, administrators, teachers and staff).**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that all stakeholder groups were consulted; includes multiple sources of quantitative data.
<b>4</b>	There is <b>significant</b> evidence to support that all stakeholder groups were consulted; 1-2 sources for quantitative data.
<b>3</b>	There is <b>moderate</b> evidence to support that three stakeholder groups were consulted, at a minimum a meeting was held, may or may not include qualitative data.
<b>2</b>	There is <b>some</b> convincing evidence to support that less than three stakeholder groups were consulted.
<b>1</b>	There is <b>limited or weak</b> evidence to support that at least one stakeholder group was consulted.
<b>0</b>	There is <b>no evidence</b> to support that stakeholder groups were included.

Comments: \_\_\_\_\_

**Total Points for Question D #3** \_\_\_\_\_

**4. Support of school administrators.**

<b>Points Awarded</b>	<b>Description</b>
<b>5 - Included</b>	There is <b>clear and convincing</b> evidence to support the documentation of administrator support.
<b>0 - Not Included</b>	There is <b>no evidence</b> to support administrative support.

Comments: \_\_\_\_\_

**Total Points for Question D #4** \_\_\_\_\_

**5. Plan for training (includes funding).**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that a detailed training plan will include: initial training required, ongoing training to be provided, evidence of success of training, amount of training required, includes a timeline of training to be provided, how training will be funded

<b>4</b>	There is <b>significant</b> evidence to support that a detailed training plan will include: initial training required, ongoing training to be provided, evidence of success of training, amount of training required, includes a timeline of training to be provided, how training will be funded.
<b>3</b>	There is <b>moderate</b> evidence to support that the application contains all components of a detailed plan but lacks a timeline.
<b>2</b>	There is <b>some</b> convincing evidence to support that the application contains a majority of the components of a detailed plan. May or may not include a timeline
<b>1</b>	There is <b>limited or weak</b> evidence to support that the application contains two or three components of a detailed plan and lacks a timeline.
<b>0</b>	There is <b>no evidence</b> to support that a detailed plan and timeline was submitted.

Comments: \_\_\_\_\_

**Total Points for Question D #5** \_\_\_\_\_

**6. Includes a policy on protection of student and family privacy rights.**

<b>Points Awarded</b>	<b>Description</b>
<b>5 - Included</b>	There is <b>clear and convincing</b> evidence to support that the application includes a privacy policy.
<b>0 - Not Included</b>	There is <b>no evidence</b> to support the inclusion of a privacy policy.

Comments: \_\_\_\_\_

**Total Points for Question D #6** \_\_\_\_\_

**7. Applications contain a plan for collaboration between schools for students served and afterschool program.**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that a detailed plan will include: multiple methods of communication, multiple ways afterschool is aligned with regular day, assurance of afterschool participation in regular day meetings, includes timeline for regular meetings.
<b>4</b>	There is <b>significant</b> evidence to support that the application includes all components of a detailed plan but lacks a timeline.
<b>3</b>	There is <b>moderate</b> evidence to support that the application includes all components of a detailed plan but is limited in the methods of aligning to the school day and methods of communication, may or may not have a timeline.
<b>2</b>	There is <b>some</b> convincing evidence to support components of a detailed plan.
<b>1</b>	There is <b>limited or weak</b> evidence to support that the application has an extremely limited plan, no timeline.
<b>0</b>	There is <b>no evidence</b> to support that a detailed plan included collaboration between schools for students served and an afterschool program.

Comments: \_\_\_\_\_

Total Points for Question D #7 \_\_\_\_\_

**TOTAL SCORE FOR Quality of Management Plan (35 POINTS MAXIMUM)**

(Combined score for questions D1 – D7) \_\_\_\_\_

**E. QUALITY OF PROJECT EVALUATION – 20 Maximum Points**

**1. Grantee performs annual evaluations.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support the application contains comprehensive monitoring plan: alignment to goals, objectives, outcomes, adherence to federal requirements, includes a monitoring tool, uses multiple ways to monitor sub-grantees, document to tie everything together, and includes a timeline when monitoring data will be collected.
4	There is <b>significant</b> evidence to support that the application includes all aspects of comprehensive plan. Does not include a timeline.
3	There is <b>moderate</b> evidence to support that the application includes monitoring for alignment to goals, objectives, outcomes, adherence to federal requirements, includes a monitoring tool, uses onsite monitoring and one other process to monitor, may or may not include a timeline.
2	There is <b>some</b> convincing evidence to support the application only uses onsite monitoring may or may not include other aspects of a comprehensive plan.
1	There is <b>limited or weak</b> evidence to support that the application contains a comprehensive monitoring plan.
0	There is <b>no evidence</b> to support a monitoring plan.

Comments: \_\_\_\_\_

\_\_\_\_\_

Total Points for Question E #1 \_\_\_\_\_

**2. Program monitors adherence to Meeting Measures of Effectiveness (MOE)**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that the application provided information to use at least five processes to monitor MOE.
4	There is <b>significant</b> evidence to support that the application provided information to use at least five processes to monitor MOE.
3	There is <b>moderate</b> evidence to support that the application provided information to use four described processes to monitor MOE.
2	There is <b>some convincing</b> evidence to support that the application provided information to use three described processes to monitor MOE.
1	There is <b>limited or weak</b> evidence to support that the application provided less than two processes to monitor MOE.
0	There is <b>no evidence</b> to support information using described processes to monitor MOE.

Comments: \_\_\_\_\_

\_\_\_\_\_

Total Points for Question E #2 \_\_\_\_\_

3. Use of results to refine, improve and strengthen program.

Points Awarded	Description
5 - Included	There is <b>clear and convincing</b> evidence to support the application includes a plan to review all monitoring documents and how required changes will be implemented
0 - Not Included	There is <b>no evidence</b> to support a plan to review all monitoring documents.

Comments: \_\_\_\_\_

Total Points for Question E #3 \_\_\_\_\_

4. Applicant has a plan for explaining data

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support a detailed plan includes the following steps with detailed description: explanation of data collected, how it will be collected, when it will be collected, when outcomes will be published, how it will be used to improve project, includes a timeline.
4	There is <b>significant</b> evidence to support a detailed plan includes the following steps with detailed description: explanation of data collected, how it will be collected, when it will be collected, when outcomes will be published, how it will be used to improve project, includes a timeline.
3	There is <b>moderate</b> evidence to support that that the applicant was missing one of the elements of a detailed plan; description of activities is minimal and may or may not include a timeline.
2	There is <b>some convincing</b> evidence to support that the applicant is missing more than one element of a detailed plan; limited description and may or may not include a timeline.
1	There is <b>limited or weak</b> evidence to support a detailed plan explaining data.
0	There is <b>no evidence</b> to support a detailed plan for explaining data.

Comments: \_\_\_\_\_

Total Points for Question E #4 \_\_\_\_\_

**TOTAL SCORE FOR Quality of Project Evaluation (20 POINTS MAXIMUM)**

(Combined score for questions E1 – E4) \_\_\_\_\_

**F. QUALITY OF PARTNERSHIPS – 30 Maximum Points**

**1. Includes a list of partners**

Points Awarded	Description
<b>10 - Included</b>	There is <b>clear and convincing</b> evidence to support that the application includes a list of all partners.
<b>0 - Not Included</b>	There is <b>no evidence</b> to support a list of all partners was included.

Comments: \_\_\_\_\_

\_\_\_\_\_

**Total Points for Question F #1** \_\_\_\_\_

**2. Services provided by partners**

Points Awarded	Description
<b>10 - Included</b>	There is <b>clear and convincing</b> evidence to support the application includes a list of all services provided by all partners.
<b>0 - Not Included</b>	There is <b>no evidence</b> to support the application includes a list of all services provided by all partners.

Comments: \_\_\_\_\_

\_\_\_\_\_

**Total Points for Question F #2** \_\_\_\_\_

**3. Includes verification of partner involvement**

Points Awarded	Description
<b>10 - Included</b>	There is <b>clear and convincing</b> evidence to support the application includes signed agreements from all partners listed
<b>0 - Not Included</b>	There is <b>no evidence</b> to support signed agreements from all partners listed was included

Comments: \_\_\_\_\_

\_\_\_\_\_

**Total Points for Question F #3** \_\_\_\_\_

**TOTAL SCORE FOR Quality of Partnerships (30 POINTS MAXIMUM)**  
(Combined score for questions F1 – F3) \_\_\_\_\_

**Maximum Points Possible – 210 Points**

**Minimum Points Allowed – 145 Points**

Section	Points Possible	Points Awarded
Competitive Priorities	20	
A. Need for the Project	15	
B. Quality of Project Design	35	
C. Adequacy of Resources	55	
D. Quality of Management Plan	35	
E. Quality of Project Evaluation	20	
F. Quality of Partnerships	30	
<b>TOTAL POINTS AWARDED</b>	<b>210</b>	

## **Attachment B: Partnership Letters**

Great Northwest Career and Technology Center

Williston Department of Parks and Recreation

Trenton Indian Services

Nueta Hidatsa Sahnish College

Fort Berthold Diabetes Program


Girl Scout-Dakota Horizons

MHA Aging Services

March 29, 2018

The Great Northwest Area Career and Tech Center (GNWACTC) looks forward to an opportunity to partner with the Community After School Club on the 21<sup>st</sup> CCLC Programs. The GNWACTC will provide learning activities and opportunities for these students utilizing our staff/faculty. We will work in collaboration with the Community After School Club to determine activities and learning opportunities that appropriate for these students. We will begin this when the grant begins and provide this partnership through out the duration of the grant.

Kim Murphy  
Great Northwest Area Career & Tech Center  
222 University Ave  
Williston, ND 58801  
GNWACTC Director

A handwritten signature in black ink that reads "Kim Murphy". The signature is written in a cursive style with a large, stylized "K" and "M".



March 29, 2018

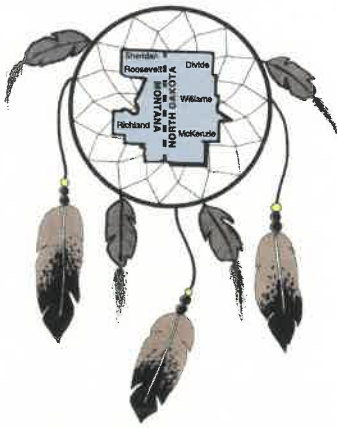
This letter is to certify that the Williston Parks and Recreation District agrees to partner with the Community After School Club on 21stCCLC programs. Williston Parks and Recreation District will provide facilities spaces, special event staffing and health related advising and programs beginning 2018 through the duration of grant funds received.

Mike Amundson  
Williston Parks and Recreation District  
Facilities Director

A blue ink signature of Mike Amundson, consisting of a stylized "MA" followed by a long horizontal line.

Darin L. Krueger  
Williston Parks and Recreation District  
Executive Director

A blue ink signature of Darin L. Krueger, featuring a stylized "DK" followed by a long horizontal line.



# *TRENTON INDIAN SERVICE AREA*

P.O. Box 210  
Trenton, North Dakota 58853-0210  
Telephone: (701) 572-8316  
Fax: (701) 572-0124

April 5, 2018

Mr. Scott Gant  
Trenton Public School  
Trenton, ND 58853

Re: Trenton School After School Program

Dear Mr. Gant,

The Trenton Indian Service Area will participate as a partner in the After School Program that is operated by Trenton School.

We will provide two individuals, Mr. Joe McGillis and Mr. Gene McCowan who will give demonstrations and information on the culture of the Turtle Mountain Chippewa and their lifestyles.

We will also be willing to provide any additional support that will enhance the offerings of the After School Program.

Thank you for inviting us to have input into this very important program.

Sincerely,

Gene McCowan  
Assistant to the Chairman  
Trenton Indian Service Area



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NUETA HIDATSA SAHNISH COLLEGE

MANDAN HIDATSA ARIKARA NATION

---

Twyla Baker, Ph.D  
President

P.O. Box 490/220<sup>th</sup> College Drive  
New Town, ND 58763-0490

P: 1(701)627-8095

F: 1(701)627-3609

[www.nhsc.edu](http://www.nhsc.edu)

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April 6, 2018

Dear Sir or Madam:

Nueta Hidatsa Sahnish College fully supports the Boys & Girls Club of the Three Affiliated Tribes and the Great Northwest Education Cooperative consortium in their efforts to secure funding from 21<sup>st</sup> Century Community Learning Centers (CCLC) grant application.

The Boys & Girls Club of the Three Affiliated Tribes provides valuable services to all youth on our reservation with their after school and summer programming. Nueta Hidatsa Sahnish College also strives to enrich youth to innovative academic, recreation, and cultural experiences. We will continue to partner with Boys & Girls Club –TAT through our longstanding partnerships in programming; namely our Science Camps, Education Summits, and Culture Camp opportunities during summer programming.

Thank you for considering the Boys & Girls Club of the Three Affiliated Tribes for the 21<sup>st</sup> Century Grant Application. If you any questions, or need additional information, feel free contact me at (701) 627-4738.

Thank you,

Twyla Baker, Ph.D  
President  
Nueta Hidatsa Sahnish College

**Fort Berthold Diabetes Program**

**Awatii Wellness Center**

1 Minne-Tohe Drive  
New Town, North Dakota 58763

TEL: (701) 627-7931

FAX: (701) 627-3913

April 4, 2018

Kirsten Morsette, Executive Director  
Boys & Girls Club TAT  
PO Box 189  
New Town, ND 58763


To Whom It May Concern,

It is my pleasure to write this letter of support for the Boys & Girls Club of the Three Affiliated Tribes and Great Northwest Education Cooperative consortium in their efforts to secure funding through the North Dakota 21<sup>st</sup> Century Community Learning Center grant, to continue providing services to the youth here on the Fort Berthold Indian Reservation.

I have worked closely with the Boys & Girls Club of the Three Affiliated Tribes and have seen first-hand the successes they have made in our communities. It is a difficult task, but with the help of the Boys & Girls Club we have begun to change unhealthy eating habits and introduce exercise and fitness plans for entire families, in addition to strengthening and incorporating cultural aspects into these families' lives. The Boys & Girls Club conducts healthy cooking classes; a consistent basketball program for youth and adults; inter-generational hikes that bring together elders and youth as they explore and learn about culturally significant sites around Fort Berthold; and regular follow-up of families to educate, empower, and encourage them in their journey to wellness and education in our communities.

As the Diabetes Program Director, I know the need for Boys & Girls Club –TAT because they provide a safe place for kids to get assistance with homework, tutoring, services that might not be available on our reservation if the 21st Century Grant Program did not exist. Thank you for your consideration of the Boys & Girls Club of the Three Affiliated Tribes. If you have any questions, or require additional information please do not hesitate to contact me at (701) 627-7931. Thank you!

Sincerely,



Jared Eagle  
Program Director  
Fort Berthold Diabetes Program



## **MANDAN, HIDATSA, & ARIKARA NATION**

*Aging Services / Title VI Program Three Affiliated Tribes*

404 Frontage Road • New Town, North Dakota 58763

Ph: (701) 627-4547 • Fax: (701) 627-4580

April 6, 2018

To Whom It May Concern,

The Aging Service of Mandan Hidatsa Arikara Nation fully supports the Boys & Girls Club of the Three Affiliated Tribes and the Great Northwest Education Cooperative consortium in their efforts to secure funding from 21<sup>st</sup> Century Community Learning Centers (CCLC) grant application.

The Boys & Girls Club of the Three Affiliated Tribes provides valuable services to all youth in each community of our reservation with their after school activities and summer programs. The Aging Services will continue to partner with Boys and Girls Club of the Three Affiliated Tribes in their efforts to teach our youth the importance of our history, culture and work to retain the languages of the Mandan, Hidatsa and Arikara tribes during after school and summer programs.

Thank you for considering the Boys & Girls Club of the Three Affiliated Tribes for the 21<sup>st</sup> Century Grant application. Thank you!

Sincerely,

Polly Chase

Director Aging Services



#### **Headquarters**

1101 S Marion Road  
Sioux Falls, SD 57106-3466  
T 605.336.2978  
800.666.2141  
F 605.336.6841  
[www.gsdakotahorizons.org](http://www.gsdakotahorizons.org)

#### **Northwest District**

735 Airport Road  
Bismarck, ND 58504  
T 701.223.4525  
800.326.4745  
F 701.223.7840

#### **Northeast District**

1002 43rd Street S  
Fargo, ND 58103  
T 701.293.7915  
877.904.8168  
F 701.293.7962

#### **Southwest District**

1202 E St Francis Street  
Rapid City, SD 57701  
T 605.343.6355  
800.658.3391  
F 605.343.9508

#### **Southeast District**

1101 S Marion Road  
Sioux Falls, SD 57106  
T 605.336.2978  
800.666.2141  
F 605.336.6841

Girl Scouts – Dakota Horizons (GSDH) will bring Girl Scout programming to the girls in the Williston Community After School club.

GSDH will provide programming throughout the school year for a minimum of one hour per session. Examples of session lengths are four (4) sessions at an hour each, once a week, for four weeks or four (4) sessions at an hour each, once a month for four months. Programming is intended for K-5 grade girls. Girls may experiment with STEM concepts by building catapults, zip lines and flotation devices, make purses out of recycled materials, explore energy conservation, the voting process, create superhero capes and everything in between.

Girl Scouts provides all materials needed to execute each session, as well as a breakdown and instructions for all activities. Attendees will receive a complimentary membership for the Girl Scout year, and have the opportunity to engage in more Girl Scout events and traditional troops in the area.

Girl Scout staff will serve as point person for these sessions, but may involve community volunteers when possible.

A handwritten signature in black ink that reads "Staci Miller". The signature is written in a cursive, flowing style.



**Girl Scouting builds girls of courage, confidence, and character,  
who make the world a better place.**

**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS GRANT**  
**Check List**  
**Application for Selection**

**Applications that do not include ALL required components and forms will be disqualified and will not be reviewed.**

**Applicant Name:** Great Northwest Education Cooperative

- ☒ **Application Cover Page**
- ☒ **Table of Contents:** Include a one-page table of contents.
- ☒ **Program Abstract:** Please fill out pages 1-4 in SFN 53515.
- ☒ **Program Narrative:** *20-page limit*
  - Need For Project
  - Quality of Project Design
  - Adequacy of Resources
  - Quality of Management Plan
  - Quality of Project Evaluation
  - Quality of Partnerships
- ☒ **Budget:** Use budget form SFN 53515 to provide a complete budget summary **for year one of the project.**
- ☒ **Budget Narrative:** Please provide a **detailed** budget narrative that explains each line item.
- ☒ **Program Assurances:** Sign and date the assurances located on pages 6-7 of SFN 53515.
- ☒ **Appendices** (If applicable)
  - ☒ Equitable Access and Participation
  - ☒ Consortium Agreement
  - ☒ List of Partners
  - ☒ Non-Public School Participation
- ☒ **Signed Application with Original Signature(s)**