

Federal Title Programs Monitoring

November 8, 2023

Monitoring Overview

- Purpose of Federal Title Programs Monitoring
 - To ensure that the use of federal funds is being used to support the plan created within the Consolidated Application narrative
 - **Goal:** To embrace the concept of “Funding the Plan” instead of “Planning for Funds”
 - To work in partnership with districts and schools to provide information and technical assistance to ensure compliance with program requirements
 - **Goal:** To support districts and schools in reaching their student achievement and program goals
 - To ensure that districts maintain required records, even during non-monitoring years, to ensure program compliance
 - **Goal:** To assist districts in creating structures and systems, even during non-monitoring years, that support program goals and meet the district’s needs

Assurances

Within the Intent to Apply, the district acknowledges it will adhere to the assurances required for each program. It is important to remember that assurances require actions on the part of the school district, and districts are held accountable for those assurances through monitoring.

Assurances cover the below topics:

- Fiscal
- Evidence-Based Programs and Practices
- Supplement, Not Supplant
- Early Childhood, Title I
- Civil Rights (e.g., Title VI (Race, Color, National Origin), Title IX (Gender), Americans with Disabilities, 504, Homeless, Foster Care, English Learners, Neglected and Delinquent students, etc.)

Note: The authorized representative assures that any information submitted during the monitoring process is accurate and complete to the best of their knowledge.

Monitoring Timeline

October 23, 2023 – Initial monitoring notification emailed to districts.

- *The superintendent, business manager, building principals, homeless and foster care liaisons, EL coordinators and directors, and the school board president were informed that the district will be monitored.*

November 27, 2023 – Monitoring instructions and resources emailed to districts.

- *The superintendent, business manager, building principals, homeless and foster care liaisons, EL coordinators and directors, and the school board president will receive updated guidance documents and specific instructions.*

November 27, 2023-January 18, 2024 – Submission window is open in STARS.

- *Districts can upload documentation through January 18, 2024*

November 27, 2023-February 16, 2024 – NDDPI monitors review submissions.

- *NDDPI staff may contact district personnel for clarification or items able to be resolved quickly.*

February 19-23, 2024 – Initial monitoring reports emailed to districts.

- *After the district receives the monitoring report, district personnel work to address action-required items with NDDPI support.*

February-April 2024 – Site visits occur, if needed.

May 20, 2024 – Monitoring process is complete.

- *By May 20, 2024, all districts will have received a final monitoring report outlining recommendations and required actions.*

Upload Process

Federal Title Monitoring Report in STARS

- <https://apps.nd.gov/dpi/stars/login.aspx>
- [Federal Programs Monitoring Upload Instructions](#)

The following reports must be submitted for each district:

- District Administration (D01-D05)
- English Learners (EL01-EL19)
- Foster Care (FC01-FC05)
- Homeless (H01-H06)

Additional reports must be submitted based on the district's program participation:

- Fiscal (D06-D09)
- Title I Admin (D10-D14)
- Title I Schoolwide (SW01-SW14)
- Title I Targeted Assistance (TA01-TA14)
- Title I Private School (P01-P13)
- Title II, Part A (D19-D22)
- Title IV, Part A (SSAE01-SSAE09)

District Administration Section: D01-D05

Addresses overarching federal requirement

- D01 and D02 – School board’s awareness of federal applications and authorization of signature authority
- D03 – School accountability notification
- D04 – Process stakeholders would utilize to resolve a dispute or complaint concerning federal programs
- D05 – Evidence of processes and procedures to garner feedback and input from stakeholders regarding federal programming

Fiscal (UGG) Section: D06-D09

Uniform Grant Guidance (UGG) fiscal requirements apply to ALL Federal programs, not just Title, so it is essential to have updated district policies in place and internal controls to ensure these policies are up to date and being followed.

- **D06 Inventory, Tracking, and Labeling of Equipment and Supplies** –Districts must show compliance with these regulations by submitting a copy of their inventory that includes all federal Title program inventory and a narrative that details the district’s process to inventory, label, and track materials, supplies, and equipment.
- **D07 Purchase/Contract/Procurement** – Districts must have policies in place that ensure that these records are current and correctly coded.
- **D08 Records Retention** – This requirement refers to the Records Retention Policy and Annual Policy Review of financial records, supporting documentation, statistical documents, and other entity records pertinent to Federal awards.
- **D09 Time & Effort Documentation** – All individuals being paid with federal funds must document their time and effort, and the amount must be based on records that accurately reflect the work performed.
 - Documentation must include the employee name, percentage of time paid with federal and nonfederal funds, and must be signed off by a supervisor with direct knowledge of the work performed.
 - The date signed must be after the last date of service - you cannot assure work performed in the future.

Title I District Administration: D10-D13

Additional District-level Services (if applicable)

- D10 – Districtwide Activities, Services, and Evidence-Based Practices

Parent and Family Engagement

- D11 – Parent and Family Engagement Policy
- D12 – Parent and Family Engagement Set-aside (Title I allocation over \$500,000)

Neglected & Delinquent (if applicable)

- D13 – Neglected and Delinquent Services for facilities within the district

Early Childhood Title I: D14

Preschool Enrollment and Documentation

Always maintain the following records, even during a non-monitoring year, to ensure compliance:

- Procedures for receiving preschool records
 - **Examples:** Special Education, Head Start, preschool, out of state, etc.)
- Evidence of communication channels and connections to local Early Childhood partnerships
- Documentation of meetings regarding Early Childhood
 - **Examples:** agendas, meeting minutes, handouts, emails
- Documentation of joint trainings between your district and any Early Childhood education program

Private School Equitable Services: D15-D18

Districts with participating private schools must, after meaningful consultation, provide services to eligible private school children, families, and educators.

Submission - Requirement	Evidence to Maintain
<p>Equitable Services Consultation (D15-16) The district compiles the requirements for consultation with private schools in a timely manner.</p>	<p>The district must have a process in place to annually identify and contact private schools for equitable services and establish an ongoing process for meaningful consultation between district and private school officials.</p> <ul style="list-style-type: none"> • Districts annually collect the “Intent to Participate” and complete the “Intent to Apply” pre-application (includes Title I, II, IV, and Transfer programs) to document participation. • During the consolidated application narrative, the district uploads the “Affirmation of Consultation”. • During monitoring, the district must submit an example of consultation occurring, such as an agenda of topics discussed for each participating private school and selected ESEA programs. • If applicable, submit documentation of an out of district agreement (D16). <p>Resources</p> <ul style="list-style-type: none"> • Affirmation of Consultation with Nonpublic School Officials • Sample Notice Nonpublic School Intent to Participate • Sample Form Nonpublic School Intent to Participate
<p>Equitable & Timely Services (D17) Districts must maintain documentation of timely and equitable services provided to private school students based on educational needs.</p>	<p>The district must offer equitable services to private schools within their geographical boundaries (Title I, II, and IV) and Title I school attendance area (Title I only). The district must offer services based on the needs of the private school and annually evaluate the effectiveness of services. Districts must maintain documentation of timely services provided to private school students based on educational needs.</p> <ul style="list-style-type: none"> • Needs assessment, student schedule, or plan • Title I calendar • Teacher schedule or contract with terms of agreement for services
<p>ESSER/EANS Inventory (D18)</p>	<p>Districts purchasing equipment, materials, and supplies with ESSER/EANS through equitable services</p> <ul style="list-style-type: none"> • Three options to consider • Documentation of processes

Title II Section: D19-D22

Supporting Effective Instruction

- D19 – Professional Development, including an understanding and adherence to the definition of professional development
- D20 – Recruitment and Retention Strategies
- D21-D22 – Class size reduction processes and evidence of effectiveness

Title I: Targeted Assistance/Schoolwide

The purpose of Title I monitoring is to ensure the district provides evidence that the program focuses on improving student achievement and ensures the district is operating in accordance with federal regulations.

- The process should include documentation collected to provide evidence of the program.
 - The required evidence is the documentation or information used to set up, design, communicate, and evaluate the Title I program.
 - Organizing the documentation for the review should already be in place for most requirements for this year except for the Annual Review and Annual Assessment of Parent and Family Engagement.
 - For these instances, you may use the prior year's documentation as the submission.
 - Supporting documentation should provide details and demonstrate that the activity, assessment, or event took place in a timely manner (including topics, dates, location, time, and method distributed).
 - Districts can use the resources available in the samples and templates of the Monitoring Guide, which is an organizational tool to assemble the required documentation for the program review.

Title I Targeted Assistance: TA01-TA14

Needs Assessment

- Student Selection (TA02-03)

Plan & Implementation

- Services and Program (TA02-03)
- Professional Development (TA02, TA06-07, TA12)
- Evidence-Based Intervention, Strategies, Programs and Research (TA14)

Communication and Family Engagement

- Parent's Right to Know and Staff Qualifications (TA01)
- Eligibility – Notification of Eligible Students (TA04) and Declining Services (TA05)
- Communication with Classroom Teachers (TA06)
- Annual Meeting (TA07)
- Opportunities for Training Parents and Families (TA08)
- School-Family Compact (TA09)
- Assessment of Parent and Family Engagement (TA10)

Evaluation

- Progress Report (TA11)
- Annual Review and Notification of Results (TA12-13)

Title I Schoolwide: SW01-SW15

Needs Assessment

- Four Types of Data (SW05)
- Stakeholder Consultation (SW01, SW12)

Plan & Implementation

- Evidence-Based Intervention, Strategies, Programs and Research (SW06)
- Schoolwide Reform Strategies (SW07)
- Coordination of Programs (SW08)
- Professional Development (SW08, SW09, SW13)
- Class Size Reduction, if applicable (SW15)

Communication and Family Engagement

- Schoolwide Plan Public Notification (SW02)
- Parent's Right to Know and Staff Qualifications (SW03)
- Parent Notification of Interactive Dashboard (SW04)
- Annual Meeting (SW09)
- Opportunities for Training Parents and Families (SW10)
- School-Family Compact (SW11)
- Assessment of Parent and Family Engagement (SW12)

Evaluation

- Cognia Schoolwide Annual Report (SW05, SW07, SW08)
- Annual Review and Notification of Results (SW13-14)

Title I Private School: P01-P13

Title I programs in participating private schools operate a Targeted Assistance model and agree to timely services during meaningful consultation with district officials. The district maintains fiscal control and provides services, not funds.

Needs Assessment

- Identification of Eligible Students (P01)
- Student Selection (P02-03)

Plan & Implementation

- Services and Program (P02-03)
- Professional Development (P02, P6-07, P12)
- Evidence-Based Intervention, Strategies, Programs and Research (P13)

Communication and Family Engagement

- Parent's Right to Know and Staff Qualifications (P01)
- Notification of Eligible Students (P04) and Declining Services (P05)
- Communication with Classroom Teachers (P06)
- Annual Meeting (P07)
- Opportunities for Training Parents and Families (P08)
- Assessment of Parent and Family Engagement (P9)

Evaluation

- Progress Report (P10)
- Annual Review and Notification of Results (P11-12)

Title III/English Learners Section: EL01-EL19

Item	MONITORING REQUIREMENT	REQUIRED BY ALL DISTRICTS?	REQUIRED BY DISTRICTS W/ CURRENTLY ENROLLED EL STUDENTS?
EL01-EL02	Leadership & Policy	Yes	Yes
EL03-EL05	EL Identification	Yes	Yes
EL06	ELP Screener Testing Staff	Yes	Yes
EL07	Students' Rights to Attend School	Yes	Yes
EL08	District/School Program: EL Program (LAU) Plan or Handbook	No	Yes
EL09-EL13	District /School Language Instruction Educational Program (LIEP)	No	Yes
EL14-EL16	Space, Access, IEP, and Monitoring	No	Yes
EL17	Annual Summative English Language Proficiency Assessment	No	Yes
EL18-EL19	Correspondence and Evaluation	No	Yes

Title IV Section: SSAE01-SSAE09

Provide students with access to a well-rounded education.



Improve conditions for student learning.



Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

SSAE01 ✓ **ANNUAL EVALUATION**
The district has documentation of an evaluation plan or detailed process of how they conducted an annual evaluation of the Title IV program/activities to plan for the upcoming school year. (ESEA section 4106(d), 4108)

SSAE02 ✓ **PRIORITIZATION OF FUNDS**
The district can provide a narrative and supporting documentation addressing how funding was prioritized and distributed. (ESEA section 4106)

SSAE03 ✓ **OBJECTIVES, OUTCOMES, & MONITORING**
The district has identified objectives and outcomes aligned with Title IV and has a plan to monitor the objectives and outcomes for effectiveness. (ESEA section 4106(e)(1))

SSAE04 ✓ **DISTRICT POLICIES- GFSA REPORTING**
The district has adopted the following policies: 1)Internet Safety, 2)Weapons Possession and referral, and submitted the required Suspension, Expulsion, and Truancy report. (ESEA section 4121, 4141)

SSAE06
SSAE08 ✓ **SPENDING REQUIREMENTS**
The district can provide documentation of meeting Title IV spending requirements. (ESEA 4016 (e)(2)(C)(D)(E))
 A minimum of 20% of the district's Title IV allocation was spent in WR and SH.
 A portion of funds was spent in EUT. (EUT budget)
 The district may not spend more than 15% of its EUT budget on technology infrastructure.

SSAE07 ✓ **COMPREEHNSIVE NEEDS ASSESSMENT**
The district has documentation to show it has conducted a comprehensive needs assessment within the last three years (date) and that the needs assessment examined the three areas of Title IV. (ESEA 4106(e) (2)(A))

If applicable

✓ INFORMED CONSENT SSAE05

If the district uses Title IV funds for mental health services or assessments, the district is required to submit a template(s) for prior written consent. (ESEA section 4001(a)(1)(A)(B))

✓ SCHOOL NURSE/eNURSE SSAE09

If the district has used funds to hire or contract for nursing services, federal funds can only pay for the portion of the school nurse's salary when they are NOT providing direct medical services. Medical services are listed as a prohibited use of funds in ESEA section 4001(b).

Homeless Education Section: H01-H06

Always maintain the following records, even during a non-monitoring year, to ensure compliance:

- H01: Homeless Liaison designation and approval [42 USC §11432(g)(1)(J)(ii)]
- H01: Job description, responsibilities, and time/effort [42 USC §722 (g)(6)(A)(i)]
- H02: Enrollment Policies and Procedures [42 USC §722(g)(1)(I)]
- H03: Homeless Education Policies [42 USC §722 (g)(6)(A)(vi); 42 USC §11432(g)(6)(A)(v)]
- H04: Public Notice of Rights [42 USC §722 (g)(6)(A)(vi); 42 USC §11432(g)(6)(A)(v)]
- H05: Coordination of Services/Supports [42 USC §722(g)(6)(C)]
- H06: Professional Development (Liaison, District Personnel) [42 USC §722 (g)(1)(J)(iii)]

Foster Care Section: FC01-FC05

Always maintain the following records, even during a non-monitoring year, to ensure compliance:

- FC01: Foster Care Liaison designation with board approval
 - 1111(g)(1)(E) and 1112(c)(5)(A)
- FC01: Job description, responsibilities, and time/effort
 - 1111(g)(1)(E) and 1112(c)(5)(A)
- FC01: Professional Development - Liaison, District Personnel
 - 1111(g)(1)(E) and 1112(c)(5)(A)
- FC02: Best Interest Determination Policy & District Form
 - 1111(g)(1)(E)(i) and 1112(c)(5)
- FC03: Immediate Enrollment Policy and Procedures
 - 1111(g)(1)(E)(ii)(iii)
- FC04: Transportation Policy & District Form
 - 1112 (c)(5)(B) and Social Security Act 475(4)(A)
- FC05: Coordination of Services/Supports
 - ESSA Sec. 1111(g)(1)(E) and Social Security Act Sec. 475(1)(G) Fostering Connections to Success Act of 2008

Resources

Federal Title Programs Monitoring website:

[Federal Title Programs Monitoring | North Dakota Department of Public Instruction \(nd.gov\)](#)

NDDPI Contact List

Topic Area	NDDPI Contact	Contact Information
Monitoring Coordinator	Lauri Nord, Program Administrator	lnord@nd.gov , 328-2282
District Administration	Amanda Peterson, Director	amandapeterson@nd.gov , 328-3545
Title I, Targeted Assistance; Nonpublic	Stefanie Two Crow, Asst. Director	stwowcrow@nd.gov , 328-2287
Title I, Early Childhood; Head Start	Carolyn Kueber, Program Administrator	cjkueber@nd.gov , 328-1640
Title I, Schoolwide; Foster Care	Michelle Siegfried, Program Administrator	msiegfried@nd.gov , 328-3544
Homeless; Neglected	Jen Withers, Asst. Director	jwithers@nd.gov , 328-4612
Title II, Program Information; Transfer V	Ann Ellefson, Director	aellefson@nd.gov , 328-2488
Title II, Program Information	Brenda Ehrmantraut, Asst. Director	blehrmantraut@nd.gov , 328-1809
Title II, Program Information	Davonne Eldredge, Asst. Director	deldredge@nd.gov , 328-4525
Title II, Program Information	Taylor Olsen, Program Administrator	tolson@nd.gov , 328-2629
Title III, Program Information	Atiana Beck, Asst. Director	atianabeck@nd.gov , 328-1876
Title IV, Program Information	Robin Lang, Asst. Director	roclang@nd.gov , 328-2265