

Using Federal Title Funds to Support a District's Distance Learning Plan

In accordance with the North Dakota Department of Public Instruction (NDDPI) interim guidance and the Governor's Executive Order, all districts must submit a plan to the NDDPI by March 27, 2020.

Intent: To educate and graduate the students of North Dakota through the end of the academic year while maintaining the health and safety of students, staff, and community.

Equity is a critical consideration. If educational services are being delivered to students in any form, for plans to be approved, those services must be provided to all students.

For the purposes of this guidance, **distance learning** includes virtual, online, ITV, alternate locations, instructional telephone calls, and all learning that is offered through alternate means rather than on-campus, face-to-face. More specific subject matter could be provided through content download (e.g., using laptops and smart phones) and communication by phone (e.g., conference calls and one-on-one calls). Depending on grade level, materials used might include books, textbooks, workbooks, worksheets, email, television (e.g., DVD, cable, streaming), and Internet content (e.g., websites, games).

This document is intended to provide guidance to local school districts on how your federal Title funds can be used to support distance learning.

Title I

To support distance learning, Title I funds must meet the reasonable, allowable and educationally related standard of practice designed to improve the school's educational program. The school must follow their Title I status of operating a schoolwide or targeted assistance program.

Examples of how this funding source could be used include:

- Salary/benefits for Title I teachers, coaches, specialists, interventionists, paraprofessionals, parent and family engagement specialists/liaisons supporting student services including in-home or telecommuting
- Effective telecommuting strategies to support parent and family engagement
- Technology enhanced resources or in-home lessons to engage students from a distance
- Evidence-based interventions to support increased learning time
- Activities designed to increase access and prepare students for coursework
- Online professional development for staff to support the needs of at-risk students
- Purchases for training staff on the distance learning platform and use of the platform
- Training on best practices for delivering online coursework
- Purchase of equipment, materials, and training needed to support students with the online or distance learning plan and platforms
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills that impact the academic online learning model

In a targeted assistance program, the school Title I funds are to provide distance learning specifically to identified students and staff only.

The district must, in good faith, establish a method for ongoing consultation with all non-public schools utilizing federal funding for equitable services regarding replacement activities.

Title I questions can be address to [Stefanie Two Crow](#), Director Educational Equity & Support.

Title II

To support distance learning, Title II funds can be used for professional development of staff. Examples of how this funding source could be used include:

- Online professional development for staff including supports for staff in learning how to use online platforms
- Purchase for training staff on the district's LMS platform
- Training on best practices for delivering online coursework

Please be mindful, Title II funds:

- Cannot be used for students
- Cannot purchase equipment, LMS platforms (online platforms), distance learning courses or software

Title II questions can be address to [Ann Ellefson](#), Director Academic Support.

Title IV

The purpose of Title IV, Part A of the Every Student Succeeds Act is to improve students' academic achievement by increasing the capacity of states, districts, schools, and local communities to provide all students with access to well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESSA Sec 4101)

To support distance learning, Title IV funds must be allowable and consistent with the purposes of at least one of the three content areas above and must be reasonable, necessary and allocable to the grant. Districts are encouraged to be innovative and design well-rounded instruction that can be provided through a variety of ways, including distant learning. Evidence-based interventions to support increased learning time may include the following:

- Activities designed to improve access to foreign language instruction, arts, and music education coursework
- Online professional development for staff to support the development of effective use of technology
- Purchases for training staff on the distance learning platform and use of the platform
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education
- Training on best practices for delivering online coursework
- Purchase of equipment, materials, and training needed to support students with the online or distance learning plan and platforms

- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills that impact the academic online learning model
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA
- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups

Please note that the 15 percent special rule, ESEA Section 4109(b), applies only to the effective use of technology content area and not to well rounded.

Title IV questions can be address to [Robin Lang](#), Assistant Director Educational Equity & Support.