DISTRICT ADMINISTRATION REPORT
SAMPLE MONITORING DOCUMENTATION
D01–D21
2022-2023
Sample Monitoring Documentation

Federal regulations require the state to monitor school districts accepting federal funds. State educational agencies must ensure districts and schools are held accountable to regulations outlined in the Every Student Succeeds Act (ESSA).

The North Dakota Department of Public Instruction (NDDPI) monitoring staff work in partnership with districts and schools to provide information and technical assistance, ensuring compliance with program requirements and supporting districts and schools to reach their performance goals.

Within the NDDPI, staff in the Division of Student Support & Innovation are responsible for adopting and using proper methods for administering all federal Title programs, including Title I Part A, Title II Part A, Title IV Part A, English Learners, Foster Care, and Homeless programs.

The purpose of this document is to assist districts and schools as they complete the Federal Title Programs monitoring process. This document outlines details on the requirement itself, the documentation necessary, special alerts to consider, and additional resources available. Below is a summary of each category.

“Requirements” Section
This section outlines the specific requirements defined by federal and state law to assist schools in understanding the requirements.

“Documentation” Section
This section explains the type of documentation necessary to meet each monitoring requirement adequately.

“Alerts” Section
This section offers alerts to note regarding the requirement or outlines common issues regarding the submission or documentation.

“Resources” Section
This section outlines current resources available on the particular requirement.
Submission D01 – Authorized Representative

Requirement

Federal regulations require the school board to appoint one individual as the “authorized representative” for each federal Title program. Assigning someone as authorized representative gives official signature authority over the Title programs and the district’s Title funds. This individual will also receive updates and correspondence related to pertinent federal Title programs information. Unless otherwise specified, this person will be the district’s main contact for each federal Title program.

Official action of the school board is documented by school board meeting minutes.

An authorized representative must be appointed for each federal Title program in which the district receives funds.

Documentation

Correct: The XYZ School District approves the authorization of the superintendent, Mr. John Jones, as the authorized representative for the following federal programs: Title I, Title II, Title IV, Transfer funds, Title I cooperative agreement with ABC District, and School Food Service. Motion made by Smith, seconded by James, and the motion carried unanimously.

Incorrect: The XYZ School District approves the authorization of the superintendent, Mr. John Jones, as the authorized representative for all the federal Title programs.

Alerts

Other Federal Programs and Competitive Grants: Districts that receive federal funds other than those listed above must also assign an authorized representative. These federal funds may come from formula grants, such as Title III, Special Education, Child Nutrition and Food Distribution, or competitive grants, such as the Education of Homeless Children and Youth. This assignment must also be documented in the school board meeting minutes.

Resources

No additional resources are available for this submission.
Submission D02 – Consolidated Application Approval

Requirement

Federal regulations require the school board to approve the Consolidated Application for Federal Title Funding. Documenting this indicates that the board supports and approves how the district plans for its Title I, Title II, Title III, Title IV, Transfer funds, and Title I cooperative agreement.

Official action of the school board is documented by school board meeting minutes.

Documentation

Correct: The XYZ School District moves to approve the consolidated application for Title I, Title II, Title III, Title IV, Transfer funds, and Title I cooperative agreement with ABC School. The authorized representative has the board’s permission to submit this application. Motion made by Smith, seconded by James, and the motion carried unanimously.

Incorrect: The XYZ School District moves to approve the Title I application.

Alerts

Other Federal Programs and Competitive Grants: Districts that receive federal funds through competitive grants must also obtain school board approval prior to their submission. These competitive grants may include programs such as the Education of Homeless Children and Youth. This approval must also be documented in the school board meeting minutes.

Resources

No additional resources are available for this submission.
Submission D03 – Inventory

Requirement
The Office of Management and Budget (OMB) Uniform Grant Guidance (UGG) §200.33 defines the regulations on the use of federal funds for permanent fixtures such as equipment and furniture. Federal Title programs must keep track of all items purchased with federal Title funds. Those with a value of $750 or more as well as ALL COMPUTERS (computers, monitors, iPads), TECHNOLOGY-RELATED PURCHASES (cameras, iPods, SMART boards), and FURNITURE (filing cabinets, bookshelves) must be inventoried more formally and are reviewed during the monitoring process.

ALL COMPUTERS, TECHNOLOGY, and FURNITURE purchased with federal Title funds must be tracked on the inventory, no matter the purchase price. For example, if a district buys a $500 computer, a $350 digital camera, a $600 iPad, and a $250 computer desk, all these items must be recorded on the inventory.

An equipment inventory must document the following:

1. Description of the equipment.
2. Serial number.
3. Acquisition date.
4. Acquisition cost.
5. Location of equipment.
6. Any disposition data (including date of disposal and sale price if applicable).
7. Funding source.

The district must also ensure that all materials, supplies, equipment, and furniture (non-consumable items) purchased with federal funds, no matter the item’s value, are labeled as purchased with federal Title funds. The equipment inventory will be reviewed to see that all equipment is being used primarily for the federal Title program under which it was purchased. In addition, all equipment purchased with Title I funds for targeted assistance programs and private school programs must be located in and kept in the Title I room.

Districts must keep all items on the federal Title inventory for five years. After five years, the items lose their identity as purchased with federal Title funds and then belong to the public school district. The district has authority to use or dispose of the items as they see fit as long as it is recorded under disposition data.

Documentation
See subsequent page.

Alerts

Other Federal Funds and Competitive Grants: Equipment purchased with federal Title funds must be maintained on an inventory.

Resources
There are no additional resources for this requirement.
Correct

**XYZ Public School District**
Inventory of items purchased with federal Title funds as required by UGG §200.33.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Description of Equipment</th>
<th>Serial Number</th>
<th>Acquisition Date</th>
<th>Acquisition Cost</th>
<th>Location of Equipment</th>
<th>Disposition Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>iMac Computer</td>
<td>C050200195</td>
<td>8/3/2012</td>
<td>947.40</td>
<td>Title I District Collaboration Room</td>
<td>Transferred to district PK program 7-2017 ($150)</td>
</tr>
<tr>
<td>Title IV</td>
<td>iMac Computer</td>
<td>XB8270AABC9</td>
<td>1/1/2018</td>
<td>1,499.00</td>
<td>Science Lab</td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td>Apple iPad</td>
<td>2005-08372</td>
<td>7/15/2018</td>
<td>450.00</td>
<td>Title I Room</td>
<td></td>
</tr>
</tbody>
</table>
Submission D04 – Notification of School Accountability

Requirement

ESSA §1111 requires all public school districts receiving federal funding to notify the parents of each child enrolled in the school regarding the performance measures outlined in the state’s accountability system. In North Dakota, the accountability system is available on the interactive Dashboard, Insights, more commonly referred to as the “Dashboard.”

The notice regarding the information available on the Dashboard must be in an understandable, uniform format, in a language parents can understand, and accessible to the public.

Federal law also requires each district to provide a link to Insights on its website. If the district does not operate a website, it is acceptable to provide the information to the public in another manner determined by the district.

Documentation

See subsequent pages.

Alerts

There are no alerts for this requirement.

Resources

North Dakota ESSA Website

Insights
Dear Parent/Guardian,

Now more than ever, it is important for schools to be transparent to its stakeholders. The world is in an unprecedented pandemic, and much has changed in our schools and education in general due to COVID-19.

**Transparency to the Public**
North Dakota is committed to informing communities about how well its schools are doing. North Dakota’s future success depends on tapping into the potential of all students, so they graduate choice ready with the knowledge, skills, and disposition to be successful.

State education departments are required to annually create an accountability report for every public school in the state. The School Accountability Report outlines how schools are performing on the accountability elements North Dakota selected within its ESSA plan.

North Dakota has a public dashboard designed to help communities across the state access important data regarding K-12 districts and schools, including COVID-19 Response. Insights features easy-to-read reports on multiple measures of school success, including test scores, graduation rates, English Learner progress, student engagement results, and state accountability. To find out information about our school, visit the Dashboard at Insights.nd.gov, select “Find My School”, and search alphabetically.

Please note, data made available to the public masks or hides data for groups with less than 10 students to protect confidential information about individual students and will say “no data available”.

**Family Engagement**
We have robust plans for working to continuously improve educational programs at our school, even in the midst of a pandemic. We would like you and your child(ren) to continue to be active participants in our educational system. Please help support our high expectations for student achievement by participating in school initiatives, offering input and support in our endeavors to raise student achievement, and volunteering at school. Meeting our school's goals will take a united effort, and we look forward to working with families to ensure success for each student.

**Continuous Improvement**
All schools engage in continuous improvement for general support; therefore, our school has completed a continuous improvement plan.

As part of the overall school improvement plan, a strategy map is generated for each school. Our strategy map, outlining our key school improvement initiatives, is also available on the Insights Dashboard.

[Name of School] [is/is not] a participating Title I school, with a student membership count of [include count].

**School Support** (If Applicable)

The pandemic has had an impact on school support status. Any school that was identified in the 2019-2020 school year, is in the same status for the 2021-2022 school year. We are continuing the improvement efforts that began when we were first identified.
Therefore, our school was again selected for Comprehensive Support due to [include reason that led to such identification]. (If applicable)

Therefore, our school was again selected for Targeted Support due to [include reason that led to such identification]. (If applicable)

If you have any questions regarding the information in the memorandum, please contact (name, title, phone, email)

Sincerely,

Building Principal
Sample Documentation – Submission D04 – Website Notification of Insights Dashboard

North Dakota has an accountability system reported through Insights, more commonly referred to as the “Dashboard.” The Dashboard contains reports that display the performance of school districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of additional support.

North Dakota’s Insights website is designed to help communities across the state access valuable information about K-12 districts and schools – including ours. The North Dakota Dashboard features easy-to-read reports on multiple measures of school success, including test scores, graduation rates, English Learner progress, and attendance.

Please note, data made available to the public masks or hides data for groups of fewer than ten (10) students to protect confidential information about individual students.

For questions concerning K-12 education data, please email the North Dakota Department of Public Instruction.

You may also direct questions about our specific district data to [insert name] at [insert contact information].
Submission D05 – Dispute Resolution Policy

Requirement

Federal regulations require each district to adopt procedures for receiving and resolving disputes pertaining to federal Title programs.

If a parent, school personnel, or any interested person wishes to file a complaint, a policy must be established which outlines the following components:

- **Process**: Once the complaint is received, explain the process that will occur. The process must define a reasonable time limit for responding to the complaint.
- **Contact Information**: Identifies to whom the complaint should be sent.
- **Details**: Document the specific details of the complaint.
- **Reconsideration**: The policy must address the district’s process if the complainant wants the district’s decision reconsidered. It must state that they have the right to have their complaint reconsidered by the NDDPI and USDE.

Documentation

See subsequent page.

Alerts

The district’s policy can be exclusive to each federal Title program (i.e., Title I, Title II, Title III, Title IV, Private School), or it can be a broad district policy applied to all programs as long as it includes all required components. Homeless requires its own dispute resolution process, as it has a tighter timeline to resolve complaints and disputes, or it can be detailed out in one process that includes the correct timelines.

Resources

There are no additional resources for this requirement.
Federal and state regulations require districts to adopt procedures for receiving and resolving disputes. A complaint may include an investigation by district staff that will determine findings of facts, conclusions, and reasons for the final decision.

Any individual who believes the XYZ Public School District has violated the regulations or law governing the federal Title program should submit a detailed, written statement of facts supporting the allegation to:

XYZ Public School Federal Title Program Representative
XYZ Public School District
123 Education Lane
Anytown, ND 12345

Any complaint should include the following:

- Date;
- Name of the school district, unit, or individual the complaint is against;
- Name, address, and telephone number of the individual filing the complaint;
- Detailed description of the complaint, including specific facts; and
- Signature of the person making the complaint.

When a written complaint is filed, the appropriate staff member will investigate and issue a written response.

Reconsideration: If either party is not satisfied with the handling of the complaint or resolution, the matter can be appealed to the district’s superintendent.

XYZ Public School Superintendent
XYZ Public School District
123 Education Lane
Anytown, ND 12345

Once a response is received from school staff, the complainant has the right to submit a written reconsideration request to:

State Superintendent
North Dakota Department of Public Instruction
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

The department will issue a final decision within thirty (30) days of the request for reconsideration, unless the dispute resolution involves a homeless youth. The department must not exceed fifteen (15) days to resolve any issue related to homeless disputes.

If the complaint is not resolved to the satisfaction of the individual, the individual may forward the complaint to:

The Secretary of Education
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Other Formal Dispute Resolution Procedures: Rules regarding dispute resolution between a school district and the North Dakota Department of Public Instruction regarding state or federal funds are outlined in the following:

- Chapter 67-23-05 of the NDDPI Administrative Rules
• Title IX, Part E, Subpart 1, Section 9503 of ESEA – Complaint Process for Participation of Private School Children

• Title X, Part C, Section 722(g)(1)(C) of the ESEA – McKinney-Vento
Submission D06 – Consultation with Stakeholders

**Requirement**

Under ESSA §1112, districts receiving federal Title funds must develop a plan with timely meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel, and with parents of children in schools served under these programs. The district and its participating schools must consult with stakeholders to develop, review, and revise plans for use of federal funds.

**Documentation**

The documentation to evidence meeting this requirement may include meeting minutes, meeting notes, sign-in sheets, existing reports, continuous improvement plan records, survey results, and other documentation supporting this requirement.

*See subsequent page.*

**Resources**

[Cognia Resources](#)
Sample Documentation – Submission D06 – Consultation with Stakeholders
Sample Consultation and Collaboration Documentation Form
*Consolidated Application for ESSA-Funded Programs*

<table>
<thead>
<tr>
<th>School District:</th>
<th>School Year:</th>
</tr>
</thead>
</table>

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), contains several provisions requiring school districts to consult and/or collaborate with various groups in the development of the district’s Consolidated Application and programs related to each Title program.

The required constituency groups the school district must consult and/or collaborate with pursuant to ESEA/ESSA are listed below. Methods of consultation may include face to face meetings, e-mail, telephone, letters, and/or video conferencing. ESEA/ESSA does not restrict consultation to the listed constituency groups; districts are encouraged to consult and/or collaborate with other groups as well.

<table>
<thead>
<tr>
<th>Title I Part A</th>
<th>Title II Part A</th>
<th>Title III Part A</th>
<th>Title IV Part A</th>
<th>Title V</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parents of children in Title I school(s);</td>
<td>• Parents; Teachers from Title I school(s); Principals and/or Administrators; Other School Leaders; Paraprofessionals; Specialized Instructional Support Personnel; and Other School Personnel</td>
<td>• Parents; Teachers; Principals and/or Administrators; Researchers; Community Members (if appropriate); Public or Private Entities (if appropriate); and Institutions of Higher Education (if appropriate)</td>
<td>• Parents; Students; Teachers; Principals and/or Administrators; Other School Leaders; Specialized Instructional Support Personnel; Community-Based Organizations; Local Government Representatives; and Tribal Organizations (if appropriate)</td>
<td>• Parents; Teachers; Principals and/or Administrators; Other School Staff</td>
</tr>
</tbody>
</table>

In signing this form, representatives of required constituency groups are affirming that appropriate consultation has occurred. The signature does not indicate agreement. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).

<table>
<thead>
<tr>
<th>Individual’s Name (Print/Type)</th>
<th>Title and Constituency Group (As noted above)</th>
<th>Signature (Required)</th>
<th>Title I Part A</th>
<th>Title II Part A</th>
<th>Title III Part A</th>
<th>Title IV Part A</th>
<th>Title V</th>
<th>Dates and Types of Consultation/Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Jane Bennet</td>
<td>Parent from Title I school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5/1/20 – in-person meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to document that appropriate consultation/collaboration has occurred or was attempted with required constituency groups, this form must be maintained on file by the district. Supporting documentation (e.g., meeting agendas, minutes, and rosters) must be maintained on file in the district. Additional forms should be completed as necessary.

Note: Do not use this form for consultation/collaboration with private school representatives. Private School consultation must be documented and maintained separately.
Submission D07 – Purchase/Contract/Procurement

Requirement

When using federal Title funds for allowable purchases supporting the federal Title programs, the district’s business office must have a fiscally sound process in place that includes elements such as:

- Staff must clearly understand how to requisition materials/supplies/equipment for the program.
- Process for securing purchases.
- Process for tracking purchases back to each federal Title program funding source.
- Unique federal Title program coding identified on purchase orders and invoices.
- Process for inventorying materials/supplies/equipment upon arrival at the school.

Districts must be mindful of the following when purchasing supplies, materials, equipment, services, etc. with federal Title program funds:

- Purchase orders and invoices must be coded to the specific federal Title program paying the expense.
- Purchases and expenditures must be appropriate and allowable to each federal Title program.
- Purchases must be incurred during the project period of the awarded grant.
- Purchases must be recorded on the district’s local accounting ledger.
- State or local funds used to support the federal Title program must be tracked separately.
- Purchases must supplement and not supplant the district’s local fiscal and educational responsibility.
- Districts must, upon request, be able to provide supporting documentation (e.g., receipts, requisitions, vouchers, contracts, invoices, etc.) for the expenses

Districts should have a contract/procurement policy in place with a threshold of when a contract/procurement is required. If funds are being used to purchase a service that requires a contract, the contract must, at a minimum, include:

- Scope of services.
- Duration of the contract.
- Method and amount of payment.
- Execution by both parties.

Additionally, districts must ensure they do not enter into a contract or sub-grant with any vendor that is debarred, suspended or is ineligible for participation in federal programs by:

1. Checking the Excluded Parties List (EPLS) in the System for Award Management (SAM),
2. Collecting a certification from the vendor and attaching it to the contract, or
3. Adding a clause or condition to the contract which indicates the vendor is eligible.

If the district is paying a vendor with federal funds in which procurement or a contract is required, the contract must show exactly how the funds will be used to demonstrate that the services are appropriate for the program. A document that sets forth the specific goods and services purchased with the district’s federal funds proves to auditors and the USDE the intentions for spending federal funds.
**Documentation**

District policies

**Alerts**

**Other Federal Programs and Competitive Grants:** Districts that receive federal funds through competitive grants or formula programs must have fiscally sound processes in place to manage funds, including but not limited to; purchasing, procurement, cash management, and sound budget practices.

Districts must follow NDCC 15.1-09-34, which addresses contracts by school boards.

**Resources**

- Tracking Federal and Local Funds
- Object Code Categories
- NDCC 15.1-09-34
- System for Award Management (SAM)

NDSBA Policy Templates
- HBAA Federal Fiscal Compliance
- HCAA Purchasing Policy
Submission D08 – Records Retention

Requirement
The district must retain financial records, supporting documents, statistical documents, and all other entity records pertinent to a Federal award for three years from the date of submission of the final expenditure report. For Federal awards that are renewed quarterly or annually, the district must retain financial records from the date of submission of the quarterly or annual financial report, respectively, as reported to NDDPI. Although not required by federal regulations, best practice is for districts to have a records retention policy and documentation the policy has been followed annually.

Documentation
- Record Retention Policy
- Record Retention Schedule
- Annual Policy Sign Off

Alerts
No alerts for this submission.

Resources
No additional resources are available for this submission.
Submissions D09 & D10 – District Personnel Time & Effort Documentation & Assurance

Requirement
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. The portion of the federally paid salary should reflect the time and effort the individual has put forth for that federal program.

All individuals being paid with federal funds must document their time and effort, 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.

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.

Documentation
The type of documentation you will be responsible for depends on the type of position held. Use the chart below to determine the best documentation for your position.

<table>
<thead>
<tr>
<th>Position</th>
<th>Permanent Schedule</th>
<th>Semi-Annual Assurance</th>
<th>Daily Log</th>
<th>Monthly Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Teacher (fixed schedule)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title I Teacher (variable schedule)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Coordinator</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Improvement/Schoolwide Coordinator</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading/Math Coach (fixed schedule)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Math Coach (variable schedule)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alerts

Other Federal Programs and Competitive Grants: Districts receiving federal funds other than Title I must also document time and effort. These federal funds may come from formula grants, such as Special Education or Child Nutrition and Food Distribution, or competitive grants, such as the Education of Homeless Children and Youth.

Resources

There are no additional resources for this requirement.
A permanent schedule is most often used for teachers, paraprofessionals, or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that they are being paid 100% with federal funds and 100% of their day is dedicated to Title I programming. A teacher who is 50% Title I (paid with Title I funds) and 50% reading coach (paid with local funds) could also use this method if their schedule is consistent day after day. Permanent schedules should be on file and updated throughout the school year.

**Teacher Name:** XYZ Teacher  
**School Name:** XYZ Elementary School  
**Position:** 50% Title I Teacher and 50% Reading Coach

<table>
<thead>
<tr>
<th>Time Slots</th>
<th>Students Worked With (List names of students served during this time slot)</th>
<th>Subjects Covered (Reading, math, or other subjects. Give a description of skills in the subject area.)</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>All</td>
<td>Reading</td>
<td>Grade 4</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>XYZ Student(s)</td>
<td>Reading</td>
<td>Grade 3</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>XYZ Student(s)</td>
<td>Reading</td>
<td>Grade 2</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>XYZ Student(s)</td>
<td>Reading</td>
<td>Grade 1</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>XYZ Student(s)</td>
<td>Reading</td>
<td>Grades 5 &amp; 6</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>All</td>
<td>Reading</td>
<td>Grade 3</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>All</td>
<td>Reading</td>
<td>Grade 2</td>
</tr>
<tr>
<td>12:00-1:30</td>
<td>Lunch and Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>All</td>
<td>Reading</td>
<td>Grade 1</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>XYZ Student(s)</td>
<td>Reading</td>
<td>Grade 4</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>All</td>
<td>Reading</td>
<td>Grades 5 &amp; 6</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Prep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Individuals who work less than 100% of their time for a particular federal program and whose schedule changes daily, monthly, or semi-annually can log their time spent in the federal program. For instance, a principal paid 75% from the district for duties of the principal and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule, as principal duties are irregular and cannot be scheduled.

Please be mindful that time and effort documentation must:

- Reflect an after-the-fact distribution of the actual service provided by the employee.
- Account for the total activity for which the employee is compensated.
- Be prepared at least monthly and must coincide with one or more pay periods.
- Be signed by the employee. (optional)

<table>
<thead>
<tr>
<th>Date of Service</th>
<th>Time</th>
<th># of Hours</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15, 2022</td>
<td>3:00 pm – 5:00 pm</td>
<td>2</td>
<td>Coordinated review of student selection procedures for all Title I schools</td>
</tr>
<tr>
<td>August 25, 2022</td>
<td>8:00 am – 3:00 pm</td>
<td>7</td>
<td>Met with each Title I building staff to review caseloads and upcoming school year</td>
</tr>
<tr>
<td>August 30, 2022</td>
<td>3:00 pm – 5:00 pm</td>
<td>2</td>
<td>Prepared materials for upcoming parent meeting</td>
</tr>
<tr>
<td>September 1, 2022</td>
<td>3:00 pm – 5:00 pm</td>
<td>2</td>
<td>Facilitated Title I fall parent meeting</td>
</tr>
<tr>
<td>September 15, 2022</td>
<td>5:00 pm – 6:00 pm</td>
<td>1</td>
<td>Individualized meeting with a concerned parent</td>
</tr>
</tbody>
</table>

**Total Hours**: 14

*Signatures must be dated AFTER the last date of service.*
List all staff receiving compensation (salary and stipend) from any federal funding source.

### PUBLIC SCHOOL DISTRICT

**Time & Effort Assurance**

- The district must submit documentation of the employee’s time and effort paid with federal funds.
- This sample time and effort assurance form may be used when multiple individuals are supervised by one constant individual who has direct knowledge of the work performed.
- The following staff have spent the noted FTE % of their time towards instructional activities (Must encompass 100% of staff time, both federal and nonfederal).

<table>
<thead>
<tr>
<th>Employee (First/Last)</th>
<th>Start Date (mm/dd/yyyy)</th>
<th>End Date (mm/dd/yyyy)</th>
<th>FTE %</th>
<th>Fund Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the above accurately represents the work performed during the time period shown.

**Principal/Supervisor Name**

Signature*  
(*signature must be dated AFTER the last date of service)  

Date*
Submission D11-12 – Districtwide Activities, Services, and Evidence-Based Practices, if applicable

Requirement

Typically, Title I funds are used for student services during the regular school day to provide direct, remedial services to at-risk students. However, some schools and districts choose to use their funds in other ways to provide services to students. These may include, but are not limited to:

- Title I summer school programming
- Title I preschool programming
- Title I Reading First look-a-like programming
- Title I before or after school programming
- Title I Saturday school programming
- Title I ELL programming
- Title I Homeless programming
- Title I N&D programming

When schools and districts use additional Title I funding to supplement their current Title I program, the NDDPI must monitor these initiatives.

Documentation

See subsequent page.

Alerts

No specific alerts for this submission.

Resources

No additional resources are available for this submission.
Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds

*If applicable, Label Submission D11*

It is the policy of the Office of Educational Equity & Support when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those districts utilizing Title I funding to implement Title I services at the district level in addition to the regular Title I program. These services may include but are not limited to those listed below. If you are implementing one or more of these programs, please answer all questions below and submit them with the district's monitoring guide.

Please include one for the implementation of each additional program.

**School District:** XYZ Public School District

**School:** XYZ Public School

**Program Implemented:**

- [ ] Title I Reading First Look-A-Like Program
- [x] Title I Before or After School Program
- [ ] Title I Summer School Program
- [ ] Title I Saturday School Program
- [ ] Other

**Total Number of Students in District:** 210

**Number of Students Served by Additional Title I Services:** 15

Please provide a detailed description of the additional services offered with Title I funds (i.e., what a typical day looks like).

Our Title I Afterschool Program begins at 3:15 pm after students are dismissed and busses have left. The students come into the Title I classroom to receive services. This Afterschool Program is specifically for upper elementary Title I students (grades 4-6). It is difficult to find time to provide Title I services to these students during the day, so our three Title I teachers stay late for this program. Students attending receive remedial, supplemental instruction aligned with their regular classroom lessons.

**How often does this program serve students? (daily, three times per week, etc.)**

The services are provided three days a week (Tuesday, Wednesday, Thursday)

**How long do students receive services from this program? (20 minutes, 30 minutes, 1 hour, etc.)**

The Title I Afterschool Program runs from 3:15 pm to 4:30 pm.

**Targeted Assistance Program Only: Please describe your student selection process for these services and include information on the criteria used:** N/A
Submission D12 – Evidence-Based Practices

Requirement
ESSA supports evidenced-based strategies, practices, activities, instructional materials, and programs that have been evaluated and proven to improve student outcomes. Districts can be confident that evidence-based strategies will likely produce positive results when implemented.

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline four levels of evidence. When you search for evidence-based strategies in the Evidence-Based Clearinghouse, the evidence-based strategies you see meet ESSA's definitions for Level 1 ("Strong"), Level 2 ("Moderate"), or Level 3 ("Promising").

When an instructional program or practice is evidence-based, there must be consistent and reliable evidence that the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes. This includes interventions that:
- Employ systematic, empirical methods;
- Involve rigorous data analyses;
- Rely on measurements that provide reliable and valid data;
- Use experimental or quasi-experimental designs;
- Ensure that studies are clear and detailed to allow for replication; and
- Reviewed or accepted by independent experts.

What does this mean for Title I?
- All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that are evidence-based.
- All schools that receive Title I funds must provide documentation on how the programs and strategies they employ are evidence-based.
- Title I paid staff who provide instruction in reading and/or math, and all staff teaching in a schoolwide program must use evidence-based instructional strategies and methods.

Documentation
See subsequent page.

Alerts
External research partners can be an excellent resource for learning more about existing research on an activity, strategy, or intervention. If you have existing partnerships or are considering developing new research partnerships, ask them to share their insights and knowledge.

Resources
There are many resources, and websites districts can use outlining the four levels of evidence by using existing research and cataloging evidence-based practices. A list of resources is available on the Evidence-Based Website.
Sample Documentation – Submission D12 – Evidence-Based Practices

XYZ Public School District
XYZ School
How to Document Evidence-Based Research

Title I Teacher: ___________________________ School Year: __________________

Title I teachers are required to supplement instruction that is occurring in the regular classroom. Therefore, documenting that the general education curriculum is research-based will also demonstrate that Title I teachers meet the evidence-based requirement.

Core Curriculum (i.e., District Reading Series, District Math Series used by general education teachers)
District Reading Series: ________________
District English Series: ________________
District Math Series: ________________
District Assessments: ________________

<table>
<thead>
<tr>
<th>Evidence-Based Research Activities, Strategies, and Interventions</th>
<th>Level of Evidence (Strong, Moderate, Promising)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Websites and resources cataloging evidence-based practices
- Evidence for ESSA developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- SRCL Evidence-Based Literacy Resources (categorized in ESSA evidence tiers)
- What Works Clearinghouse developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only the most rigorous evidence criteria)

Outlined below are research articles supporting the above curriculums, activities, etc. [School must reference or include supporting documentation, research articles, websites, etc., supporting the practices and curriculums listed above.]
Submission D13 – Parent and Family Engagement Policy

**Requirement**

To support and strengthen student academic achievement, each district and school that receives Title I, Part A funds must develop jointly with, agree on, and distribute to parents of participating children written parent and family engagement policies that contain the information required by the ESEA. These policies establish the district and school expectations for parent and family engagement, describe how the district and school will implement specific parent and family engagement activities, and incorporate such policies into the district's plan submitted to the NDDPI.

Personnel can write a separate District Parent and Family Engagement Policy and a separate School Parent and Family Engagement Policy or combine the two into one District-School Parent and Family Engagement Policy. Each of these policies is outlined below.

**The District Parent and Family Engagement Policy** – School districts, in consultation with parents, should use the sample template provided by the Office of Educational Equity & Support as a framework for the information to be included in their parent and family engagement policy. School districts must follow this sample template or framework to establish the district's expectation for parent and family engagement and ensure all components have been incorporated. In consultation with parents, school districts are encouraged to include other relevant and agreed-upon activities and actions that support effective parent and family engagement and strengthen academic achievement.

**The School Parent and Family Engagement Policy** – Schools, in consultation with parents, should use the sample template as a framework for the information to be included in their parent and family engagement policy. Schools must follow this sample template or framework to establish the school's expectation for parental involvement and ensure all of the components have been incorporated. In consultation with parents, schools are encouraged to include other relevant and agreed-upon activities and actions to support effective parent and family engagement and strengthen student academic achievement. The school policy must include the school-parent compact, annual parent meeting, the annual assessment of parent and family engagement, etc.

**The District-School Parent and Family Engagement Policy** – The School Parent and Family Engagement Policy and the District Parental and Family Engagement Policy are generally two separate documents. However, small districts may address the components for the district and school policies in either one policy (school/district policy) or two policies (school policy and district policy). If your district/school plans to combine all the requirements of both the district policy and school policy into one policy, make sure to include all required components of both the school policy and the district policy.

In consultation with parents, districts/schools that plan to combine the policies into one policy should use the sample template as a framework for the information to be included in their parent and family engagement policy. Districts/schools must follow this sample template, or framework, to establish the district's/school's expectations for parent and family engagement and ensure all of the components have been incorporated. Districts/schools, in consultation with parents, are encouraged to include other relevant and agreed-upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

Regarding the District, School, and District-School Parent and Family Engagement Policies, please keep in mind that all policies must be updated in consultation with parents and document the distribution method to parents each year.
Documentation
See subsequent pages

Alerts
No alerts for this section.

Resources
Title I Parent and Family Engagement
XYZ Public School District has updated its Title I District Parent and Family Engagement Policy for the ____________ school year.

**XYZ Public School District** agrees to implement the following requirements as outlined by Section 1116 of the Every Student Succeeds Act (ESSA):

- The district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- The district will ensure that the required parent and family engagement policy meets the Title I, Part A requirements and includes a school-parent compact as a component.
- The district will incorporate this districtwide parent and family engagement policy into its district plan.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the district plan for Title I, Part A is not satisfactory to the parents of participating children, the school district will submit any parent comments when the school district submits the plan to the Department of Public Instruction.
- The district will be governed by the following statutory definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures following this definition:

  *Parental involvement means the participation in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*
  - Parents play an integral role in assisting their child’s learning,
  - Parents are encouraged to be actively involved in their child’s education at school,
  - Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and
  - Other activities are carried out, such as those described in Section 1116 of ESSA.

**Required District Parent and Family Engagement Policy Components**

- **Jointly Developed**
  - **XYZ Public School District** will take the following actions to involve parents and family members in jointly developing its district plan and in the development and review of support and improvement plans:
    - Parents will have the opportunity to be involved in developing this policy in various ways, including the annual parent meeting in the fall of the school year.
    - Parent comments/suggestions are encouraged during parent-teacher conferences and on the annual assessment of parent involvement.
    - Individualized parent meetings will be scheduled.
    - Parent comments are welcome year-round.
    - Parent survey mailed out in the spring of the school year.

- **Technical Assistance**
  - **XYZ Public School District** will provide the following coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. This technical assistance may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:
    - Staff meetings.
- Teacher in-services, workshops, and conferences.
- The schoolwide coordinator will stay informed through training offered by the NDDPI.
- Teacher in-services will be held before the start of the school year to review parent and family engagement policy requirements.

### Annual Evaluation
*XYZ Public School District* will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The review will include identifying barriers to greater participation by parents in activities (with particular attention to economically disadvantaged, disabled, limited English proficiency, limited literacy, or any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the evaluation findings of its parent and family engagement policy to design evidence-based strategies for more effective parental involvement and to revise, if necessary, its parent and family engagement policies.

- Annual parent meeting conducted in the fall of the school year. Parents will be responsible for aiding in the development of this policy and other pertinent information regarding schoolwide programming.
- Parent surveys mailed out in the spring of the school year. Parents will be responsible for helping develop the schoolwide program through questions and concerns addressed in the survey.
- During the annual parent meeting conducted in the fall of the school year, the school will inform parents of the previous school year's annual review meeting with teachers and administration.

### Reservation of Funds (only applicable to districts with Title I allocations of $500,000 or more)
If applicable, **[name of district]** will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

- Parent surveys mailed out in the spring of the school year will include questions about the set-aside for parent and family engagement, so parents can provide their input into how the funds are budgeted for the upcoming school year.
- At the annual parent meeting in the fall, parents and family members will receive information on the activities and programs included in the set-aside budget.

### Coordination of Services
*XYZ Public School District* will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement strategies, programs, and activities with other relevant Federal, State, and local laws and with Head Start or other public preschool programs, parent resource centers, and other programs that encourage and support parents in more fully participating in the education of their children by:

- The school district will work with Head Start and preschool programs (as available) to make a smooth and easy transition into the school district.
- The school district will work with our local special education unit to make an easier transition for those students with handicaps or disabilities or those on an individual education plan (IEP).
- Title I staff will meet with Head Start and preschool programs staff to share information and strategies to serve students better.

### Building Capacity of Parents
*XYZ Public School District* will build the schools' and parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:
The state's academic content standards and student academic achievement standards will be reviewed at each scheduled parent-teacher conference during the school year. Parents are given a copy of their child's grade levels and guidance in understanding the information.

The state and local academic assessments, including alternate assessments, will be reviewed at the annual parent meeting in the fall. School staff will assist in understanding these assessments.

The requirements of the schoolwide plan will be reviewed at the annual parent meeting in the fall.

School staff will show parents how to monitor their child's progress at the annual parent meeting in the fall and through scheduled parent-teacher conferences and quarterly progress reports. Staff will assist in understanding these reports.

Staff will show parents how to work with other educators at the annual parent meeting in the fall and parent-teacher conferences.

Letters and/or newsletters are mailed out and sent home.

Brochures/research articles are distributed at the annual parent meeting (fall).

Resource links are listed on the school website.

Parents can email teachers with questions or concerns.

The interactive dashboard, Insights, will be accessible in the school, and a link will be placed on the district's website.

Information regarding the school website is provided.

**XYZ Public School District** will provide parents of participating children if requested, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to their children's education, and respond to any such request as soon as practically possible.

**Building Capacity of Staff**

**XYZ Public School District**, with the assistance of its schools and parents, will educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

- Teacher in-services and/or workshops.
- Staff newsletters (email).
- State and regional conferences, in-services, and meetings.
- Use of the Internet and website.
- Email correspondence between parents and teachers.

**XYZ Public School District** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

**XYZ Public School District personnel** will provide other reasonable support requests for parent and family engagement activities to the feasible and appropriate.

**Building Capacity for Involvement**

The District Parent and Family Engagement Policy may include additional listings and descriptions of other discretionary activities to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of ESSA. There must be meaningful consultation between the district-school and parents when choosing which activities to undertake. Indicate which of the following discretionary (optional) parent and family engagement policy components the district will implement to improve family-school partnerships:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.
• Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
• Train parents to enhance the engagement of other parents.
• Maximize parent and family engagement and participation in their child's education, arrange school meetings at various times, or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.
• Adopt and implement model approaches to improving parent and family engagement
• Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
• Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.
  o Parents will be given the opportunity to have input in this process at the annual parent meeting in the fall, parent-teacher conferences, and at any time parents feel necessary.

Adoption
This district parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by school board meeting minutes.

This policy was adopted by the XYZ Public School District on __________ and will be in effect for the period of the _____________ school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before ________________.

_________________________________  ______________________________
(Signature of Authorized Representative)   (Date)
Submission D14 – Parent and Family Engagement Set-Aside (Districts with Allocations over $500,000)

Requirement

Districts with a Title I allocation of $500,000 or more are required to set aside 1% of their district’s Title I allocation for parent and family engagement. Only 10% of these funds may be used at the district level; 90% must be given to the participating Title I schools.

Districts must document on the consolidated application that they have reserved, at a minimum, the 1% for parent and family engagement and specifically outline how these funds will be spent. Districts need to track the parent and family engagement expenditures at each building level.

Districts are required to assure parent and family engagement funds are being used to carry out activities and strategies consistent with the district’s parent and family engagement policy, and at least one of the following, as indicated in the district’s consolidated application:

- Supporting schools and nonprofit organizations in providing professional development for district and school personnel and parents and family members regarding parent and family engagement strategies.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating best practices information on parent and family engagement focusing on increasing the engagement of economically disadvantaged parents and family members.
- Collaborating (or providing subgrants to schools to enable them to collaborate) with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the district determines are appropriate and consistent with its parent and family engagement policy.

Districts are required to document parent input and approval if they plan to use any parent and family engagement reservation funds on a parent and family engagement staff member.

Documentation

- Detailed ledger reflecting the parent and family engagement expenditures.
- Schedule or calendar of parent and family engagement activities consistent with the activities and funds set aside within the consolidated application, newsletters advertising parent and family engagement activities, or other notices of such events.
- Surveys, parent meeting agendas, minutes, meeting notes, or other documentation where parent and family input was received.

Alerts

There are no specific alerts for this submission.

Resources

Parent and Family Engagement Set-Aside
Submission D15 – Neglected & Delinquent (N&D) Services

**Requirement**
Under Title I regulations, districts are required to assist neglected and delinquent children within their district boundaries.

“An LEA shall reserve such funds as are necessary under this subpart to provide services comparable to those provided to children in schools funded under this part to serve: children in local institutions for neglected children and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.” Section 1113(c)(3)

Districts must collaborate with the local N&D facilities to determine services that best meet the needs of neglected and/or delinquent students.

**Documentation**
Districts must maintain documentation regarding the services provided to neglected and/or delinquent students. This documentation could include the following:

- Consolidated application budgeting and activity proposals
- Communications with local N&D facilities (memos, meeting agendas, meeting minutes)
- N&D student needs assessment

**Alerts**
There are no specific alerts for this submission.

**Resources**
There are no additional resources available for this submission.
Submission D16 – Cooperative Agreement School Board Approval

Requirement
In North Dakota, it is common for districts to cooperate and share services. Federal regulations allow school districts to form consolidated agreements to provide educational services. One example of these consolidated efforts is a Title I cooperative agreement (also known as a Title I co-op).

Title I programs provide supplemental educational services to “at-risk” students. A district must have a poverty count of ten to qualify for Title I funds. Districts that do not have a poverty count of ten or more may form a Title I cooperative agreement with a neighboring eligible district as a method of continuing Title I services within the ineligible district.

Both school boards must agree to the cooperative agreement arrangement and the responsibilities of participating in a cooperative agreement. This agreement must be documented on SFN 52861 Formal Title I Cooperative Agreement and recorded in school board minutes.

Documentation
The XYZ School District and the ABC School District move to approve a cooperative agreement arrangement for the Title I program. The XYZ Public School District will be the fiscal agent of this cooperative agreement. The ABC School District will participate as the cooperating district. Motions made by Smith were seconded by James, and the motion carried unanimously.

Alerts
Other Federal Programs and Competitive Grants: The school boards of districts involved in a Title I cooperative agreement must approve the cooperative agreement arrangement in the spring of the school year. This will ensure enough time for districts to adjust and for the state to develop a cooperative allocation.

Resources
There are no additional resources for this requirement.
Submission D17 – LEA Coordination with Head Start and other Early Childhood Programs

Requirement

Each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program, must develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs (Title I Part A Section 1119(a) and (b)):

- Developing and implementing a systematic procedure for receiving records of preschool children;
- Establishing channels of communication between school staff and their counterparts to facilitate coordination;
- Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children;
- Organizing and participating in joint transition-related training of school, Head Start, and where appropriate, other early childhood education program staff; and
- Linking the educational services provided by the LEA with those provided by Head Start agencies.

An LEA must include on their report cards the number and percentage of students enrolled in preschool programs (Title I Part A Section 1111(h)(1)(C)(vii)(II)(aa), (h)(2)(C)).

An LEA’s Title I plan must ensure that programs comply with the Head Start education performance standards if it uses funds to provide early childhood education.

Documentation

Documentation includes:

- Narrative or summary of a systematic procedure for receiving records of preschool children;
- Correspondence, telephone logs, or emails between school staff and their counterparts to facilitate coordination, as well as agenda, minutes, handouts, and other evidence linking the educational services provided by the LEA with those provided by Head Start agencies;
- Correspondence, agenda, minutes, handouts, etc., of meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children;
- Correspondence, agenda, sign-in sheets, minutes, handouts, etc., of organization and participation in joint transition-related training for school, Head Start, and other early childhood education program staff.

Alerts

There are no alerts for this requirement.

Resources

Title I and Early Childhood Requirements
Sample Documentation – Submission D17 – LEA Coordination with Head Start and other Early Childhood Programs

Sample 1:
__________Public Schools does not currently have a Head Start or Preschool program. The community of ______ currently has a private preschool that the elementary coordinates with to discuss children’s skills as they transition into kindergarten. In the spring of each year, the preschool teacher, kindergarten teacher, principal, and special education staff hold a transition meeting to discuss incoming kindergarten students.

The school district actively communicates with the city childcare that provides care to many incoming students. This coordination allows successful implementation of curriculum and skills that will support smooth transitions into the school district and identifying student needs early.

______ Public Schools, along with the Special Education and Public Health, hosts an annual preschool screening. Initial records are developed and kept on file in preparation for their enrollment.

Our Gearing Up for Kindergarten program also allows us to start records for preschool children in preparation for enrollment. Gearing Up is held annually and is very beneficial for teachers to be involved with the parent to learn and discuss the development and needs of their children.

Procedure for Obtaining Preschool Records:
- Parent(s)/Guardian(s) will fill out a new student packet and turn it into the office.
- Any IEPs or IFSPs will be requested and reviewed if the student is on one. A file will then be put together for that student.
- Pre-K teacher will do an informal assessment/observation of each student to determine the student’s strengths and needs.

Communication Log:
- It is assured that Pre-K staff will attend the Professional Development every fall. This was not held in 2020 due to the pandemic.
- It is assured that paraprofessional staff will receive training through ________.

ECE Collaboration Communication Log:
- August 6, 2020
  - Head Start will be starting the year Distance Learning.
  - ________Pre-K will have afternoon classes so that they do not interfere with Head Start enrollment.
    - The district will schedule a meeting with Head Start when they return to in-person learning.
- September 2, 2020
  - Virtual meeting with _________ Special Education Unit to discuss strategies and activities that have been working in the classroom or through distance learning.
- November 4, 2020
  - Specialty Area Meeting with ______Spec Educ Unit
- February 10, 2021
  - Specialty Area Meeting with ______Spec Educ Unit
- April 7, 2021
  - Specialty Area Meeting with ______Spec Educ Unit

Parent/Elementary/Head Start Collaboration Log:
- Parent(s)/Guardian(s) will receive an informative letter detailing classroom apps and supports.
- Due to Governor Burgum’s school closing mandate on March 13, 2020, we were unable to hold the Kindergarten Transition Informational Event in the spring of 2020.
- Kindergarten teacher was given student profiles for every kindergarten eligible child.
• Kindergarten Transition Informational Event will happen in the spring of 2021.

Sample 2:
_____ Public Schools does not offer a general education preschool program. The district Early Childhood Special Education (ECSE) program provides services to children aged three through five who have developmental delays or disabilities.

• Procedure on Receiving Records for Preschool Children
  o If a child is referred through Infant Development or an outpatient provider (OT, PT, Vision, Speech, etc.), the records from those entities will be provided to the school district’s Diagnostic Team.
  o If a child qualifies for ECSE through an independent referral, the district’s Diagnostics Team will create the student record as part of the initial IEP process.

• Channels of Communication have been Established Between _____ Public Schools and _____ Head Start and other Early Childhood Programs
  o The Head Start Director is on the district leadership team (Program Directors) that meets weekly to share information. The Head Start Director gives a weekly report specific to the Head Start program. The Head Start Director also attends monthly administrative meetings. The Head Start Director is able to provide items to the Consent Agenda and has access to review the Consent Agenda each month. The Head Start Director attends meetings of the School District’s Board of Education as needed to share information and obtain approval for grant submissions.

• _____ Public Schools held a joint transition-related training between _____ Public, _____ ECSE and _____ Head Start on February 10, 2021. This _____ training session included early childhood staff, Special Education Coordinators, and kindergarten staff members.

• In February of 2020, the Head Start Director initiated a meeting to improve the transition process to allow parents/families to meet with an elementary principal and kindergarten teacher to discuss kindergarten expectations and ask questions. A principal and teacher were identified for the meeting on April 21, 2020, but the meeting was canceled when schools were closed last spring due to COVID. The parent meeting will be scheduled in the spring of 2022 as conditions allow and is planned to be an annual opportunity.
Requirement

Section 1117 (a)(b), 8501 of the Every Student Succeeds Act (ESSA) requires that timely and meaningful consultation occurs between school district staff and private school officials before making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in Title I, Title II, Title III, and Title IV programs.

Discussion of the following topics will occur during the ongoing consultation process:

• How the district will identify the needs of eligible private school children.
• What services the district will offer to eligible private school children.
• How and when the district will make decisions about the delivery of services.
• How, where, and by whom the district will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
• How the district will assess the academic services to eligible private school children and how the district will use the results of that assessment to improve Title I services.
• The size and scope of the equitable services that the district will provide to eligible private school children and the proportion of funds to provide these services.
• The method or sources of data that the district will use to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the district will extrapolate data if a survey is used.
• The equitable services the district will provide to teachers and families of participating private school children.
• If the district disagrees with the views of the private school officials on the provisions of services through a contract, the district must provide the private schools with the reasons in writing why the district chooses not to use a contractor.
• How the amount of funds available for equitable services is determined.
• Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, entity, or a third-party contractor.
• Whether to provide equitable services to eligible private school participants (1) by creating a pool or pools of funds with all of the funds allocated under programs covered under section 8501(b) or (2) on a school-by-school basis based on each the proportionate share of funds available to provide services in each school.
• Documentation: Each LEA shall maintain the agency’s records and provide to the SEA involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not happened or that the program design is not equitable with respect to eligible private school children. If private school officials do not provide such affirmation within a reasonable time, then the LEA shall forward the documentation that such consultation has or attempts at such consultation have taken place to the SEA.

Consultation by a district must include meetings between the district and appropriate private school officials. It must occur before the district makes any decisions that affect the opportunity for eligible private school
children, their teachers, and their families to participate in Title I programs. The meeting must occur, and the consultation form should be signed in the spring or early summer before the consolidated application is submitted to the department.

Each school district must obtain a written affirmation, signed by officials of each private school with participating children or appropriate representatives of the private school officials that the required consultation has occurred. This documentation must be submitted to the NDDPI annually and addressed on the STARS.

**Documentation**

Documentation must include evidence that timely and meaningful consultation is occurring. The district may briefly describe the initial and ongoing consultation process and include evidence such as letters, agendas, meeting notes, sign-in sheets, etc. See subsequent pages for Sample Agenda.

**Alerts**

The district must comply with the requirements for consultation with private school officials in a timely manner for all federal programs requested by the private school as documented on the Affirmation of Consultation.

Services need to be under the supervision of the district. Sec 1117(d), 8501(d)

**Resources**

*Equitable Services for Private Schools*
Sample Documentation – Submission D18-D19 – Consultation

Agenda for Private School Equitable Services
Spring ______

XYZ Public School District

Funding

- Private School Equitable Services Participation
  - District Grant Allocations for Participating Programs
  - Private School Proportionate Share
  - Carryover and Transfer of Funds
  - Policy and Process for funding, purchasing, inventory, and labeling
- Equitable Services to Students Based on Educational Need
- Parent and Family Engagement
- Professional Development
- Services and Materials

Student Selection

- Determining Student Eligibility
- Policy on Services to Out-of-District Students

Delivery of Services to Students

- In-class Services
- Afterschool Program
- Documentation

Evaluation

- Students Assessments, Annually
- Results Used to Improve Services

Ongoing Consultation

- Description of the consultation process
- Timelines and deadlines
- Contact information

Complaint Process

- Explain the complaint process to private school officials
Affirmation of Consultation with Nonpublic School Officials
for Titles IA, IIA, IIIA, and IVA

Updated May 2021

*Each district must upload a copy of this documentation into the Consolidated Application in WebGrants in the Equitable Services section. Provide a signed copy for each nonpublic school participating in equitable services and maintain a copy in district records.

SECTION I – DISTRICT INFORMATION

District Name: 
District Contact: 
District Contact Phone Number: 

SECTION II – NONPUBLIC SCHOOL INFORMATION

Name of Nonpublic School: 
Name of Nonpublic School Official: 
Nonpublic Official Phone Number: 
Nonpublic Official Email Address: 

SECTION III – DATES OF CONSULTATION

List the date(s) consultation occurred between the district and nonpublic school or, if consultation did not occur, indicate the dates on which the district attempted to contact the nonpublic school and the method of contact (fax, email, signed delivery receipt requested).

Initial invitation sent to nonpublic school: 
Follow-up 1: 
Follow-up 2: 
Follow-up 3: 

[ ] Select this box only after three unsuccessful attempts to engage the nonpublic school in the consultation process. The nonpublic school did not respond to consultation regarding nonpublic equitable services; therefore, the nonpublic school will not participate in ESEA programs. If the district selects this box, do not complete the remaining sections, and sign the last page. The district must have documentation of all attempts for consultation.
Submission D20 – Equitable and Timely Services

Requirement
Under the Every Student Succeeds Act Sec 1117(a)(3), districts are required to provide services for eligible private school students and eligible public school students. In particular, federal law requires districts to provide eligible children attending private elementary and secondary schools, their teachers, and their families with services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. Meaningful coordination and collaboration must occur to plan for these services.

The consultation process between public and private school officials regarding Title I or other participating federal programs should result in services designed to meet the educational needs of eligible private school children. Consultation must include meetings between district officials and appropriate private school officials. It must occur before the district officials make any decision that affects the opportunity for private school children to participate. In addition, timely and meaningful consultation must occur during the program's design, development, and implementation. Ultimately, the district officials make the final decisions regarding the provision of services after the consultation has occurred.

If the private school official believed the district did not engage in timely and meaningful consultation or did not give due consideration to the views of the private school official, disputes the low-income data on private school children, or for another reason does not believe that the private school children are receiving fair and equitable services, the private school official may file a complaint with the state. The decision of the state may be appealed to the U.S. Secretary of Education.

Documentation
Districts must maintain documentation that timely and equitable services are provided to private school students based on educational needs. This documentation may include:

- Needs assessment, student schedule, or plan
- Title I calendar
- Teacher schedule or contract

Alerts
Services to private school students are to begin at the same time as public school students.

Resources
Equitable Services for Private Schools
Submission D21 – Equitable Services ESSER I Inventory

Requirement

The CARES Act ESSER I program included equitable services provisions for nonpublic schools.

At the end of the performance period for ESSER I, school districts that expended ESSER I funds to provide equitable services must consult with the nonpublic school to determine how equipment and/or unused supplies will be utilized post-ESSER I. Per the Uniform Grant Guidance and U.S. Department of Education guidance, options are summarized below.

**OPTION 1: Continued Use at the Non-public School for COVID-19 Purposes**

If the nonpublic school continues to need the equipment or supplies for their intended purpose under the CARES Act, the district may permit the nonpublic school to continue to use them for that purpose. 2 C.F.R. § 200.313(c)(1)

**OPTION 2: Continued Use at the Non-public School for Other Federal Programs**

If the equipment or supplies are no longer needed for COVID-19 purposes, but the nonpublic school continues to need them for allowable uses under another federal program (i.e., Title I, Title II, Title IV), the district may transfer the title and control of the equipment and supplies to the federal program for use by the non-public school for allowable purposes under that program. 2 C.F.R. § 200.313(c)(1)

**OPTION 3: Removal from Nonpublic School**

If the equipment or supplies are no longer needed by the nonpublic school for their intended purpose under the CARES Act or for allowable purposes under another federal program in which the school participates, the LEA should remove the items from the nonpublic school. Further guidance on this process can be found at 34 C.F.R. § 76.661

Documentation

See subsequent page.

Alerts

If equipment and supplies will continue to be used by the nonpublic school, control of and title to these assets must continue to be maintained by the public school district in accordance with 2 CFR 200.313(b).

Resources

There are no additional resources for this requirement.
### Correct

**XYZ Public School District**

Inventory of items purchased with federal Title funds as required by UGG §200.33.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Description of Equipment</th>
<th>Serial Number</th>
<th>Acquisition Date</th>
<th>Acquisition Cost</th>
<th>Location of Equipment</th>
<th>Disposition Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER I Equitable Services – Transferred to Title I Program</td>
<td>iMac Computer</td>
<td>C050200195</td>
<td>8/3/2020</td>
<td>947.40</td>
<td>Nonpublic School A Title I Room</td>
<td></td>
</tr>
<tr>
<td>ESSER I Equitable Services – Transferred to Title II program</td>
<td>iMac Computer</td>
<td>XB8270AACT9</td>
<td>1/1/2021</td>
<td>1,499.00</td>
<td>Nonpublic School A ABC Teacher</td>
<td></td>
</tr>
<tr>
<td>ESSER I Equitable Services - Transferred to Title IV program</td>
<td>Apple iPad</td>
<td>2005-008372</td>
<td>7/15/2020</td>
<td>450.00</td>
<td>After School Programming</td>
<td></td>
</tr>
</tbody>
</table>

The XYZ Public School District consulted with Nonpublic School A on 8-30-2022. During this consultation meeting, it was determined that equipment purchased with ESSER I funds is still needed at the nonpublic school; however, not for the purposes of ESSER I and COVID-19. Therefore, the equipment purchased with ESSER I funding will be transferred to other allowable Federal Title programs as identified in the above inventory.