DISTRICT ADMINISTRATION REPORT
SAMPLE MONITORING DOCUMENTATION

D01 – D20

2021-2022
District Administration Sample Monitoring Documentation

Federal regulations require the state to monitor school districts accepting federal funds. 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 assist districts and schools 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. This applies only to the federally funded Title programs. It is the responsibility of the state to ensure districts and schools are held accountable to regulations outlined in Title I, Title II, Title IV, English Learners, Homeless and Foster Care programs under the Every Student Succeeds Act (ESSA).

The purpose of this document is to provide assistance to districts and schools as they complete the Federal Programs monitoring process. This document walks through each requirement outlining details on the requirement itself, the documentation necessary, special alerts to take into consideration, 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 adequately meet each monitoring requirement.

“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>XB8270AUCT9</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>2005-008372</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
Sample Documentation – Submission D04 – Written Notification of School Accountability Report

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
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.

Resources
There are no additional resources for this requirement.
XYZ Public School District
Dispute Resolution Policy

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.

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

School District: | School Year:

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.

**Title I Part A**
- Parents of children in Title I school(s);
- Teachers from Title I school(s);
- Principals and/or Administrators;
- Other School Leaders;
- Paraprofessionals;
- Specialized Instructional Support Personnel; *and*
- Other School Personnel

**Title II Part A**
- Parents;
- Teachers from Title I school(s);
- Principals and/or Administrators;
- Other School Leaders;
- Paraprofessionals;
- Specialized Instructional Support Personnel; *and*
- Other School Personnel

**Title III Part A**
- Parents;
- Teachers;
- Principals and/or Administrators;
- Researchers;
- Community Members (if appropriate);
- Public or Private Entities (if appropriate); *and*
- Institutions of Higher Education (if appropriate)

**Title IV Part A**
- Parents;
- Teachers;
- Principals and/or Administrators;
- Other School Leaders;
- Specialized Instructional Support Personnel;
- Community-Based Organizations;
- Local Government Representatives; *and*
- Tribal Organizations (if appropriate)

**Title V**
- Parents;
- Teachers;
- Principals and/or Administrators; *and*
- Other School Staff

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</th>
<th>Title and Constituency Group</th>
<th>Signature (Required)</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>[Signature]</td>
<td>5/11/20 – in-person meeting</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 agenda, 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)
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
- Annual Policy Sign Off

**Alerts**

No alerts for this submission.

**Resources**

No additional resources are available for this submission.
Requirement
The federal law requires all employees, including teachers, paraprofessionals, and other staff who are paid with federal funds, to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of 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. 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. The difference is the type of documentation that each employee would be able to submit.

Documentation
Documentation for this requirement varies based on the positions being funded with federal funds. For monitoring purposes, all individuals paid with federal funds must submit documentation of their time and effort through one of the options listed below:

- **Permanent Schedule** – A permanent schedule is most often used for teachers 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 he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file and updated throughout the school year.

- **Semi-Annual Certification** – Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2018 to June 30, 2018, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.

- **Daily Log** – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties 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. Daily logs must be signed by the employee and their supervisor.

- **Monthly Certification** – Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be submitted monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). A sample monthly assurance could state, “For the month of October 2017, Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.
The type of documentation you will be responsible for depends on the type of position held. Use the chart below to determine the best form of documentation for your position

<table>
<thead>
<tr>
<th>Position</th>
<th>Permanent Schedule</th>
<th>Semi-Annual Certification</th>
<th>Daily Log</th>
<th>Monthly Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Teacher (fixed schedule)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></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>✓</td>
<td>✓</td>
</tr>
<tr>
<td>School Improvement/Schoolwide Coordinator</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reading/Math Coach (fixed schedule)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Math Coach (variable schedule)</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Class-size Reduction Teacher (fixed schedule)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool Teacher (fixed schedule)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Coordinator</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Aides/Paraprofessionals (fixed schedule)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aides/Paraprofessionals (variable schedule)</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

See subsequent pages for Sample Time and Effort Logs and Assurances.

**Alerts**

**Other Federal Programs and Competitive Grants:** Districts that receive federal funds other than Title I must document time and effort as well. 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 he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file and updated throughout the school year.

**Teacher Name:** XYZ Teacher  
**Position:** 50% Reading Specialist and 50% Reading Coach (paid with district funds)  
**School Name:** XYZ Public School

<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 subject. Give description of skills in the subject area.)</th>
<th>Grade Level of Student</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 Students</td>
<td>Reading</td>
<td>Grade 3</td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>XYZ Students</td>
<td>Reading</td>
<td>Grade 2</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>XYZ Students</td>
<td>Reading</td>
<td>Grade 1</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>XYZ Students</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 Students</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>
Sample Documentation – Submission D09 – District Personnel Time & Effort Documentation – Daily Log

Individuals who work less than 100% of their time for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties 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. Daily logs must be signed by both the employee and their supervisor. Signatures must be dated AFTER the last date of service.

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.

<table>
<thead>
<tr>
<th>School District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ School District</td>
<td>XYZ Public School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Staff Member</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ, Title I Coordinator</td>
<td>XYZ, Title I Supervisor</td>
</tr>
</tbody>
</table>

<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, 2018</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, 2018</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 year</td>
</tr>
<tr>
<td>August 30, 2018</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, 2018</td>
<td>3:00 pm – 5:00 pm</td>
<td>2</td>
<td>Attended Title I fall parent meeting</td>
</tr>
<tr>
<td>September 15, 2018</td>
<td>5:00 pm – 6:00 pm</td>
<td>1</td>
<td>Individualized parent meeting with a concerned parent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>14 hours</th>
</tr>
</thead>
</table>

I certify with my signature that the information submitted is accurate.

*Employee Signature* | Date | *Supervisor Signature* | Date

*Signatures must be dated AFTER the last date of service.*
Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). This sample assurance could be used when multiple individuals are supervised by one constant individual.

I verify by my signature below that the following employees that I directly supervise spent 100% of their time on the designated program during the six months from July 1, ___ through December 31, ___.

Employee: John Doe
100% Title I, Part A

Employee: Jane Doe
100% Title I, Part C

Supervisor Name:
Supervisor Title:

*Supervisor Signature * Date

*Signature must be signed and dated AFTER the last date of service.
Districts who have personnel fully or partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring. This certification should also include documentation of time spent on the federal program (such as a copy of daily planners, schedules, timesheets, daily logs). Both the employee and supervisor must sign the logs.

**Teacher Name:** XYZ Teacher  
**School Name:** XYZ Public School  
**Position:** 50% Reading Specialist and 50% Reading Coach (paid with district funds)

---

This is to certify that I, __________________________, worked ______ of my time on __________________________

(Employee First and Last Name)  
(FTE %)  
(School & District)

Title I, Part A program performing instructional activities for the period of ________________ to ________________

(Month/Day/Year)  
(Month/Day/Year)

*XYZ Teacher Signature*  
*XYZ Supervisor Signature*

---

*Signatures must be signed and dated AFTER the last date of service.*
Individuals paid from multiple federal funding sources can document their time and effort through monthly documentation. For this method, the employee and supervisor would sign an assurance, including time documentation. The assurance would be monthly or as indicated by the employee's pay period (e.g., paid every two weeks, two-week certification). This assurance must be kept on file and made available for monitoring. Both the employee and supervisor must sign the logs.

**Teacher Name:** XYZ Title I Coordinator

**School Name:** XYZ Public School

From __________ to __________, __________, spent ___ of his/her time on Title I, Part A instructional activities as evidenced by the enclosed time and effort log.

<table>
<thead>
<tr>
<th>*XYZ Title I Coordinator Signature</th>
<th>*XYZ Supervisor Signature</th>
</tr>
</thead>
</table>

Date

*Signatures must be dated AFTER the last date of service.*
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.
Sample Documentation – Submission D11 – Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds

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 listed 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
☒ 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 the upper elementary Title I students (grades 4-6). It is difficult to find time during the day to provide Title I services to these students, so our three Title I teachers stay late for this program. Students attending receive remedial, supplemental instruction aligned to 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 have confidence that evidence-based strategies are likely to 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 instructional strategies and methods that are evidence-based.

**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](#).
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>
<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
Sample Documentation – Submission D13 – Parent and Family Engagement Policy

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 the Title I regulations, requirements exist for districts 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 will 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:

- 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, seconded by James, and 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
Submission D18-D19 – Equitable Services – Consultation

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 I, IIA, IIIA, and IVA

*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