



# NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

## **2023-2024 Title IV Program Report** **SSAE01-SSAE09**

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**SSAE01-SSAE04: All Districts Must Complete**

**SSAE05: Completed by Districts that Utilize Title IV Funds to Provide Mental Health Assessment or Services**

**SSAE06: Completed by Districts with Allocations Under \$30,000**

**SSAE07-SSAE08: Completed by Districts with Allocations Over \$30,000**

**SSAE09: Completed by Districts that Provide Nursing Services Paid with Federal Funds**

## Submission SSAE01 – Title IV Program Annual Evaluation

- Submit evidence of the Title IV Program evaluation. Evidence could include a district self-evaluation, a detailed process of how the district conducted the annual evaluation and results, board presentation with results, meeting agenda, minutes, handouts, etc. (ESEA section 4106). **Label as Submission SSAE01.**

## Requirement

The primary purpose of Title IV, Part A Student Support and Academic Enrichment (SSAE) grant is to improve students' academic achievement by increasing the capacity of states, districts, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the effective use of technology to improve the academic achievement and digital literacy of all students.

Title IV statute requires districts to annually describe Title IV-funded activities in the Consolidated Application for all Federal Title funds. ESEA § 4106 requires the district to conduct an evaluation of its Title IV program to plan for the upcoming school year, including providing program objectives and intended outcomes and to which degree the district has met those outcomes.

## Documentation

Submit all data supporting your annual review of Title IV programs/activities. The following are forms of documentation you may submit:

- District self-evaluation in or highlighting Title IV program
- Narrative detailing the district's process to conduct an annual evaluation and results.
- Summary chart of Title IV activity/program, outcomes, and evaluation results
- Narrative describing how the annual evaluation results will be used to make decisions about appropriate changes in the program for the subsequent year.
- Agendas, meeting minutes, parent/partner communication, etc.
- Board presentation highlighting Title IV, meeting agenda(s), minutes, handouts etc.

If this is the district's first year receiving Title IV program funds, in preparation for this requirement, please design and submit an agenda/meeting structure where the Title IV program will be evaluated. Information on the agenda may include the following:

- Description of how the activities funded under this program were identified as the district's priorities.
- Title IV evaluation results.
- How the results will be used to make decisions about appropriate changes in the program for the subsequent year.

## Resources

The requested information should expand the information provided in the consolidated application regarding Title IV.

- [Title IV-A LEA Needs Assessment Tool](#)
- [Title IV-A Evaluation Tool](#)
- [Selecting Evidence-Based Programs and Practices for Title IV, Part A Activities](#)
- [Key Approaches for Strengthening School Mental Health: A Primer & Resource Guide](#)

- [Addressing School Mental Health](#)

## Submission SSAE02 – Prioritization of Funds

- Submit a narrative and supporting documentation illustrating how funding was prioritized and distributed (to schools) based on one or more of the following required criteria (ESEA Sec.4106). **Label as Submission SSAE02.**
- Are among those with the greatest needs.
  - Have the highest numbers of students served in Title I
  - Are identified for comprehensive or targeted support and improvement.
  - Are identified as a persistently dangerous school.

## Requirement

ESEA § 4106(e)(2A) requires the district to assure they prioritize the distribution of funds to schools served by the district. Monitoring of this section affirms the assurance the district signed when applying for Federal Funds. Note: If the district does not have multiple schools and finds none of the criteria applicable, they must provide documentation on how they prioritized the use of Title IV funds.

Districts must maintain documentation regarding how funding was prioritized. If the district does not have multiple schools and finds none of the above criteria applicable, they must provide documentation on how they prioritized funds using the same sample documentation as a guide.

## Documentation

Submit a narrative or supporting documentation illustrating how funding was prioritized and distributed to schools based on one or more of the following required criteria (ESEA4106).

### **This documentation could include the following:**

- narrative of how the district prioritized the use of funds based on the above criteria
- meeting minutes, board minutes discussing the prioritization of funds
- Cognia documents aligning to the prioritization of funds
- Strategy map with accompanying narrative discussing the prioritization of funds

## Resources

This information requested should be an outcome of the needs assessment, identified in needs and trends, and an expansion of the information provided in the consolidated application Title IV Part A budget section and aligned with the Title IV activities outlined within. Cognia strategy map and Insights have significant data for easy access.

- [Selecting Evidence-Based Programs and Practices for Title IV, Part A Activities](#)
- [Braiding Funds to Enhance Title IV-A Program Efficiency and Outcomes](#)
- [Title IV-A Implementation Planning Tool](#)
- [Title IV-A Evaluation Tool](#)
- [Title IV Statute](#)

## Submission SSAE03 – Objectives, Outcomes, and Monitoring Plan

- Submit a copy of the district’s identified objectives and outcomes aligned with Title IV goals (listed below) and how objectives and outcomes are monitored for effectiveness. (ESEA section 4106(e)(1) **Label as Submission SSAE03.**

The goals for Title IV funding:

- Provide students with access to a well-rounded education,
- Improve school conditions for student learning, and
- Improve the use of technology to improve all students' academic achievement and digital literacy.

## Requirement

The primary purpose of Title IV, Part A Student Support and Academic Enrichment (SSAE) grant is to improve students' academic achievement by increasing the capacity of states, districts, schools, and local communities to provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students.

Title IV statute requires districts to annually describe Title IV-funded activities in the Consolidated Application for Federal Title funds. Title IV program objectives and intended outcomes aligned with approved activity must be identified. ESEA § 4106(e)(1) requires the district to evaluate the effectiveness of its program activities based on these objectives and outcomes.

## Documentation

Districts must maintain documentation regarding the progress made toward Title IV objectives and their outcomes.

Districts must conduct a needs assessment, review the data, and write objectives with outcomes based on their identified needs. At this point, districts determine what programs, activities, etc., they can implement to help obtain their objective(s) and desired outcome(s). They must also periodically evaluate their objectives for effectiveness.

Submit evidence of the district’s identified objectives and outcomes aligned with the correlating Title IV area and how the objectives or outcomes are monitored for effectiveness. (ESEA section 4106(e)(1).

- Summary chart or spreadsheet of objectives and measurable outcomes, including an evaluation timeline.

## Resources

This information requested should be an outcome of the needs assessment, identified in needs and trends, and an expansion of the information provided in the consolidated application Title IV Part A budget section and aligned with the Title IV activities outlined within. Cognia strategy map and Insights have significant data for easy access.

- [Developing Objectives and Measurable Outcomes](#)
- [School Renewal Guide \(nd.gov\)](#)
- [Selecting Evidence-Based Programs and Practices for Title IV, Part A Activities](#)
- [Braiding Funds to Enhance Title IV-A Program Efficiency and Outcomes](#)
- [Title IV-A Implementation Planning Tool](#)
- [Evaluation Guide \(ed.gov\)](#)
- [Title IV-A Evaluation Tool](#)

## SAMPLE Tracking Form

Federal Fiscal Year-7/01/2021- 9/30/2023 (FY22)

### Title IV, Part A: Objectives, Outcomes, and Monitoring Plan

Districts can determine if they wish to establish objectives and outcomes for each activity, for a group of activities, or for the overall Title IV portion of the application. We recommend that the development of objectives and outcomes be driven by the district’s identified needs. The detailed planned activities or programs outlined in the consolidated application should also be aligned with the district’s priorities outlined in their strategy map and with the state’s K-12 Strategic Plan.

These can be broad overarching program objectives/outcomes. It is not an expectation to list out each activity or program within Title IV, rather those are listed in the detailed budget.

Title IV Area	Objectives and Measurable Outcomes(as listed in your consolidated application)	Monitoring	District Progress
Safe and Healthy	By May of 2026, using suspension and expulsion data and daily office referrals, ND High School will reduce vape infractions by 20% through the installation of vape detectors in all student bathrooms.	We will review the SET data and Daily office referrals twice a month until the end of the year.	Some measurable progress was made (26-29%)
Well Rounded	By May of 2026, using suspension and expulsion data and daily office referrals, ND High School will reduce vape infractions by 20% through the implementation of a drug prevention curriculum for all students in grades 7-12	Our plan is to monitor the fidelity in the implementation of the curriculum along with the suspension/vaping data.	Choose an item.
Choose an item.	Click or tap here to enter text.		Choose an item.
Choose an item.	Click or tap here to enter text.		Choose an item.
Choose an item.	Click or tap here to enter text.		Choose an item.
Choose an item.	Click or tap here to enter text.		Choose an item.

Measures of Progress are defined as follows :Minimal measurable progress was made (0-25%), Some measurable progress was made.(26-49%), Substantial measurable progress was made.(50-99%) and Outcomes were met.(100%)

## Submission SSAE04 – District Policies and Gun-Free Schools Reporting Requirements

- Submit a copy of the district’s internet safety policy with respect to all devices with internet capability that protects against access to visual depictions that are obscene and harmful to minors and is enforcing the operation of this policy. (ESEA 4121). **Label as Submission SSAE04.1**
- Submit a copy of the district’s policies documenting the following: (1) implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school, and 2) policy for possession of weapons and firearms and one-year expulsion. (ESEA section 4141) (NDCC 15.1-19-10) **Label as Submission SSAE04.2**
- Submit a copy of the district’s Suspension, Expulsion, and Truancy Report. (ESEA section 4141) **Label as Submission SSAE04.3**

### Requirement

ESEA §4121 requires no funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for the administration of such school both

- (1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene and harmful to minors and
- (1)(B) is enforcing the operation of this policy.

Gun-Free Schools Act (GFSA), which was reauthorized by the No Child Left Behind (NCLB) Act of 2001 (Public Law 107-110), as Section 4141 of the Elementary and Secondary Education Act of 1965 (ESEA). In accordance with the GFSA, ESEA funds may only be made available to an LEA if that LEA has the required referral policy.

The following **General Assurance** is in the consolidated application that districts sign and submit when applying for federal funds.

“Compliance under the Gun-Free Schools Act ensures the LEA has:

- 1) implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school; and
- 2) policy for possession of weapons and firearms and one-year expulsion as set forth in NDCC 15.1-19-10; and
- 3) submitted the required data in the Suspensions, Expulsion, and Truancy (SET) annual report; a description of the circumstances surrounding expulsions imposed under the one-year expulsion requirement, including (A) the name of the school concerned; (B) the number of students expelled from the school; and (C) the type of firearms concerned.”

### Documentation

- District Internet Safety Policy
- District policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school.
- District policy for possession of weapons and firearms and one-year expulsion.
- District Suspension, Expulsion, and Truancy (SET) annual report.

### Resources

- [ESEA](#)
- [General Assurances \(nd.gov\)](#)
- [Guidance.Gun-Free-Schools-Act.pdf \(ed.gov\)](#)
- [Title IV FAQs](#)
- [Title IV Program Requirements](#)



## Submission SSAE05 – Informed Consent

- Not applicable, as the district did not use Title IV funds for any mental health assessment or service.
- Submit a template(s) for prior written consent that the LEA has obtained from the parent of each child under 18 years of age before the administration and participation in any mental health assessment or service. The informed consent must include a detailed description of the mental health assessment or service, including the purpose of the assessment or service, the provider of the assessment or service, when the assessment or service will begin, and how long the assessment or service will last (ESEA section 4001). **Label this Submission SSAE05.**

## Requirement

It is important to note that an LEA receiving funds under the SSAE program generally must obtain prior written, informed consent from the parent of each child under 18 years of age to participate in any mental-health assessment or service funded with SSAE program funds. Prior written informed consent means active consent; silent (passive) consent does not constitute prior written informed consent and, therefore, is not sufficient. Section 4001 of the ESEA describes in detail the contents of such consent and limitations and exceptions to when prior, written informed consent is required.

The district must demonstrate prior written consent from the parent of each child under 18. The informed consent must include the following:

- detailed description of the mental health assessment or service, including the purpose of the assessment or service,
- the provider of the assessment or service,
- when the assessment or service will begin, and
- how long the assessment or service will last.

Silent (passive) consent does not constitute prior written informed consent and is, therefore, not sufficient. *ESEA 4001.*

(2) EXCEPTION.—Notwithstanding paragraph (1)(A), the written, informed consent described in such paragraph shall not be required in—

(A) an emergency, where it is necessary to protect the immediate health and safety of the child, other children, or entity personnel; or

(B) other instances in which an entity actively seeks parental consent, but such consent cannot be reasonably obtained, as determined by the State or local educational agency, including in the case of—

(i) a child whose parent has not responded to the notice described in paragraph (1)(B); or

(ii) a child who has attained 14 years of age and is an unaccompanied youth, as defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).

(b) PROHIBITED USE OF FUNDS.—No funds under this title may be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs.

(c) PROHIBITION ON MANDATORY MEDICATION.—No child shall be required to obtain a prescription for a controlled substance, as defined in section 102 of the Controlled Substances Act (21 U.S.C. 802) as a condition of—

(1) receiving an evaluation or other service described under this title; or

(2) attending a school receiving assistance under this title.

## Documentation

- Template(s) for written consent from the provider

## Resources

- [ESEA](#)
- [Title IV FAQs](#)
- [Title IV Program Requirements](#)

## Applicable to Districts with Title IV Allocations under \$30,000

### Submission SSAE06 – Spending Requirements for Effective Use of Technology

- Not applicable, as the district did not use Title IV funds for Effective Use of Technology.
- Submit a detailed summary, ledger, or spreadsheet of the Effective Use of Technology budget expenditures aligned with the appropriate object code to evidence that the district did not exceed the 15 percent CAP of the EUT funds for purchasing technology infrastructure as described in section 4109(b)(ESEA section 4106(e)(2)(C)-(E)).
  - The district may also need to provide a brief narrative to clarify what items were purchased to verify what items are considered technology infrastructure.

If the district was granted a waiver for Title IV funds regarding the 15% cap on technology infrastructure:

- Submit a copy of the approved waiver and documentation regarding the progress toward the desired impact you provided.
- Submit a copy of any completed progress monitoring regarding the effects of the waiver.

**Label as Submission SSAE06.**

### Requirement

Title IV Statute ESEA section 4109(b), as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A), requires districts that have an allocation of under \$30,000 or more (including funds transferred into Title IV) must adhere to the following budget requirements:

- If a portion of funds were expended in the Effective Use of Technology area to support one or more activities authorized under section 4109(a), the district will not use more than 15 percent of its EUT funds for purchasing technology infrastructure.

*\*Technology infrastructure includes devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time information technology purchases.*

Districts must maintain up-to-date documentation, tracking, and coding Title IV expenditures. Only activities and expenditures approved within the Title IV consolidated application FY 22-23 will meet the spending requirements for this section.

For those LEAs that did not expend all their Title IV funds for the previous FY21-22, the percentages are still intact for those remaining funds.

All districts could apply for a waiver for Title IV funds in the areas of the required percentages and/or the 15% cap on technology infrastructure through the 2024-2025 school year.

### Documentation

Documentation could be a detailed summary, ledger, or spreadsheet of the Effective Use of Technology budget expenditures aligned with the appropriate object code.

### Resources

- [Object Code Categories](#)
- [Tracking Federal and Local Funds](#)
- [Title IV Use of Funds Quick Reference Guide](#)
- [Title IV Coordinator Reference Guide \(nd.gov\)](#)
- [Title IV- see Funding Obligation accordion](#)
- [Effective Use of Technology Resource Guide for Local Education Agencies](#)

## Applicable to Districts with Title IV Allocations of \$30,000 or more (SSAE07-SSAE08)

### Submission SSAE07 – Title IV Comprehensive Needs Assessment

- Submit evidence that the school gathered data and conducted the required comprehensive needs assessment, including the date (dd/mm/year) the most recent comprehensive needs assessment was completed.

**Label as Submission SSAE07.**

### Requirement

ESEA §4106 (e)(2)(A) requires that districts receiving Title IV allocations over \$30,000 conduct a needs assessment (within the last three years). This needs assessment must be comprehensive and provide documentation it examined:

- Access to, and opportunities for, a well-rounded education for all students (4107)
- School conditions for student learning to create a healthy and safe school environment (4018)
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology (4019)

This assessment **must** be the basis for all Title IV funding decisions. Thus, there must be evidence of the links between the identified need (based on data) and the allocation of funds. **Furthermore, federal law requires designing activities with measurable objectives so that progress can be objectively measured.**

Districts are required to consult other stakeholders, such as parents, teachers, administrators, and other community members, during and throughout the grant implementation process.

If the district has an existing comprehensive needs assessment process, which includes stakeholder involvement and data elements relevant to the areas of allowable uses of Title IV funds (well-rounded, safe, and healthy students, educational technology), then it is sufficient to leverage this existing process to satisfy the Title IV program requirement. However, if existing needs assessment processes do not address the content areas included in Title IV, then a separate comprehensive needs assessment should be conducted to ensure relevant needs are identified for the use of funds.

### Documentation

Submit evidence that the comprehensive needs assessment was conducted within the last three years and covers all three areas of Title IV.

Documentation could include:

- Meeting agendas, meeting minutes discussing the results of the needs assessment.
- Summary of survey results as they relate to Title IV programming.
- Summary of the data reviewed as it relates to Title IV and results or key findings.

The requested information should expand the information provided in the consolidated application.

Districts should maintain up-to-date documentation which contains the results of their needs assessment. The three areas in Title IV must be specifically encompassed within the assessment. **This information is necessary for review during a site monitoring visit/process.**

It is VERY important that districts document the data results and evidence of how the data influences the changes to the district's overall Title IV plan and funding decisions. Districts are encouraged to review data throughout the school year to efficiently identify the district's needs and intervene with programming and professional development to address these needs.

### Resources

Districts may have their own needs assessment tool or process and are not required to use the provided tool.

- [Needs Assessment Tool](#) (for download and district use)
- [Needs Assessment Tool Webinar](#) (explains how to use the tool)
- [Need Assessment Tool webinar slides](#) (for download and district use)
- [Braiding Funds to Enhance Title IV-A Program Efficiency and Outcomes](#)
- [Title IV-A Evaluation Tool](#)
- [Developing Stakeholder Relationships to Support School Programming](#)
- [Effective Use of Technology Resource Guide for Local Education Agencies](#)
- [Preventing School Dropout Brief Resource Guide](#)
- [Selecting Evidence-Based Programs and Practices for Title IV, Part A Activities](#)
- [ESEA](#)
- [Title IV FAQs](#)
- [Title IV Program Requirements](#)
- [Title IV Use of Funds Quick Reference Guide](#)
- [Title IV Coordinator Reference Guide \(nd.gov\)](#)
- Cognia Comprehensive Needs Assessment

**EXAMPLE:** Summary of the data reviewed as it relates to Title IV and results or key findings.

Title IV Area	Data Source	Findings
Safe/Healthy	YRBS	2017 data shows 32 % of MS our students are sad and depressed 23% of HS have attempted suicide 17% of MS students <u>made a plan</u> for suicide
Safe/Healthy	School Counselor ratio and time spent in career planning	1 to 545 students in 7-12 (1-300) Response to behavioral issues in classrooms, minimal time in career planning
Safe/Healthy	School SET report School Discipline/office referrals  Absenteeism rate  Safety Audit	24% of students cited for tobacco -17% of alcohol  Bullying and fighting two highest areas inside the classroom  Further investigation shows <u>the majority</u> of absent students have chronic health conditions: i.e., (anxiety, depression, diabetes)  Could not find a current one
Safe/Healthy	Student Climate Survey/ <u>Cognia</u>	30% of students disengaged in grades 7-12
Safe/Healthy	Free/reduced and participation rates	78% qualify for free and reduced however due to bussing, only 24% participate
Safe/Healthy	Review of PE and sports injuries	15% of our students sustained injuries in sports; 10% in PE class
Well Rounded	Graduation Data ACT scores	18% of our students do not graduate Average score is 19
Well Rounded	Courses offered  Survey students and parents  Teacher turnover rate	Foreign Language-only can offer Spanish I and II Survey showed higher interest increasing STEM courses In high school 17% are taking a health course  3 years is the average time a new teacher stays
Well Rounded	# DC/AP courses	10% of students take DC; 8% earn a C or higher
Well Rounded	CTE courses/ coordinated plans	Dropped ag coordinated plan due to lost instructor
Technology	Student Survey Staff survey Special Ed Staff	Shows staff utilizes technology in the classroom minimally No personalized learning <u>at this time</u>
Technology	Leadership survey	Shows minimal experience with technology to improve learning

## Applicable to Districts with Title IV Allocations of \$30,000 or more (SSAE07-SSAE08)

### Submission SSAE08 – Title IV Spending Requirements

- Submit a detailed summary, ledger, or spreadsheet of the expenditures for Well-Rounded (WR), Safe and Healthy (SH), and Effective Use of Technology (EUT) budgets, aligned with the appropriate object codes.
  - The district may also need to provide a brief narrative regarding the EUT budget to clarify items purchased that are considered technology infrastructure to determine if the 15% CAP was met.

If the district was granted a waiver for Title IV funds spending requirement percentages:

- Submit a copy of the approved waiver and documentation regarding the progress toward the desired impact you provided.
- Submit a copy of any completed progress monitoring regarding the effects of the waiver.

If the district was granted a waiver for Title IV funds regarding the 15% cap on technology infrastructure:

- Submit a copy of the approved waiver and documentation regarding the progress toward the desired impact you provided.
- Submit a copy of any completed progress monitoring regarding the effects of the waiver.

**Label as Submission SSAE08.**

### Requirement

Title IV Statute ESEA section 4106 (e)(2)(C)(D) requires districts that have an allocation of \$30,000 or more (including funds transferred into Title IV) must adhere to the following budget requirements:

- a) A minimum of 20 percent of funds were expended to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities.
- b) A minimum of 20 percent of funds were expended to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
- c) A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of its EUT funds for purchasing technology infrastructure as described in section 4109(b)(ESEA section 4106(e)(2)(C)-(E)).

*\*Technology infrastructure includes devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time information technology purchases.*

All districts could apply for a waiver for Title IV funds in the areas of the required percentages and/or the 15% cap on technology infrastructure through the 2024-2025 school year.

### Documentation

Documentation could be a detailed summary, ledger, or spreadsheet of the expenditures aligned with the appropriate object codes.

Districts must maintain up-to-date documentation, tracking, and coding Title IV expenditures. Only activities and expenditures approved within the Title IV consolidated application FY 22-23 will meet the spending requirements for this section.

For LEAs receiving an allocation of \$30,000 or more, the LEA is expected to meet the 20-20 Spending Obligation Rule within the fiscal year the funds were awarded.

For those LEAs that did not expend all their Title IV funds for the previous FY21-22, the percentages are still intact for those remaining funds.

### Resources

- [Object Code Categories](#)
- [Tracking Federal and Local Funds](#)
- [Title IV Use of Funds Quick Reference Guide](#)
- [Title IV Coordinator Reference Guide \(nd.gov\)](#)
- [Title IV- see Funding Obligation accordion](#)
- [Effective Use of Technology Resource Guide for Local Education Agencies](#)



## Submission SSAE09 – Nurse/eNurse Services

Submit evidence of meeting Title IV spending requirements regarding medical services (nursing services).

- Not applicable, as the district did not use Title IV funds for nursing services.
- If this nurse is a district employee, a time and effort log must encompass 100% of all activities (federal and non-federal) compensated by the district.
- If the nurse or eNurse position is through a contracted service, provide a copy of the contract with the division of duties paid with Federal and non-federal funds clearly addressed.

**Label as Submission SSAE09.**

### Requirement

SSAE funds may not be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs. (ESEA section 4001(b)).

NDDPI sought guidance from the Federal Title IV program, and they provided the following clarifications regarding the use of Federal Title Funds and School Nursing or eNursing:

*“Title funds could be used to pay for a 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).”*

The federal law requires all employees, including teachers, paraprofessionals, and other staff paid with federal funds, to document the time and effort they spend within that program, no matter the percentage of time they are paid. District expenditures of federal funds for employee salaries and wages must be based on records that accurately reflect the work performed.

Time and effort records must:

1. Be supported by a system of internal controls that provides reasonable assurance that charges are accurate, allowable, and properly allocated;
2. Be incorporated into official district records;
3. Reasonably reflect total activity for which the employee is compensated by the District;
4. Encompass 100% of all activities (federal and non-federal) compensated by the District;
5. Comply with the District’s established accounting policies and practices; and
6. Support the distribution of the employee’s salary or wages among specific activities or cost objectives if the employee works on more than one federal award.

### Documentation

The first five criteria listed above may be satisfied through payroll, accounting, and related systems. The last criterion applies when an employee distributes time among multiple programs. An employee dedicating 5% of their time to a federal program must document their time and effort, just as an individual employed 100% in a federal program would have to document their time and effort.

An excellent internal control measure for this would be daily logs or a permanent schedule and a supervisor assurance monthly or semi-annually. Employee certifications are not required when a district has other records that can satisfy the criteria above; however, districts may continue to use employee certifications as an internal control.

### Resources

- [Use of Federal Title Funds for School Nurse/eNurse](#)
- [ESEA](#)
- [Title IV FAQs](#)
- Time and Effort – D09