



Funding Your Plan

Best Practices to Sustain Investments

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**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

Foreword

School districts look to their state leaders for guidance on federal programs. States play an instrumental role in helping districts better understand how to use, braid, and blend funds appropriately for outcome-focused and evidence-based programs and practices. Last year, the [Council of Chief State School Officers](#) (CCSSO), the national nonprofit, nonpartisan organization representing public officials who lead K-12 education across the United States, released template guidance documents. States could customize these documents and share guidance regarding allowable uses of ESSER and other U.S. Department of Education (ED) funds with their school districts. This guidance addressed the following key areas of pandemic recovery: student well-being, teacher recruitment, curriculum, school leaders, and meeting the needs of students with disabilities.

North Dakota created an internal team to personalize the CCSSO resources and develop this comprehensive workbook to support districts in “funding your plan” versus

the traditional model of “planning for your funds.” This team used North Dakota information to provide North Dakota resources. This workbook is about sustaining investments that have been proven effective as well as thinking strategically and innovatively about how federal funds are used to supplement state and local efforts. It includes many of the helpful resources our committed team has developed over the years to support supplemental programs, such as offering ideas on how to support various state-supported initiatives, worksheets to support braiding and blending funds, and helpful links to other state resources.

Sustaining investments is top of mind for state, district, and school leaders as we all consider the upcoming “fiscal cliff” that will impact service delivery to students once historic levels of federal COVID relief funds expire. When ED funds are used to their full potential, states and districts can better support sustainable efforts that are evidence-based, proven effective, and focused on student outcomes. NDDPI hopes this workbook, which



includes concrete action steps school leaders can take to align funding with state policy priorities and promote sustainability, will be used for years to come. I want to thank the CCSSO for creating supportive documents to help states, districts, and schools be proactive. I also want to extend my deep gratitude to the NDDPI team involved in customizing this guidance for North Dakota educators.

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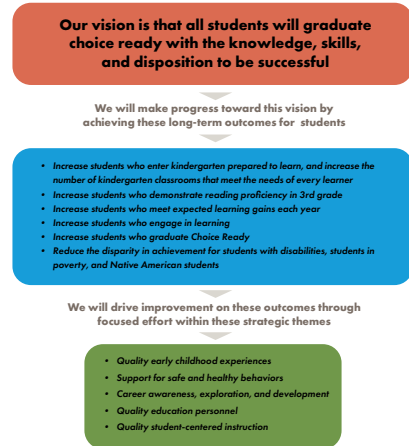
Foundational Education Documents

The following documents and resources serve as foundational frameworks that articulate and shape the direction of K-12 education in North Dakota and provide a structure on which this workbook has been framed. Each has been created in a collaborative environment representing all education stakeholders.



PK-12 Education Strategic Vision Framework

Using an inclusive and collaborative process, the North Dakota Department of Public Instruction (NDDPI) and the Strategic Vision for PK-12 Education Steering Committee designed the [Strategic Vision Framework](#) to define the vision for North Dakota's educational system over the next five years.



NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY, and/or MILITARY READY.**



ESSENTIAL SKILLS

Earn a North Dakota high school diploma, Complete a 3-week Career Education Course/Individual Counseling (15-1-21-18), Financial Literacy (15-1-21-21), and pass ND Civics Test (15-1-21-27), Computer Science/Cybersecurity Requirement (15-1-21-02-2), and four or more additional indicators:

- 25 hours of Community Service
- Career Exploration Experience
- Two or More Years in Organized Extra-Curricular Activities
- Successfully Complete an Online Learning Course
- 95% Attendance (not counting school-related absences)
- Two or More Years in Organized Co-Curricular Activities
- Successfully Complete a Capstone Project
- Demonstrate Competency in 21st Century Skills

Students shall then complete two or more of the **CHOICE READY** components below.



POST-SECONDARY READY

Complete a Four-Year Rolling Career Plan, and earn a 2.8 GPA or greater, and complete one academic indicator set below:

- ACT: SAT minimum or subsection scores:
- ACT English – 18
 - ACT Reading – 22
 - ACT Math – 21
 - ACT Science – 23
 - SAT Reading/Writing – 480
 - SAT Math – 530

- Two or more additional indicators:
- Advanced Placement Course (A, B, or C) or (4, 3, or 2)
 - Dual Credit Course (English or Math) (A, B, or C) or (4, 3, or 2)
 - Algebra II (A, B, or C) or (4, 3, or 2)
 - Advanced Placement Exam (3+)
 - International Baccalaureate Exam (4+)
 - 3.0 GPA in core course requirement for NDUS admission
 - DREAM (Eng/Math) Course (70% or greater)
 - Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)



WORKFORCE READY

Complete a Four-Year Rolling Career Plan, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40hrs)
- NDAA (Reading/Math) Level 3 or greater or (ACT for Accessibility: English – 18/Math – 22)
- Complete three World Language Courses (A, B, or C) or (4, 3, or 2)



MILITARY READY

Complete a Four-Year Rolling Career Plan, ASWB score of 31 or greater (as determined by branch), or acceptance into the military. Quality Citizenship (No Equivalents/Suspensions) Physically Fit - Successfully complete required PE courses (A, B, or C) or (4, 3, or 2) and Complete two or more additional indicators from the Post-Secondary or Workforce options, or Complete two credits of JROTC or Civil Air Patrol

Updated August 11, 2023

Choice Ready

As a core component of the North Dakota accountability system, [Choice Ready](#) assists in measuring whether North Dakota high schools are producing students who are ready for success upon graduation.



ALTERNATE CHOICE READY

School District: _____ School: _____ School Year: _____
 Student: _____ Note - this table is to be used only for those students who have been identified as a student who falls on the NDAA based on alternate academic achievement standards and has been identified as a student with significant cognitive disabilities.



ESSENTIAL SKILLS

Earn a North Dakota High School Diploma, Pass ND Civics Test (15-1-21-27) (determined exempt by IEP team), Complete a 3-week Career Education Course/Individual Counseling (15-1-21-18), Financial Literacy (15-1-21-21) Applicable Applied Topic Coursework, and Applied Topic Coursework which includes using technology safely.

- Four or more additional indicators:
- 25 hours of Community Service
 - Career Exploration Experience
 - 95% Attendance (not counting school-related absences)
 - Two or More Years in Organized Extra-Curricular Activities
 - Two or More Years in Organized Co-Curricular Activities
 - Successfully Complete an On-line Learning Course
 - Demonstrate Competency in 21st Century Skills
 - Successfully Complete a Capstone Project

Students shall then complete two or more of the **CHOICE READY** components below.



POST-SECONDARY READY

Complete a Four-Year Rolling Career Plan, and earn a 2.8 GPA or greater.

- Complete:
- 1-1: Transition Plan Course of Study
 - 1-3: Strategies and Activities Needed to Assist in Reading Post-Secondary Goals
- and
- Two or more additional indicators:
- Successfully Complete two or more credits of Applied Topic Course Work
 - Complete at least one of the Pre-employment Activities (Pre-ETS)
 - Job Exploration
 - Work-Based Learning Experiences
 - Counseling for Post-Secondary Education
 - Workplace Readiness Training
 - Instruction in Self-Archivaly
 - Complete ACT/SAT
 - Complete three Fine Arts Courses



WORKFORCE READY

Complete a Four-Year Rolling Career Plan

- 1-2: Transition Plan Course of Study
- Complete three CTE Courses or more
- Complete Career Ready Practices
- WorkKeys (Gold or Silver)
- Work Skills Readiness Curriculum
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- Job Exploration Counseling
- NDAA (Reading/Math) Target or Advanced
- Successfully Complete two or more credits of Applied Topic Coursework which includes using technology safely
- Complete three World Language Courses



LIFE SKILLS READY

Complete a Four-Year Rolling Career Plan

- 1-1: Transition Plan Course of Study
- Complete two or more credits of Applied Topics Daily Living
- Independent Living Activities (Met Goals on IEP)
- Pre-Employment Activities
- Workplace Readiness Training
- Summary of Performance Completed

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Alternate Choice Ready

Students with the most significant cognitive disabilities who participate in the North Dakota Alternate Assessment, based on alternate academic achievement standards, will not be exempt from the Choice Ready measure; instead will have [Alternate Choice Ready](#) criteria for each pathway.

Introduction

A. Purpose of this Guidance

This guidance is designed to help school districts better understand how policy flexibility can be leveraged within federal funding streams to:

- Recruit, retain, and support teachers and other school staff.
- Support high-quality instructional materials (HQIM), including high-quality curricula, core instructional materials, intervention materials, and curriculum-connected professional development.
- Address student health, welfare, and connections to school through integrated student supports (ISS).
- Develop and support principals and other school leaders through recruitment, retention, professional development, pipeline opportunities, and other initiatives.

For this guidance, federal funding streams will be referenced as U.S. Department of Education (ED) grant funds.

It is recognized that a variety of challenges exist in North Dakota schools, districts, and special education units. This guidance is designed to help decision-makers understand how grant funds can support various educational issues. When reviewing current uses of ESSER funding, the following trends have been identified:

- All are seeking ways to support student well-being and engagement in learning.¹
- Many are facing general teacher shortages or [critical shortages](#) in areas such as special education, CTE, fine/performing arts, school counseling, and science.
- Some are interested in developing sustainable teacher pipelines or implementing strategies to strengthen teacher retention, including induction programs for new teachers, leadership pathways for existing teachers, and other supports to retain teachers.
- Many entities are investing in HQIM and related professional development opportunities to re-engage students and accelerate their learning. Research shows that curriculum and instructional materials are significant factors in academic success, particularly for the highest-need students.²
- In addition, developing and supporting principals through recruitment, retention, professional development, pipeline opportunities, and other initiatives is an incredibly important and urgent task.³ Some districts face immediate school leadership challenges, such as vacancies or high turnover, while others seek to establish and diversify principal pipelines.

Beginning in 2020, there was access to significant COVID relief funds through the Elementary and Secondary Schools Emergency Relief (ESSER) Fund

program. This program provided one of the largest, most flexible investments of federal funding supporting education in North Dakota. ESSER, however, is a time-limited program, so many districts will need to find ways to sustain ESSER-funded activities that have had the most impact with other funds to maintain program impacts and student outcomes.

This guidance is intended to support various decision-makers involved with federal education programming:

- All school and district leaders (i.e., administrators, special education personnel, teaching and learning staff, human resources, etc.) might benefit from the examples of allowable activities throughout the program-specific sections. Understanding the type of activities federally grant-funded programs can support may prompt important conversations and reveal previously unknown options for support and sustainability.
- Budget and finance staff might benefit from the supplement not supplant overviews, as well as the examples of allowable activities, to support budgeting and programmatic decisions.
- Federal program staff might benefit from references to federal law and guidance, as well as discussions of technical issues within each program area.

Ultimately, using multiple funding streams to sustain ESSER investments will require close coordination for all those involved in federal programming. These individuals will need to identify effective strategies, design implementation plans, and identify appropriate funding sources. These discussions may also prompt an in-depth analysis of current uses of funds to decide whether or not they can be repurposed to support or sustain ESSER-initiated investments.

B. Navigating this Guidance

NDDPI staff have taken a very intentional approach to curating and developing this guidance document so it is relevant to the context of North Dakota and provides examples and resources curated locally.

Sections C, D, and E of the workbook introduction describe issues that apply generally to ED programs. Section E outlines how a local school, district, or special education unit team could begin to put this guidance into action.

The remainder of the workbook is organized by activity and federal program, and provides examples districts or special education units might use. Although this guidance is organized by some highlighted ED programs (a non-inclusive list), we encourage local teams to review all revenue streams and consider spending practices comprehensively and strategically.

Finally, the workbook provides additional tools and resources aligned to funding practices in the appendices.

C. General ED Terms

Title I, Part A Terms

Determining who qualifies as Title I students⁴ and staff depends on the type of program a Title I school operates. This determination is based at the school level, not the district level.⁵ The following terms are essential for understanding Title I spending options:

In a [schoolwide program](#), all students are eligible and can be served with Title I funds, and all staff can receive Title I-funded training and support.⁶

In a [targeted assistance program](#), the school must determine which students will receive Title I services by identifying those with the greatest need for assistance from among the following eligible groups: (1) students identified as failing, or most at risk of failing, to meet state standards,⁷ (2) students who participated in Head Start, or certain ESEA-funded preschool programs or literacy programs for young children, within the past two years (including Title I supported preschool), (3) migrant students, (4) neglected and delinquent students, and (5) homeless students.⁸ Title I-funded activities must focus on the needs of those identified Title I students in a targeted assistance school. Any teacher, for example, could receive Title I-funded training, but only to the extent it is specific to meeting the needs of identified Title I students.⁹

Supplement Not Supplant (SNS)

All programs discussed in this guidance (except for ESSER) have a supplement not supplant (SNS) requirement. In general, SNS is designed to ensure federal funds provide extra support beyond what districts and special education units would otherwise be obligated to provide and spend on education with state and local funds. Importantly, SNS compliance is tested differently in different federal programs. Understanding the differences between programs is important for understanding what activities can and cannot be supported by each grant.

Summary of SNS Rules for Title I

Title I, Part A has an SNS requirement.¹⁰ To comply, districts must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money (or resources) it would receive if it did not participate in the Title I program.¹¹

For example, suppose a district's methodology for allocating state and local funds to elementary schools includes a counselor for each of its schools. In that case, Title I schools must also receive that state and locally-funded counselor. Title I schools could then use Title I funds for additional personnel, for example, an additional counselor, an instructional coach, or other positions.

Districts are not required to show individual Title I costs or services are supplemental.¹² Districts are also not required to provide Title I services through a particular instructional method or in a particular instructional setting to demonstrate SNS compliance.¹³

Also, please note that some funds can be excluded from the SNS analysis.¹⁴ Specifically, districts can take a school's Title I status into account when allocating supplemental state and local funds for programs that meet Title I's intent and purposes. For example, according to ED [guidance](#), a district would not violate SNS if it allocated supplemental state or local funds to non-Title I schools to provide after-school tutoring (for example, by paying staff for additional working hours) to students struggling in math while using Title I funds to provide the same supports to struggling math students in Title I schools.¹⁵ In North Dakota, this is often referred to as look-a-like programming.

Summary of SNS Rules for Titles II, III, and IV

Title II, Part A, Title III, and Title IV, Part A have an SNS requirement that operates differently than the requirement in Title I, Part A.¹⁶ In Title II and IV, supplanting is generally presumed when:

- A district uses Title II, III, or IV funds to pay for an activity that is required by state, local, or other federal law or policy.
- A district uses Title II, III, or IV funds to pay for an activity it supported with state or local funds the year before.

A district may overcome a presumption of supplanting if it has written documentation (such as legislative, budget, or other materials) that it does not have the funds necessary to implement the activity and would not carry out the activity absent Title II, III, or IV funds.

Given the first presumption above, districts may not use Title III funds to meet their legal obligations to ensure English learners can meaningfully and equally participate in educational programs and services. More information about those legal obligations is available in a joint [Dear Colleague Letter from the U.S. Department of Education and U.S. Department of Justice](#).

Two of these rules – SNS and excess cost – are commonly misunderstood to mean each activity supported with IDEA funds must be separate and distinct from activities supported with other funding sources. As explained in the clarification below, this is not accurate; however, because of these misunderstandings, districts and special education units often tend to limit their IDEA spending and silo IDEA-funded services.

Summary of IDEA Fiscal Rules

The Individuals with Disabilities Education Act (IDEA) is governed by three fiscal rules designed to ensure districts and special education units use IDEA funds to expand services for students with disabilities rather than replace the state and local money they would otherwise spend on such students:

Maintenance of effort (MOE) requires districts and special education units to budget and spend at least as much local (or state and local) money on special education as they did the year before.¹⁷

Supplement not supplant (SNS) prohibits districts and special education units from using IDEA funds to replace the state, local, and other federal funds they would otherwise spend on special education if they did not participate in IDEA, a requirement that is satisfied if they meet its MOE obligations.

Excess cost requires district and special education units to spend, on average, the same amount of non-IDEA money on students with disabilities as they spend on all students.

Summary of SNS Rules for IDEA

Districts and special education units must use IDEA funds to add to (supplement) the state, local, and other federal funds spent for special education and related services to students with disabilities, not to replace (supplant) those funds.¹⁸ Districts and special education units comply with IDEA's SNS requirement by meeting their MOE obligations.¹⁹ In other words, a district or special education unit that satisfies MOE satisfies SNS as well. There is no separate SNS test and, unlike some other ED programs, districts and special education units do not have to show that individual IDEA-funded activities are supplemental.²⁰

D. General Spending Considerations

All costs paid with federal funds must be consistent with rules set out in federal regulations called the [Uniform Grant Guidance \(UGG\)](#). The UGG applies to most federal grants, including every grant discussed in this guidance.

The UGG affects grant spending in several ways. For example, it:

- Lists costs that may never be paid for with federal funds. For example, federal funds can never pay for alcohol or lobbying.
- Lists general criteria that all costs supported with federal funds must satisfy. For example, federal funds can only pay for costs that are “necessary and reasonable” for the performance of the grant.
- Sets additional requirements for certain costs supported with federal funds. For example, entities that use federal funds for employee compensation must keep records to accurately reflect the work performed. In North Dakota, this is often referred to as time and effort records. These records must meet the federal standards outlined in UGG. The NDDPI has [information, guidance, and samples for staff assurances of time](#).

- Sets rules for how districts and special education units procure goods and services with federal funds, how they track items paid for with federal funds, and the kinds of records they must keep regarding their grant spending.

In addition, activities supported by federal funds must be consistent with the approved application on record with the NDDPI. Often priorities and activities change within a grant period and a contract amendment (also known as a budget revision) must be completed. Guidance and support on WebGrants processes can be found in the [WebGrants User Manual](#). School districts and special education units accepting funds as grantees are responsible for knowing and understanding all program and fiscal considerations associated with grants. Suggested resources to review include:

- [Evidence-Based Programs and Practices](#)
- [Equitable Services for Private Schools](#)
- [IDEA Private School Policy Paper](#)
- [A Comparison of Mandatory Comprehensive Coordinated Early Intervening Services \(CCEIS\) and Voluntary Coordinated Early Intervening Services \(CEIS\)](#)
- [Uniform Grant Guidance \(UGG\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)

E. Delivering Services to Students with Disabilities Consistent with IDEA

IDEA's central purpose is to ensure students with disabilities have access to a “free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.” A key part of FAPE is adapting what and/or how a student with a disability is taught and supported so the student can access the general curriculum.

Unpacking FAPE

Free appropriate public education or FAPE means *special education and related services* that (1) are provided at public expense, under public supervision and without charge, (2) meet SEA standards and IDEA requirements, (3) include an appropriate preschool, elementary school or secondary school education, and (4) are provided consistent with an individualized education program (IEP) that meets legal requirements.

Special education is *specially designed instruction*, at no cost to the parents, to meet the unique needs of a student with a disability.

Specially designed instruction means adapting the content, methodology or delivery of instruction to address the unique needs of a student with disabilities so the student can access the general curriculum.

Related services means transportation and the developmental, corrective and other supportive services required to assist a child with a disability to benefit from special education.

FAPE-related adaptations can occur in a variety of settings, including general education classrooms, but two common misperceptions tend to limit what and how services are provided to students with disabilities.

First, it is a common misperception that services provided through the regular education program in regular education settings cannot be considered special education or related services. Second, it is a common misperception that a service delivered to students with disabilities cannot be considered a special education service if also delivered to students without disabilities. These misperceptions are not correct. As ED has clarified:

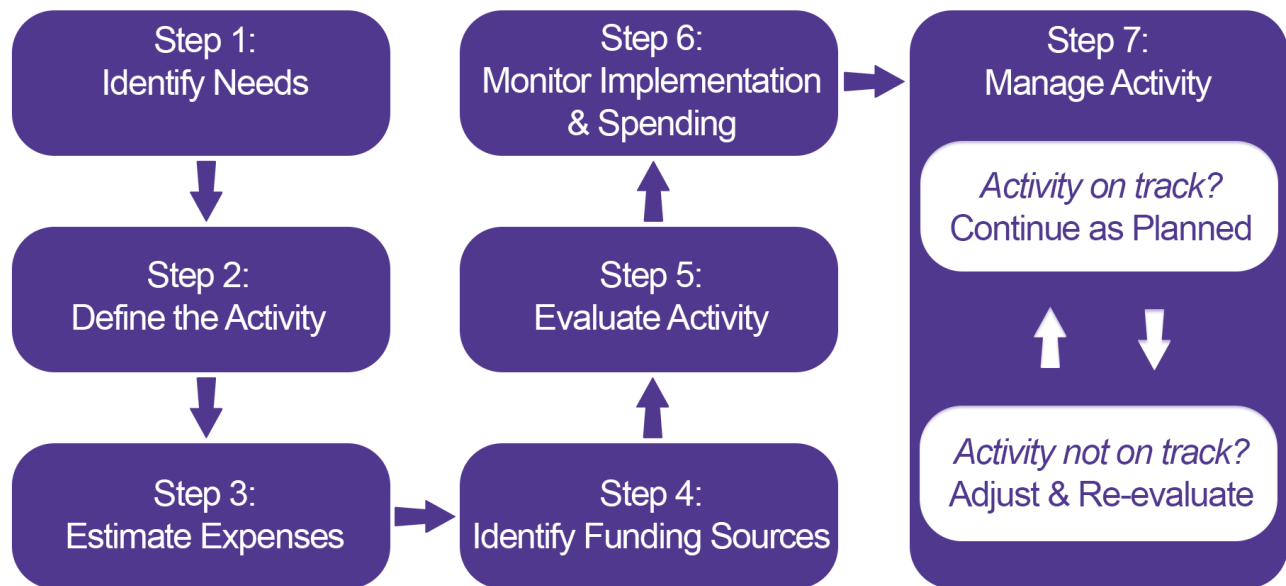
The fact that some services may also be considered “best teaching practices” or “part of the district’s regular education program” does not preclude those services from meeting the definition of “special education” or “related services”

and being included in the child’s IEP. The LEA must provide a child with a disability specially designed instruction that addresses the unique needs of the child that result from the child’s disability and ensures access by the child to the general curriculum, even if that type of instruction is being provided to other children, with or without disabilities, in the child’s classroom, grade or building.

In other words, IEP teams are responsible for determining what services and supports are needed to meet a student’s individual needs, but they can choose – and include in the IEP – services delivered through the regular education program (such as adapting instruction in general education classrooms) or services that are also provided to nondisabled students (such as the same reading intervention program used for nondisabled students who need additional supports).

F. Putting this Guidance into Action: Funding Your Plan vs. Planning for Your Funds

Recommended Action Steps



Step 1: Identifying needs through a Comprehensive Needs Assessment (CNA)

Comprehensive needs assessments (CNAs) are required for many grants and programs. A needs assessment is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. A structured needs assessment process creates the foundation for actionable strategies that will improve systems, services, processes, and operations.

All North Dakota schools and districts use the [Cognia eProve](#) platform to store their continuous improvement documents and strategic plans. For more information and helpful resources to support this practice, please visit the [NDDPI/Cognia partnership page](#). When planning for federal programming, supplemental documentation is often needed. In many cases, the information completed and stored in Cognia eProve can serve as a CNA or can inform

local needs assessment processes. Additional tools and resources on needs assessment processes aligned with federal programming can be found in the appendices.

Districts and special education units must develop objectives for their programs and intended outcomes for grant-funded activities. Then, these objectives and outcomes must be used to periodically evaluate the effectiveness of ED-funded activities. Oftentimes, districts and special education units must also provide NDDPI with information about progress toward objectives and outcomes to satisfy reporting requirements.

Each federal program has different requirements for a CNA. The chart below is an example that illustrates the requirements in statute and the level at which the needs assessment must be documented.

Fund	Program	Type of Needs Assessment	Required
Title I-A	Comprehensive Support & Improvement (CSI) ESEA 1111(d)(1)(B)	School-Level Needs Assessment	Yes
Title I-A	Targeted Support & Improvement (TSI) ESSA 1111(g)(1)(B)	School-Level Needs Assessment	Yes
Title I-A	Schoolwide Programs ESEA 1114(b)(6)	Comprehensive Needs Assessment	Yes
Title I-A	Targeted Assistance Schools ESEA 1115(e)(2)	Comprehensive Needs Assessment	Yes
Title I-A	Homeless Children & Youths	State-Level Comprehensive Needs Assessment	Optional
Title I-C	Migrant Education ESEA 1301(1)	School-Level Needs Assessment	Yes (see non- regulatory Title I-A guidance)
Title I-D	Neglected, Delinquent, or At-Risk Children & Youth ESEA 1401(a)(2)	Comprehensive Needs Assessment	Implied
Title II	Comprehensive Literacy State Development Grants ESEA 2222(d)(2)(A)	Needs Assessment in some states for K-12 subgrantee applicants	Maybe
Title II-A	Supporting Effective Instruction	Needs Assessment including Equity and Professional Development	Yes
Title III-A	English Language Acquisition		Implied
Title IV-A	Student Support & Academic Enrichment Grants ESEA 4106(d)	Comprehensive Needs Assessment by LEAs receiving at least \$30,000 every 3 years	Yes
Title IX-B	Preschool Development Grants ESEA 9212(f)(1)	Statewide Needs Assessment	Yes
Head Start	Comprehensive Literacy State Development Grants ESEA 1119(b)(3)	Community Assessment and Family Needs Assessment	Yes
McKinney- Vento	Education for Homeless Children & Youth ESEA 723(b)(1)	Needs Assessment	Yes

Adapted from Council of Chief State School Officers (footnote 29)

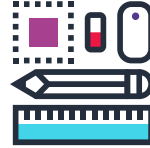
Step 2: Define the strategy or activity the district wants to implement along with its scope, based on the information learned through the needs assessment

Reference the chart below for some key questions and considerations that might need to be addressed before advancing initiatives. In addition, the appendix provides tools and resources that may help district teams brainstorm ideas.



Educator Recruitment

If a district or special education unit wants to implement a new teacher induction program to address teacher retention challenges, does it want to implement the program in all its schools, or would the program be focused on certain grade spans or content areas?



High-Quality Instructional Materials (HQIM)

If a district is considering investing in new high-quality K-2 reading curricula, would it be for all elementary schools or for a specific school with a specific need? Would it be a general curriculum for all students or an intervention program for struggling students?



Developing & Supporting Leaders

If a district wants to implement a principal academy to support new principals, does it want to implement the program in all its schools, or would the program be focused on certain schools or grade spans?



Integrated Student Supports

If a district or special education unit is considering investing in a new elementary-level behavioral skills curriculum to build and support the nonacademic skills needed for academic success, would it be for all elementary schools or for a specific school with a specific need? Would it be a general curriculum for all students or an intervention program for struggling students?

Step 3: Define the universe of specific costs needed to implement the strategy or activity

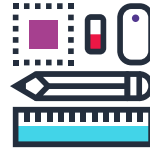
It is critical to estimate the funding expenses required to address the need. Be sure to include fixed costs (i.e., salary, benefits) as well as variable costs (i.e., materials, supplies) needed for full strategy implementation.



Educator Recruitment

If a district were to implement a new teacher induction program in all its middle schools, possible costs could include:

- Time for new teachers to attend induction activities and related professional development (such as stipends and substitute teacher costs).
- Training for mentors/teacher leaders in implementing an induction program for new teachers.
- Substitute teachers for mentors/teacher leaders.
- Stipends and/or additional compensation for mentors/teacher leaders.
- Classroom management coaches and other educator support positions.



High-Quality Instructional Materials (HQIM)

If a district were to implement a new K-2 reading curriculum for all elementary schools, it could incur costs such as:

- Purchasing curriculum and related instructional materials.
- Professional development for general education teachers on how to adapt instruction in the new curriculum to meet the needs of special education students.
- Stipends and substitute teacher costs to support additional time for professional development.
- Professional development for school leaders, teachers, and educators on implementing the new curriculum and using the new instructional materials.
- Professional development for special educators on the new curriculum.
- Technology costs.
- Instructional coaches and other support positions, such as reading specialists.



Developing & Supporting Leaders

If a district were to implement a principal academy for new high school principals, it could include costs such as:

- Compensating staff and/or contracting with specialists to design the academy and its curriculum.
- Compensating new principals for attending academy activities.
- Materials for academy participants.
- Compensating mentors and coaches that support academy participants.
- Ongoing professional development for academy participants.



Integrated Student Supports

If a district or special education unit were to implement a new curriculum for all elementary schools, it could incur costs such as:

- Purchasing curriculum and related instructional materials.
- Technology costs.
- Parent and family engagement to ensure parents are aware of and have tools to help support the curriculum.
- Professional development for school leaders and educators on implementing the new curriculum.
- Professional development for general educators on how to meet the unique needs of special education students.
- Professional development for special educators on the new curriculum.
- Additional time for professional development (such as stipends and substitute teacher costs).

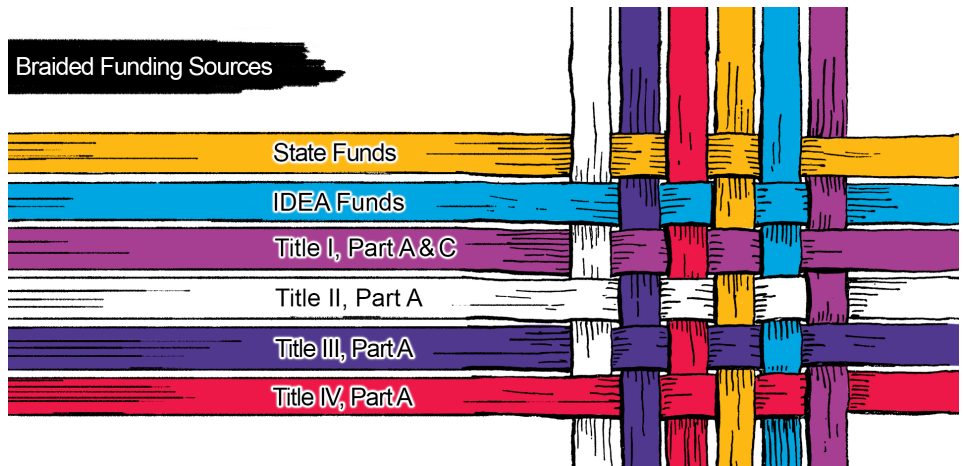
Step 4: Determine which funding streams can pay for which costs

A variety of funding sources make up education programming (federal, local, competitive grants, state initiatives, etc.). When taking the approach to fund your plan, it is critical that all funding sources are considered, even those that have historically been obligated for traditional expenses.

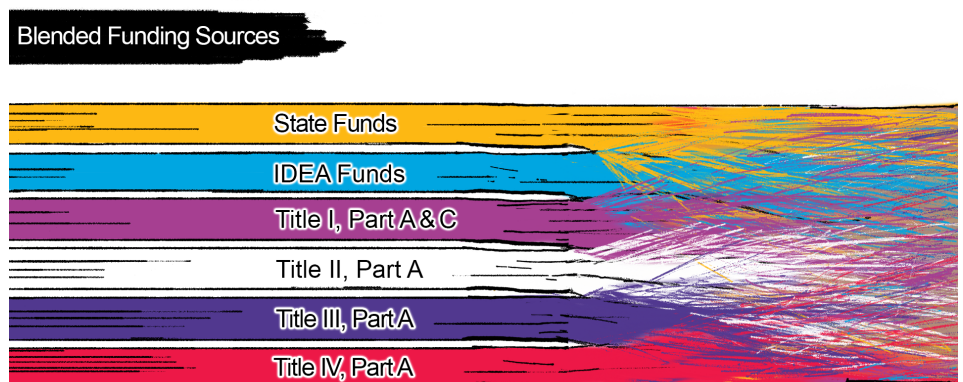
Consider the following resources:

- [Finance & Operations](#)
- [Federal Title Programs](#)
- [Education Programs](#)
- [Special Education](#)
- [Grants](#)
- [Edunomics Lab](#)

During this critical step, conversations regarding braiding and blending funding can occur. **Braiding funds** is a way for districts and special education units to use multiple federal and state grants to support various parts of an initiative while maintaining the award-specific identity of funds and meeting the purpose of each specific grant program. Braiding funds essentially laces them together; however, funds are tracked back to their original source.³⁰



Blending funds requires statutory authority and combines all funding sources into one category, where they lose their individual identity. Often, requirements are in place to ensure that funds continue to meet the intent and purpose of the original funding source. In North Dakota, the most common ways for districts to blend funding is through [Title I Schoolwide Comingling](#) or through the Transferability flexibility outlined for federal Title programming.



Both braiding and blending funds are ways to maximize resources and help with program sustainability and can sometimes eliminate duplication of services. The suggestions within this guidance focus on braiding funds.

Remember that program descriptions provide more information about the kinds of activities each grant can support, but whether a particular cost can be charged to a particular program depends on underlying facts and circumstances. Accordingly, the fact that a cost is listed in this guidance does not mean it is allowable in all circumstances. Similarly, the fact that a cost is not listed in this guidance does not mean it is unallowable.

When determining if particular funding streams can pay for which costs, consider the following critical questions:

Questions to Consider	Examples of Flexibility Often Underused
Is there a reasonable case to be made that the activity supports a program goal?	The purpose of Title I is to provide all students with significant opportunities to receive a fair, equitable, and high-quality education and to close educational achievement gaps. ³¹ This is often interpreted to mean Title I can only pay for academic supports, but spending on nonacademic supports is also allowable, and there is a well-established connection between student well-being and academic achievement. It is possible that some of your untraditional Title I activities may be considered.
Is the activity consistent with allowable activities listed in the relevant program law?	Title II is often thought of as a professional development program, but it can pay for many activities to support educator effectiveness listed in the Title II law. For example, districts may use Title II funds for a variety of recruitment and retention initiatives, including incentive pay, mentoring, and improving working conditions. ³²
Even if a grant could not support the entire cost of an activity, could it support part of it?	Except in very limited circumstances, IDEA, Part B cannot pay for instructional materials for nondisabled students, but it could potentially pay for part of an initiative to improve outcomes for all students, including students with disabilities. Along with other funds, IDEA could contribute to the cost of a literacy intervention program that addresses the needs of students with and without disabilities. ³³
If the concern is that the activity is not specifically listed in the program law, is there guidance that may support the expenditure?	Title II law permits spending on developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers. ED guidance provides additional insight into the types of activities permitted, including (but not limited to) financial support for educator recruitment programs within the community to improve hiring and retention of a diverse workforce and career advancement opportunities for current staff members, such as paraprofessionals, who have worked in the community for an extended period of time, to support their efforts to gain the requisite credentials to become classroom instructors. ³⁴
If the concern is that the activity violates a program's SNS requirement, is the right test being applied? Different ED programs test SNS compliance differently, meaning spending that might raise concerns in one program might not in another.	Using Title II, Title III, or Title IV funds to pay for an activity that was supported with state or local funds the prior year would raise a presumption of supplanting (although this can be overcome in certain circumstances), but this presumption of supplanting does not apply to Title I or IDEA.
If the concern is that the activity does not seem to be "necessary and reasonable" (a federal requirement that states must interpret and apply to specific costs), what standards does a district use to assess this requirement, and how does it want to approach such considerations?	Federal regulations list several considerations for assessing reasonableness. Districts and special education units have discretion over how they apply these considerations, and state approaches will vary depending on context and policy. ³⁵

Step 5: Evaluate what activities funds are currently supporting and whether funding should be repurposed

To sustain successful initiatives with federal funds, districts may have to move funds away from currently supported activities that have been not successful or have not been effective. To do this effectively, districts must consider how long currently supported activities have been in place, whether they have achieved intended goals, whether they have been effective in improving student outcomes, whether they align with current priorities, and if any other relevant factors should be considered.

Questions to consider include:

- What programming has worked, and what is the evidence to show that it has worked?
- What data is available to support this decision?
- Which activities would the district like to continue or sustain? Discontinue?

Please reach out to NDDPI program staff with any questions about this guidance or how it applies to unique circumstances within each district.

Step 6: Engage in a continuous improvement cycle

Again, when considering whether to sustain investments and initiatives, districts must regularly consider how long currently supported activities have been in place, whether they have achieved intended goals, whether they have been effective in improving student outcomes, and whether they align with current priorities. It is best practice that this process is done continually throughout the school year and not just once per year during the budgeting process.

Questions to consider include:

- How does the district know if current investments have led to improved student outcomes?
- What data can be referenced to progress monitor results?
- Have services, resources, and professional development been adjusted accordingly?

When implementing a process of continuous improvement, adjustments regarding programming and use of funds can shift mid-stream to best meet the needs of the district.

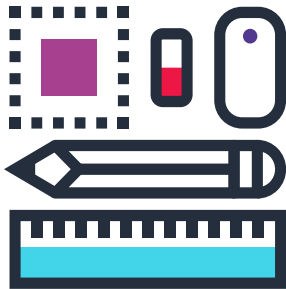


Sustaining Investments

When reviewing how North Dakota schools utilized their ESSER funds, many expenses fell within the categories below.



Educator Recruitment



High-Quality Instructional Materials (HQIM)



Developing & Supporting Leaders



Integrated Student Supports (ISS)

The next sections illustrate how federal funds can be used to continue to sustain these activities.



Section 1: Educator Recruitment

North Dakota is facing general teacher shortages or [critical shortages](#) in areas such as special education, CTE, fine/performing arts, school counseling, and science. In addition, districts and special education units are interested in developing sustainable teacher pipelines or implementing strategies to strengthen teacher retention, which could include induction programs for new teachers, leadership pathways for existing teachers, and other supports to retain teachers.

To support this effort, this guidance describes how ED programs can bolster or sustain investments.

For example, a district with challenges recruiting and retaining middle school math teachers might have used ESSER funds to provide a retention bonus to all existing middle school math teachers in the district and a recruitment (signing) bonus to all newly hired middle school math teachers. To bolster or sustain this effort, the district could also use:

- Title I, Part A funds for an induction program for all new math teachers in Title I middle schools operating schoolwide programs. (The district could also operate an induction program in a school operating a targeted assistance program, but only for teachers serving Title I students.)
- Title II, Part A funds to provide existing paraprofessionals the opportunity to obtain the required credentials to become certified math teachers.
- Title IV, Part A funds to provide professional development and other supports, such as instructional coaching, to middle school math teachers.
- IDEA, Part B, Section 611 funds to provide professional development to math teachers on adapting instruction to students with disabilities in general education classrooms.

Special Considerations for Employee Compensation

Many of the strategies described in this guidance include employee compensation costs, such as recruitment and retention bonuses, incentive pay, or stipends. If federal funds are used for such costs, it must maintain records to reflect the work the employee performed. These records, sometimes called “time and effort” records or “staff assurances of time,” must meet standards outlined in [UGG](#) and help to verify that employees worked on the program(s) supporting their compensation. Click [here](#) for examples of documentation. Employee compensation charges must also be reasonable and consistent with local and state policies, in particular, North Dakota school districts should review [NDCC 15.1-09-33.1](#) regarding School Board Authority – Payment of Signing Bonuses.



Title I, Part A

Using Title I, Part A Funds to Recruit and Retain Teachers and Other School Staff

Title I provides supplemental funding to help districts and schools affected by poverty expand opportunities for educationally disadvantaged students.¹

District-Level Title I, Part A Funds to Recruit and Retain Teachers and Other School Staff

While most Title I funds are spent at the school level, districts have the option to reserve some Title I funds for district-managed activities in all or a subset of their Title I schools.² To recruit, retain, and support eligible staff, a district could reserve Title I funds for the following costs, among others:

- Financial incentives and rewards to attract and retain qualified and effective teachers in Title I schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools (up to 5% of the district's total Title I allocation).³
- Relevant professional development for Title I teachers and other Title I educators, including stipends and substitute teachers to support teachers participating in professional development.⁴
- Coaching, mentoring, or other supports for Title I teachers and other Title I educators.⁵
- Induction programs for new Title I teachers.⁶

It is a common misperception that Title I activities must be limited to academic supports, but Title I can also support a wide range of nonacademic supports that can contribute to academic achievement.⁷ For example, as part of broader teacher recruitment and retention efforts, districts can reserve Title I funds for school climate initiatives such as:

- Recruiting, retaining, and supporting school counselors.
- Positive behavioral intervention and support initiatives.
- Attendance supports tied to educational goals (for efforts and achievement, not participation).⁸

School-Level Title I, Part A Funds to Recruit and Retain Teachers and Other School Staff

The activities described above could also be carried out by individual Title I schools with school-level Title I funds.

In Title I schools operating **schoolwide programs**, initiatives can support all teachers since all students are considered Title I students.⁹ Services must be consistent with the school's needs and schoolwide plan.¹⁰

For example, after examining its needs, a Title I elementary school operating a schoolwide program experiencing teacher retention challenges might determine that a schoolwide positive behavioral intervention and supports (PBIS) program could improve school climate, which can be a factor in teacher retention. The school could use Title I to support all or part of the cost of

implementing PBIS, including expenses for personnel (such as a full or part-time counselor to be the lead PBIS coordinator), training staff on PBIS implementation, and data systems.¹¹

In Title I schools operating **targeted assistance programs**, only teachers serving identified Title I students may participate in Title I-funded activities.¹²

For example, a Title I middle school operating a targeted assistance program might determine that new Title I teachers hired to support Title I students would benefit from additional professional development and support to meet those students' needs. The school could use Title I to support a mentoring program for those teachers, which could help with recruitment and retention.¹³

Title II, Part A

Using Title II, Part A Funds to Recruit and Retain Teachers and Other School Staff¹⁴

While districts most commonly use Title II for professional development,¹⁵ Title II can be used for many other educator supports, such as:

- Recruiting, hiring, and retaining effective teachers to improve the equitable distribution of teachers, particularly in low-income schools,¹⁶ including:
 - Expert help in screening candidates and enabling early hiring.¹⁷
 - Differential and incentive pay in high-need academic subject areas and specialty areas.¹⁸
 - Advancement and professional growth opportunities,¹⁹ including funds to compensate teachers for their increased leadership roles and responsibilities.²⁰
 - Induction and mentoring programs for new teachers,²¹ including early release time for mentoring, compensation for mentors, and evidence-based professional development for novice teachers and mentors.²²
 - Training on how to accurately differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions.²³
 - A system for auditing the quality of evaluation and support systems.²⁴
- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction.²⁵
- Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting feedback on educator support and working conditions.²⁶
- Teacher residency programs that meet certain requirements.²⁷

- Time for collaborative planning, curriculum writing, peer observations, and leading professional learning, which may involve using substitute teachers to cover classes during the school day.²⁸
- Teacher-leader hybrid roles that allow teachers to provide instructional coaching to colleagues while remaining in the classroom, as well as other responsibilities, such as collaborating with administrators to develop and implement distributive leadership models and leading decision-making groups.²⁹
- Providing financial support to educator recruitment programs within the community to improve the hiring and retention of a diverse workforce.³⁰
- Career advancement opportunities for current staff members, such as paraprofessionals, to gain the credentials to become classroom instructors.³¹
- Partnering with teacher preparation providers to build a pipeline of diverse candidates.³²

Title IV, Part A

Using Title IV, Part A Funds to Recruit and Retain Teachers and Other School Staff³³

Districts may spend Title IV funds on a “wide variety of activities within each content area, including, but not limited to, direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, athletic administrators, and supplemental educational resources and equipment.”³⁴ These examples highlight some, but not all Title IV spending options that could assist with staff recruitment and retention. Accordingly, if consistent with a district’s needs,³⁵ the district can spend Title IV funds on activities such as:

- To support a well-rounded education:
 - o College and career guidance and counseling programs.³⁶
 - o Music and the arts³⁷ (note that districts could consider using Title IV and other funding streams, such as Title II, Part A, to group “specials” such as music and art programming together to provide collaborative planning time for teachers and other staff).³⁸
 - o STEM activities, which could include, among other things, increasing access for groups of underrepresented students, supporting participation in nonprofit competitions (such as robotics, math competitions, or computer programming), and providing students hands-on learning and exposure to STEM, including through field-based and service learning.³⁹
 - o Programs and activities that promote volunteerism and community involvement.⁴⁰
 - o Social and behavioral skill instruction.⁴¹
- To support school conditions for student learning:
 - o Drug and violence prevention activities.⁴²
 - o School-based mental health services.⁴³

- o Programs that:
 - > Support a healthy, active lifestyle (nutritional and physical education).
 - > Prevent bullying and harassment.
 - > Improve instructional practices for developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.
 - > Provide mentoring or school counseling.
 - > Prevent dropouts and support re-entry.
 - > Establish learning environments and learning skills essential for school readiness and academic success, such as integrated systems of student and family supports.⁴⁴
- o High-quality training for school personnel, including specialized instructional support personnel, related to suicide prevention, effective and trauma-informed practices in classroom management, crisis management, conflict resolution techniques, human trafficking, school-based violence prevention strategies, drug abuse prevention, and bullying and harassment prevention.⁴⁵
- o Locally tailored plans to reduce exclusionary discipline practices in elementary and secondary schools that meet certain requirements.⁴⁶
- o Schoolwide positive behavioral interventions and supports.⁴⁷
- o A site resource coordinator at a school or local educational agency to provide various services, such as community partnerships.⁴⁸
- To support the use of technology, including professional development, teacher collaboration, technological capacity and infrastructure, and blended learning.⁴⁹

Please note that a district’s spending choices may be affected by spending requirements that apply if a district receives \$30,000 or more in Title IV funds.⁵⁰

Activities supported with Title IV funds must prioritize schools that have the greatest needs as determined by the district, have the highest percentages or numbers of low-income students, are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under Title I, or are identified as a persistently dangerous school.

Districts must develop objectives for their Title IV programs and intended outcomes for Title IV-funded activities. Districts must use these objectives and outcomes to evaluate the effectiveness of Title IV-funded activities periodically.⁵¹ Districts must also provide NDDPI with information about their progress toward objectives and outcomes to satisfy reporting requirements.⁵²

Districts must meaningfully consult with a wide array of stakeholders when designing their Title II and IV programs. They must also engage in continuing consultation with stakeholders to improve Title II and IV activities and to coordinate Title II and IV activities with other activities conducted in the community.⁵³

IDEA, Part B, Section 611

Please note IDEA, Part B is made up of two grant programs: (1) Section 611, which supports students with disabilities ages 3 to 21, and (2) Section 619, which supports students with disabilities ages 3 to 5. This section focuses on Section 611 funds.

Using IDEA, Part B Funds to Recruit and Retain Teachers and Other School Staff

A central purpose of IDEA, Part B is to help states provide special education⁵⁴ and related services⁵⁵ to students with disabilities.⁵⁶ Assuming districts and special education units satisfy fiscal requirements,⁵⁷ they may spend IDEA, Part B funds on a wide variety of activities to support eligible students with disabilities, including teacher recruitment and retention activities, including, but not limited to:

- Professional development for all educators who work with students with disabilities (see box), including professional development on the use of technology for students with disabilities,⁵⁸ universal design for learning approaches, progress monitoring, implementation of effective instructional and behavioral practices, effective literacy interventions, effective math interventions, secondary transitions and effective use of data.⁵⁹
- Dual certification strategies, such as:
 - o High-quality certification programs for teachers of students with disabilities that increase teachers' effectiveness in improving outcomes for students with disabilities.
 - o Site-based, job-embedded professional development for special educators that leads to certification in content area(s) through partnerships with IHEs and/or recognized alternative certification programs.
 - o Site-based, job-embedded professional development for general educators that leads to certification in special education through partnerships with IHEs and/or recognized alternative certification programs.
 - o Hiring effective, dually certified special education teachers in the highest need areas.
- Induction and mentoring programs, such as:
 - o Induction programs that use evidence-based practices, such as creating ongoing support and opportunities for interaction between novice and experienced special education teachers (e.g., classroom observations, advising, group meetings for grade-level teams, and networking within and outside of the school).
 - o Hiring substitute teachers to provide release time for special education teacher mentors.
 - o Training mentors in adult development and learning, conferencing skills, and relationship and communication skills to work with special education teachers.
 - o Induction and mentoring programs for special educators.⁶¹

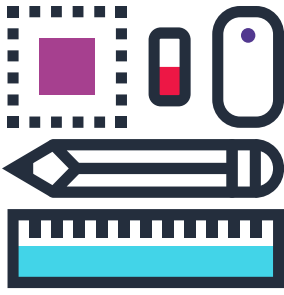
For example, a district or special education unit with a shortage of special educators might determine one way to support students with disabilities and relieve burdens on existing special educators to improve retention is to better train its general educators on strategies they can use to adapt instruction for students with disabilities inside general education classrooms, particularly for those with specific learning disabilities in reading, writing, and math. They then could use IDEA, Part B funds to both provide appropriate training to classroom teachers and pay for coaches to provide the teachers with feedback specific to their work with students with disabilities to enhance, maintain, or improve teacher performance.⁶²

Professional Development for General Educators with IDEA funds

ED permits districts and special education units to use IDEA, Part B funds to train general educators on how to meet the needs of the students with disabilities they teach “given that most students with disabilities are in the regular classroom and are taught by general education teachers most of the day.” ED has noted how important it is to provide “ongoing professional development for general classroom teachers to ensure they have the knowledge and skills to teach these students effectively.”⁶³

Special Education Units may also reserve up to 15% of their IDEA Part B allocation to provide coordinated early intervening services (CEIS) to nondisabled students who struggle to succeed in the general education environment.⁶⁴ This can include professional development and other teacher and staff costs used to support nondisabled students in kindergarten through 12th grade who need additional academic and behavioral supports to succeed in the general education environment.⁶⁵

For example, a district or special education unit may determine that to succeed academically, many students not identified for special education need additional support in phonemic awareness and decoding. They could reserve CEIS funds to provide professional development to all personnel serving such students on how to teach these components of reading.⁶⁶



Section 2: High-Quality Instructional Materials (HQIM)

High-Quality Instructional Materials (HQIM) include high-quality curriculum, core, and intervention instructional materials that have a strong evidence base, along with curriculum-connected professional development.

Investing in HQIM and related professional development can be an important strategy for re-engaging students and accelerating their learning. Research shows curriculum and instructional materials are significant factors in student academic success, particularly for the highest-need students.¹

To support districts and special education units with this effort, this guidance describes how ED programs can bolster or sustain investments.

For example, a district might determine that, given pandemic-related disruptions, a significant number of early-grade students have not yet mastered foundational reading skills. To address this, the district decided to use ESSER funds to invest in a new districtwide K-2 structured literacy curriculum that provides explicit instruction in phonemic awareness, systematic phonics, and sound-symbol association, among other components.

To bolster or sustain the new curriculum, the district could also use:

- Title II, Part A funds to provide ongoing professional development to teachers.
- Title I, Part A funds to meet the needs of eligible students in Title I schools who need additional support or interventions aligned to the new curriculum.
- Up to 15% of IDEA, Part B, Section 611 funds for coordinated early intervening services (CEIS) to meet the needs of students without disabilities in any school who need additional supports or interventions aligned to the new curriculum.
- IDEA, Part B, Section 611 funds for students with disabilities in any school who need additional supports or interventions aligned to the new curriculum.²

Title I, Part A

Using Title I, Part A Funds for HQIM and Related Professional Development

Title I provides supplemental funding to help districts and schools affected by poverty expand opportunities for educationally disadvantaged students.³

District-Level Title I, Part A Funds

While most Title I funds are spent at the school level, districts have the option to reserve some Title I funds for district-managed activities in all or a subset of their Title I schools.⁴ This could include:

- Upgrading curricula for Title I students, including upgraded core curricula in schools operating schoolwide programs, assuming (as with all costs) the district has satisfied its SNS responsibilities.⁵
- HQIM to support Title I students in Title I schools, including additional instructional materials to support differentiated instruction for Title I students and intervention materials to meet the needs of Title I students in their classrooms, including Title I students who are English learners or who have disabilities.⁶
- Relevant professional development for teachers who teach Title I students.⁷
- Other supports for teachers who teach Title I students through activities such as coaching and mentoring.⁸
- Training and supporting principals of Title I schools.⁹

School-Level Title I, Part A Funds

All the district-level Title I activities described above could also be carried out by individual Title I schools with school-level Title I funds.

In Title I schools operating **schoolwide programs**, all students may participate in Title I-funded services.¹⁰ Services must be consistent with the school's needs and schoolwide plan.¹¹

For example, after reviewing assessment and related data, a Title I elementary school operating a schoolwide program might determine that a root cause of poor math proficiency in grades three through five is a lack of foundational math skills that are prerequisite to higher-order math. The school could use Title I funds to upgrade its K-2 math curriculum to improve math proficiency for all students, particularly those most at risk of not meeting state standards.¹²

In Title I schools operating **targeted assistance programs**, only identified Title I students may participate in Title I-funded services.¹³

For example, after reviewing data and considering relevant research, a Title I elementary school operating a targeted assistance program might determine Title I students struggling with reading comprehension need

additional support with phonological decoding to improve fluency and, in turn, comprehension.¹⁴ The school could use Title I funds to purchase high-quality intervention materials to better support its Title I students.

It is a common misperception that Title I activities must be limited to reading and mathematics, but Title I can support a wide range of academic subjects as part of a well-rounded education.¹⁵ This means Title I can support HQIM in subjects including but not limited to:

- English
- Reading and language arts
- Writing
- Science
- Technology
- Engineering
- Mathematics
- Indigenous and world languages
- Civics and government
- Economics
- Arts
- History
- Geography
- Computer science and cybersecurity
- Music
- Career and technical education
- Health
- Physical Education
- Any other subject, as determined by NDDPI or school district, with the purpose of providing all students access to an enriched curriculum and educational experience.¹⁶

Title I can also support nonacademic activities that contribute to academic achievement, which could include HQIM and related professional development for topics such as mentoring, behavioral support, mental health, and related areas.¹⁷

Title II, Part A

Using Title II, Part A Funds to Support Professional Development Relevant to HQIM

Districts can use Title II funds for a wide range of activities to support the quality and effectiveness of teachers, principals, and other school staff.¹⁸ Title II funds cannot be used to purchase HQIM, but they can use Title II funds to support educators implementing HQIM, including:

- Professional development for teachers, instructional leaders, principals, and other school leaders, which could include:¹⁹
 - o Community of learning opportunities where principals and other school leaders engage with their school teams to fully develop broad curriculum models.²⁰
 - o Opportunities for principals and other school leaders to collaborate, problem-solve, and share best practices.²¹

- o “Time banks” or flexible time for collaborative planning, curriculum writing, peer observations, and leading professional learning, which may involve using substitute teachers to cover classes during the school day.²²

- Professional development on effectively teaching certain subgroups of students, such as students with disabilities, English learners, students in early grades, and students who are gifted and talented.²³
- Other educator supports, such as coaching and mentoring.²⁴

Activities supported with Title II funds must:

- Be consistent with the purpose of Title II programming.
- Address the learning needs of all students, including those with disabilities, English learners, and gifted and talented students.²⁵

Districts must prioritize Title II funds to schools that:

- Are implementing Comprehensive Support and Improvement (CSI) activities and Targeted Support and Improvement (TSI) activities.
- Have the highest percentage of economically disadvantaged students.²⁶

Districts must consult meaningfully with a wide array of stakeholders on the district’s plan for carrying out Title II activities.²⁷ Districts must also conduct ongoing consultation with those stakeholders to update and improve activities supported with Title II funds.²⁸

Title III, Part A

Using Title III, Part A Funds to Support HQIM and Related Professional Development

Districts must ensure Title III funds are used to assist English learners (ELs) in attaining English proficiency and meeting state academic standards.²⁹ Title III spending must include three kinds of activities: providing effective language instruction educational programs (LIEPs), providing effective professional development, and enhancing or supplementing LIEPs, including parent, family, and community engagement.³⁰ Districts may also use Title III funds for other HQIM-related activities, such as:

- Identifying, acquiring, and upgrading curricula and instructional materials to improve the instructional program for EL students.
- Providing EL students with materials in a language they can understand to support academic or career and technical education.
- Improving the English language proficiency and academic achievement of EL students.
- Buying or developing instructional materials for EL students with disabilities.
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help EL students achieve success in postsecondary education.³¹

Title IV, Part A

Using Title IV, Part A Funds to Support HQIM and Related Professional Development

Title IV provides supplemental funding to help provide a well-rounded education, improve school conditions for student learning, and improve the use of technology.³²

If consistent with their needs,³³ districts can spend Title IV funds for HQIM and related professional development in:

- All areas of a well-rounded education.³⁴
- Music and arts, as well as programs that integrate multiple disciplines, such as incorporating art and mathematics.³⁵
- Science, technology, engineering, and mathematics, including hands-on learning.³⁶
- Accelerated learning, such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment programs, and early college high schools.³⁷
- American history, civics, economics, geography, government, Indigenous and world language, and environmental education.³⁸
- Social and behavioral skill instruction.³⁹
- Programming to promote safe, healthy, supportive, and drug-free school environments, such as drug and violence prevention activities, nutritional and physical education, and schoolwide positive behavioral supports, among others.⁴⁰
- Technology.⁴¹

Please note that a district's spending choices may be affected by spending requirements that apply if a district receives \$30,000 or more in Title IV funds.⁴²

Activities supported with Title IV funds must prioritize schools that have the greatest needs as determined by the local education agency (LEA), have the highest percentages or numbers of low-income students, are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under Title I, or are identified as a persistently dangerous school.⁴³

Districts must develop objectives for their Title IV programs and intended outcomes for Title IV-funded activities.⁴⁴ Districts must use these objectives and outcomes to periodically evaluate the effectiveness of Title IV-funded activities. Districts must also provide NDDPI with information about their progress toward objectives and outcomes to satisfy reporting requirements.⁴⁵

Districts must also meaningfully consult with a wide array of stakeholders when designing their Title II and IV programs. They must also engage in continuing consultation with stakeholders to improve Title II and IV activities and to coordinate Title II and IV activities with other activities conducted in the community.⁴⁶

IDEA, Part B, Section 611

Please note IDEA, Part B is made up of two grant programs: (1) Section 611, which supports students with disabilities ages 3 to 21, and (2) Section 619, which supports students with disabilities ages 3 to 5. This section focuses on Section 611 funds.

Using IDEA, Part B Funds to Support HQIM and Related Professional Development

A central purpose of IDEA, Part B is to help states provide special education⁴⁷ and related services⁴⁸ to students with disabilities.⁴⁹ Assuming districts and special education units satisfy fiscal requirements,⁵⁰ they may spend IDEA, Part B funds on a wide variety of activities to support eligible students with disabilities. This could include:

- HQIM for students with disabilities.⁵¹
- Technology for students with disabilities, including approaches that improve access to the general curriculum.⁵²
- Implementing Universal Design for Learning strategies.⁵³
- Intervention materials for students with disabilities.⁵⁴
- Professional development for teachers, principals, and other school leaders on using or adapting HQIM for students with disabilities.⁵⁵
- Coaching and mentoring for teachers on how to support students with disabilities.⁵⁶

Special Education Units may also reserve up to 15% of their IDEA Part B allocation to provide coordinated early intervening services (CEIS) to nondisabled students who struggle to succeed in the general education environment.⁵⁷ This can include HQIM and related professional development to support nondisabled students in kindergarten through 12th grade who need additional academic and behavioral supports to succeed in the general education environment.⁵⁸

It is a common misperception that curricular and instructional materials for students with disabilities must be different from the materials used with other students. For example, it is commonly believed that a district or special education unit cannot spend IDEA funds to buy a reading intervention for students with disabilities if it uses another funding source to buy the same intervention for other struggling readers without disabilities. This is not so under federal law.⁵⁹

For example, a district or special education unit could use IDEA funds to purchase a self-regulation program for students with disabilities. They could also use another funding source to buy the same self-regulation program to support other students who could benefit from it even if they have not been identified as having a disability.

A Note About Accessibility

North Dakota entities must take all reasonable steps to provide accessible instructional materials in accessible formats to students with disabilities who need those instructional materials.⁶⁰

For information on how to select, administer, and evaluate the use of accessibility supports for the instruction and assessment of all students, please access the [ND Accessibility Manual](#).

Information on the National Instructional Materials Accessibility Standards can be found at the [National Instructional Materials Accessibility Standard \(NIMAS\)](#).



Section 3: Developing & Supporting Leaders

It's important to use grant funds to develop and support principals (see box) through recruitment, retention, professional development, pipeline, and other initiatives. The importance of school leadership is well documented.¹ There are immediate school leadership challenges, such as vacancies or high turnover, and other, more long-term solutions that seek to establish and diversify principal pipelines.

Principals & Other School Leaders

Please note this guidance uses the term “principal” broadly to include assistant principals and other school-based staff members responsible for management and instructional leadership.

This guidance describes how ED funds can be used to support principals and bolster or sustain investments.

For example, a school district with challenges with retaining principals could use:

- Title I, Part A funds for a principal academy for new principals of Title I schools.
- Title II, Part A funds to support a principal residency program for prospective principals.
- Title IV, Part A funds to provide professional development and leadership coaching to principals on improving school conditions for learning and building a safe and supportive learning environment.
- IDEA, Part B, Section 611 funds to provide professional development to principals on adapting instruction for students with disabilities in general education classrooms.

Title I, Part A

Using Title I, Part A Funds to Develop and Support Principals

Title I provides supplemental funding to help districts and schools affected by poverty expand opportunities for educationally disadvantaged students.²

District-Level Title I, Part A Funds

To develop and support principals, a district could reserve district Title I funds for the following costs,³ among others:

- Financial incentives and awards to attract and retain

qualified and effective Title I school principals.⁴

- Multi-year professional development programs for Title I school principals.⁵
 - Principal academies for Title I school principals.⁶
 - Coaching, mentoring, or other professional development supports for Title I school principals.⁷
- For example, as part of broader principal support and retention efforts, districts could reserve Title I funds for school climate initiatives such as:
- Recruiting, retaining, and supporting school counselors in Title I schools.
 - Positive behavioral intervention and support initiatives in Title I schools.
 - Attendance supports in Title I schools.⁸

School-Level Title I, Part A Funds

The activities described above could also be carried out by individual Title I schools with school-level Title I funds.

In Title I schools operating **schoolwide programs**, initiatives can support all staff, including principals and other school leaders because all students are considered Title I students.⁹ Services must be consistent with the school's needs and schoolwide plan.¹⁰

For example, after examining its needs, a schoolwide Title I elementary school experiencing high principal turnover might determine that a schoolwide positive behavioral intervention and supports (PBIS) program could improve school climate, which can be a factor in principal retention. The school could use Title I to support all or part of the cost of implementing PBIS, including additional employees (such as paying a PBIS coordinator), training staff on PBIS implementation, and data systems.¹¹

In Title I schools operating **targeted assistance programs**, only initiatives that benefit identified Title I students may be supported with Title I funds.¹²

For example, a targeted assistance Title I high school might determine that the school leadership team, together with teachers of Title I students, could benefit from additional professional development on how to implement adolescent literacy and positive behavioral supports for Title I students. The school could use Title I to pay for a professional learning community on these topics, which could also help with retention.¹³

Title II, Part A

Using Title II, Part A Funds to Develop and Support Principals

School Leader Defined

The ESSA statute 8101(44) refers to teachers, principals and other school leaders as intended program beneficiaries of the Title II, Part A program. For purposes of the Title II, Part A program, other “school leader” refers to a principal, assistant principal, or other individual who is:

- 1) An employee or officer of an elementary school or secondary school, local education agency, or other entity operating an elementary or secondary school; and
- 2) Responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

For example, district level central office staff may meet the first part of the definition but may not meet the second part. As a result, they are not identified as a ‘school leader.’

While districts often use Title II to support teachers, Title II can also support principals and other school leaders, including:

- Differential and incentive pay for principals and other school leaders.¹⁴
- Advancement and professional growth opportunities.¹⁵
- Induction and mentoring programs.¹⁶
- Training on how to accurately differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions.¹⁷
- A system for auditing the quality of evaluation and support systems.¹⁸
- Recruiting qualified individuals from other fields to become principals or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction.¹⁹
- Professional development.²⁰
- Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting feedback on educator support and working conditions.²¹
- School leader residency programs that meet certain requirements.²²
- Partnering with organizations to provide leadership training and opportunities for principals and other school leaders to hone their craft and bring teams together to improve school structures.²³
- Offering a community of learning opportunities where

principals and other school leaders engage with their school teams to fully develop broad curriculum models.²⁴

- Developing opportunities for principals and other school leaders to collaborate, problem-solve, and share best practices.²⁵
- Principal supervisor programs that meet certain criteria.²⁶
- Providing financial support to recruitment programs within the community to improve the hiring and retention of a diverse workforce.²⁷
- Partnering with teacher preparation providers to build a pipeline of diverse candidates.²⁸

Title IV, Part A

Using Title IV, Part A Funds to Develop and Support Principals

If consistent with a district’s needs,²⁹ this can include:

- Professional development for administrators and other staff in those content areas.
- Compensation for administrators and other staff carrying out Title IV programs or services.³⁰

It can also include initiatives to improve school climate as part of a strategy to retain principals and other staff.³¹

Please note a district’s spending choices may be affected by mandatory spending requirements that apply if a district receives \$30,000 or more in Title IV funds.³²

Activities supported with Title IV funds must prioritize schools that have the greatest needs as determined by the district, have the highest percentages or numbers of low-income students, are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under Title I, or are identified as a persistently dangerous school.³³

Districts must develop objectives for their Title IV programs and intended outcomes for Title IV-funded activities.³⁴ Districts must use these objectives and outcomes to periodically evaluate the effectiveness of Title IV-funded activities. Districts must also provide NDDPI with information about their progress toward objectives and outcomes to satisfy reporting requirements.³⁵

Districts must meaningfully consult with a wide array of stakeholders when designing their Title II and IV programs. They must also engage in continuing consultation with stakeholders to improve Title II and IV activities and to coordinate Title II and IV activities with other activities conducted in the community.³⁶

IDEA, Part B, Section 611

Please note IDEA, Part B is made up of two grant programs: (1) Section 611, which supports students with disabilities ages 3 to 21, and (2) Section 619, which supports students with disabilities ages 3 to 5. This section focuses on Section 611 funds.

Using IDEA, Part B Funds to Develop and Support Principals

A central purpose of IDEA, Part B is to help states provide special education³⁷ and related services³⁸ to students with disabilities.³⁹ Assuming districts and special education units satisfy fiscal requirements,⁴⁰ they may spend IDEA, Part B funds on a wide variety of activities to support eligible students with disabilities, including activities to develop and support principals, including, but not limited to:

- Professional development for all educators who work with students with disabilities, including school leaders,⁴¹ which can include professional development on the use of technology for students with disabilities, universal design for learning approaches, progress monitoring, implementation of effective instructional and

behavioral practices, effective literacy interventions, effective math interventions, secondary transitions and effective use of data.⁴²

- Coaching and mentoring on how to support students with disabilities.⁴³

Special Education Units may also reserve up to 15% of their IDEA Part B allocation to provide coordinated early intervening services (CEIS) to nondisabled students who struggle to succeed in the general education environment.⁴⁴ This can include professional development and other teacher and staff costs used to support nondisabled students in kindergarten through 12th grade who need additional academic and behavioral supports to succeed in the general education environment.⁴⁵





Section 4: Integrated Student Supports (ISS)

Integrated Student Supports (ISS) is an educational approach that works to improve students' academic outcomes by systematically supporting their academic and non-academic needs. Schools implementing ISS take a whole-child approach and provide wrap-around supports to address students' barriers to learning in a data-driven manner that is authentic to their local needs.¹

North Dakota schools can align ISS implementation with other existing frameworks and practices. For example, many schools and districts are implementing North Dakota Multi-Tiered System of Supports (NDMTSS), Response to Intervention (RTI), Integrated Systems Framework (ISF), trauma-sensitive practices, and/or personalized learning strategies to coordinate and guide supports for a more effective and efficient system of health and well-being in schools. Often, the frameworks and practices overlap with ISS. Together, ISS and one or more of these other frameworks and practices can enhance each other's core features, better integrating supports and promoting wellness. Districts should seek to create collaborative partnerships and access local and state behavioral health services that are authentic to their local needs.

To support schools in ISS, this guidance describes how funds can be used for student well-being and engagement initiatives and how ED programs can bolster or sustain investments.²

For example, a district might determine that given pandemic-related disruptions, students need a variety of additional supports to reengage with and succeed at school. To start, the district used ESSER funds to hire additional school counselors for each of its schools. To bolster and sustain this effort, they could also use:

- *Title I, Part A funds and Title IV, Part A funds to sustain the counselors in high-need schools.*
- *Title II, Part A funds to train school personnel on effective strategies for engaging students to reduce absenteeism, supporting productive peer interactions, and understanding student mental health needs and the resources available to address them.*
- *Up to 15% of IDEA, Part B, Section 611 funds for coordinated early intervening services (CEIS) to meet the needs of students without disabilities in any school who need additional behavioral supports to succeed at school.*
- *IDEA, Part B funds to support students with disabilities, including behavior supports, career counseling, and skills training.*

Title I, Part A

Using Title I, Part A Funds for ISS

Title I provides supplemental funding to help districts and schools affected by poverty expand opportunities for educationally disadvantaged students.³

It is a common misperception that Title I activities must be limited to reading and mathematics, as Title I can support a wide range of academic subjects as part of a well-rounded education.⁴ This means districts and schools can consider using Title I funds to expand access to engaging courses, including but not limited to:

- English
- Reading and language arts
- Writing
- Science
- Technology
- Engineering
- Mathematics
- Indigenous and world languages
- Civics and government
- Economics
- Arts
- History
- Geography
- Computer science and cybersecurity
- Music
- Career and technical education
- Health
- Physical Education
- Any other subject, as determined by NDDPI or school district, with the purpose of providing all students access to an enriched curriculum and educational experience.⁵

Title I can also support nonacademic activities that contribute to academic achievement, which could include mentoring, behavioral supports, mental health, and other student well-being and engagement supports.⁶

District-Level Title I, Part A Funds

While most Title I funds are spent at the school level, districts have the option to reserve some Title I funds for district-managed activities in all or a subset of their Title I schools.⁷ This could include:

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve Title I students' nonacademic skills.⁸

- Behavior supports and interventions for Title I students.⁹
- Relevant professional development for teachers who teach Title I students.¹⁰
- Strategies to increase principal effectiveness, such as a principal academy or two-year training program, to improve achievement in Title I schools.¹¹
- Outreach to and engagement with parents and families of Title I students.¹²
- Contributing to the implementation of a community school model, which can include facilitating the delivery of health, nutrition, and social services to Title I students in partnership with local service providers if consistent with a needs assessment and if funds are not reasonably available from other sources.¹³ This could include:
 - o Providing basic medical equipment such as eyeglasses and hearing aids.
 - o Compensating a coordinator.
 - o Family support and engagement services.
 - o Professional development for teachers, staff, and parents on identifying and meeting the comprehensive needs of Title I students.¹⁴
- Supporting students through key transitions, such as programs supporting the transition from preschool to elementary school,¹⁵ eighth graders moving to high school, and ninth graders in their first year of high school.¹⁶
- Dual or concurrent enrollment programs that meet the needs of academically at-risk students, which could include training teachers, collaboration with career and technical educators and those from institutions of higher education, tuition, and fees, books, required instructional materials, innovative delivery methods, and transportation.¹⁷
- Collecting and analyzing data to better target interventions to Title I students, which can include data on student attendance, participation in extracurricular activities, school climate factors, such as students' sense of safety at and connectedness to school, and other nonacademic indicators that can impact academic performance.¹⁸
- Improving school climate through activities such as:
 - o Attendance support programs.
 - o Opportunities to highlight successful student academic performance.
 - o Activities that reinforce positive school values, such as student-led conflict resolution programs, peer juries, and peer mediation.
 - o Student-advisory systems that connect teachers and other adults in the school to small groups of students.
 - o Opportunities for students to participate in setting classroom and school goals and to collaborate through, for example, service learning and peer tutoring.
 - o Professional development to help staff address bullying, harassment, and social isolation and to help them foster a greater sense of belonging and connectedness to the school among Title I students and families.
 - o School-based data-gathering (such as through

surveys to assess students' connectedness to and sense of safety at school, to the extent such surveys are not conducted on a districtwide basis).¹⁹

- Expanding course offerings for Title I students as part of a well-rounded education, which can include physical education, career and technical education, and arts programs, among many others.²⁰

School-Level Title I, Part A Funds

All the district-level Title I activities described above could also be carried out by individual Title I schools with school-level Title I funds.

In Title I schools operating **schoolwide programs**, all students may participate in Title I-funded services.²¹ Services must be consistent with the school's needs and schoolwide plan.²²

For example, after reviewing data and considering relevant research, a Title I elementary school operating a schoolwide program might determine that increasing opportunities for physical movement during the school day could help engage students, boost academic performance, and support health and well-being. The school could use Title I funds to redesign the school schedule to ensure all students receive daily physical education.²³

In Title I schools operating **targeted assistance programs**, only identified Title I students may participate in Title I-funded services.²⁴

For example, after reviewing data and considering relevant research, a Title I middle school may decide to provide mentors to Title I students with early warning indicators with the goal of building supportive relationships, providing academic support, and providing positive role models to enhance future success.²⁵

Expanding Title I Support for Middle & High Schools

The pandemic had a particular effect on the well-being of adolescents.²⁶ As described above, Title I can help, but Title I funds tend to be concentrated in elementary schools.²⁷ There are several reasons for this,²⁸ but to address it, the law gives districts two options to make it easier for secondary schools to access Title I funds.

The first option is to serve high schools with more than 50% poverty before certain higher-poverty elementary and middle schools.²⁹

The second option is to measure poverty in secondary schools based on the poverty levels of the elementary schools that feed into them. A majority of secondary schools in the district must approve this option.³⁰

For more information about these options, please see the U.S. Department of Education's guidance on [Within-District Allocations Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended](#).

Title II, Part A

Using Title II, Part A Funds to Support Professional Development in ISS

Districts can use Title II funds for a wide range of activities to support the quality and effectiveness of teachers, principals, and other school staff, including supporting them to recognize and address student well-being and engagement concerns.³¹ This could include:

- Recruiting and retaining a diverse workforce through activities such as:
 - o Financial support for recruitment programs.
 - o Career advancement opportunities to help staff members with strong student relationships become classroom teachers.
 - o Partnering with preparation providers to build pipelines of diverse candidates.³²
- Reducing class size to support stronger connections between teachers and students. Such efforts should be evidence-based to the extent NDDPI, in consultation with districts, determines evidence is reasonably available.³³
- High-quality, personalized professional development that is evidence-based to the extent the NDDPI, in consultation with districts, determines the evidence is reasonably available on topics such as:
 - o Helping students develop the skills essential for learning readiness and academic success.
 - o Using data to improve academic achievement.
 - o Effectively engaging parents and families.
 - o Effectively engaging and coordinating with community partners.
 - o Developing policies with school, district, community, or state leaders.³⁴
- Programs and activities to help meet the needs of students with disabilities and English learners, which might include the use of multi-tiered systems of support and positive behavioral supports.³⁵
- Programs and activities to meet the needs of early-grade students, including supporting the transition from preschool to elementary school.³⁶
- Providing additional time for teachers to review and respond to student data.³⁷
- Providing “teacher time banks” to allow effective teachers and school leaders in high-need schools to work together to identify and implement meaningful activities to support teaching and learning.³⁸
- Create teams of educators for teachers in high-need schools who convene regularly to learn, problem-solve, and look over student work together, or provide time during the school day for educators to observe one another and reflect on new teaching and leading practices.³⁹
- Training for school personnel on how to refer students affected by trauma or at risk of mental illness and on forming partnerships between school-based mental health programs and other mental health organizations.⁴⁰
- Training for school personnel on addressing school conditions for student learning, such as safety, peer interactions, drug and alcohol abuse, and chronic

absenteeism.⁴¹

- Training and support on content areas that can help to engage students, including library programs, STEM, and CTE.⁴²

Activities supported with Title II funds must:

- Be consistent with Title II’s purposes.
- Address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students.⁴³

Districts must prioritize Title II funds to schools that:

- Are implementing Comprehensive Support and Improvement (CSI) activities and Targeted Support and Improvement (TSI) activities.
- Have the highest percentage of economically disadvantaged students.⁴⁴

Districts must consult meaningfully with a wide array of stakeholders on the district’s plan for carrying out Title II activities.⁴⁵ Districts must also conduct ongoing consultation with those stakeholders to update and improve activities supported with Title II funds.⁴⁶

Title III, Part A

Using Title III, Part A Funds to Support ISS

Districts must ensure Title III funds are used to assist English Learners (ELs) in attaining English proficiency and meeting state academic standards.⁴⁷

Title III spending must include three kinds of activities: providing effective language instruction educational programs (LIEPs), providing effective professional development, and enhancing or supplementing LIEPs, including parent, family, and community engagement.⁴⁸ These efforts can include activities to address the nonacademic factors that affect English language acquisition, including the emotional well-being of ELs.⁴⁹

Title III spending can also include other authorized activities, including activities to help engage ELs in their learning, such as coordinating LIEPs with other programs and services, providing CTE support, providing community participation programs, and offering early college high school or dual or concurrent enrollment programs for ELs.⁵⁰

Title IV, Part A

Using Title IV, Part A Funds to Support ISS

Title IV provides supplemental funding to help provide a well-rounded education, improve school conditions for student learning, and improve the use of technology.⁵¹

If consistent with their needs,⁵² districts can spend Title IV funds on a wide variety of programs and activities to promote safe, healthy, supportive, and drug-free school environments.⁵³ This [ED guidance](#) underscores a district’s many options:

Safe and Supportive Schools

- Preventing Bullying and Harassment
- Relationship-Building Skills
- School Dropout Prevention
- Re-Entry Programs and Transition Services for Justice Involved Youth
- School Readiness and Academic Success
- Child Sexual Abuse Awareness and Prevention
- Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline
- Suicide Prevention
- Violence Prevention, Crisis Management, and Conflict Resolution
- Preventing Human Trafficking
- Building School and Community Relationships
- Culturally Responsive Teaching
- Professional Development of Implicit Bias

Student Physical and Mental Health

- Drug and Violence Prevention
- Health and Safety Practices in School or Athletic Programs
- School-Based Health and Mental Health Services
- Healthy, Active Lifestyle, and Nutritional Education
- Physical Activities
- Trauma-Informed Classroom Management
- Preventing the Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, and Electronic Cigarettes
- Chronic Disease Management

Districts can also spend Title IV funds to engage and support students through:

- A wide variety of courses, including:
 - All areas of a well-rounded education.
 - Music and arts, as well as programs that integrate multiple disciplines, such as incorporating art and mathematics.⁵⁴
 - Science, technology, engineering, and mathematics, including hands-on learning.⁵⁵
 - Accelerated learning, such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment programs, and early college high schools.⁵⁶
 - American history, civics, economics, geography, government, Indigenous and world language, and environmental education.⁵⁷
- Programs that promote volunteerism and community involvement.⁵⁸
- Social and behavioral skill instruction.⁵⁹
- Effective use of technology implementation.⁶⁰

Please note districts must obtain prior written consent from the parent of each child under the age of 18 to participate in any mental-health assessment or service funded with Title IV, Part A and conducted in connection with the school.⁶¹ Before obtaining consent, the district must provide the parent with written notice describing in detail:

- The mental health assessment or service.
- The purpose for the assessment or service.
- The provider of such assessment or service.
- When the assessment or service will begin.
- How long such assessment or service may last.⁶²

Providing this consent does not waive any rights or protections under the Family Educational Rights and Privacy Act (FERPA).⁶³

Also, note a district's spending choices may be affected by spending requirements that apply if a district receives \$30,000 or more in Title IV funds.⁶⁴

Activities supported with Title IV funds must prioritize schools that have the greatest needs as determined by the district, have the highest percentages or numbers of low-income students, are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under Title I, or are identified as a persistently dangerous school.⁶⁵

Districts must develop objectives for their Title IV programs and intended outcomes for Title IV-funded activities.⁶⁶ Districts must use these objectives and outcomes to periodically evaluate the effectiveness of Title IV-funded activities. Districts must also provide NDDPI with information about their progress toward their objectives and outcomes to satisfy reporting requirements.⁶⁷

Districts must meaningfully consult with a wide array of stakeholders when designing their Title IV programs. They must also engage in continuing consultation with stakeholders to improve Title IV activities and to coordinate Title IV activities with other activities conducted in the community.⁶⁸



IDEA, Part B, Section 611

Please note IDEA, Part B is made up of two grant programs: (1) Section 611, which supports students with disabilities ages 3 to 21, and (2) Section 619, which supports students with disabilities ages 3 to 5. This section focuses on Section 611 funds.

Using IDEA, Part B Funds to Support ISS

A central purpose of IDEA, Part B is to help states provide special education⁶⁹ and related services⁷⁰ to students with disabilities. Assuming districts and special education units satisfy fiscal requirements,⁷¹ they may spend IDEA, Part B funds on a wide variety of activities to support eligible students with disabilities.⁷² This could include:

- Providing the specific behavioral interventions and supports that are included in a student's IEP, including the professional development of personnel (both special education and regular education) involved in providing those interventions.⁷³
- Paying part of the cost of a whole school positive behavior support system, which can include:⁷⁴
 - Providing technical assistance and professional development for teachers, service providers, and school staff for training needed to initially implement and maintain the program.
 - Providing technical assistance and professional development for teachers, service providers, and school staff for training needed to initially implement and maintain the program, including the funding for substitutes for staff release time.
 - Employing and training behavior coaches who would support the implementation of the program and train additional staff coaches to sustain the program.
 - A schoolwide data system that measures school climate in a rigorous way so that progress can be assessed and measured.⁷⁵

- Paying part of the cost of a whole school multi-tiered system of support for student development and behavior, particularly young students, which may include models that incorporate:

- Intensive individualized interventions.
- Teaching strategies that promote behavioral skills development.
- Classroom preventive practices.
- Strategies to promote positive relationships among students, families, and colleagues.⁷⁶
- Implementing Universal Design for Learning strategies.
- Coaching and mentoring for teachers on how to support students with disabilities.⁷⁸
- Secondary transition services for students with disabilities, including career assessment, development, and exploration.⁷⁹

Districts or special education units may also reserve up to 15% of their Part B allocation to provide coordinated early intervening services (CEIS) to nondisabled students who struggle to succeed in the general education environment.⁸⁰ This can include behavior supports for nondisabled students in kindergarten through 12th grade who need them to succeed in the general education environment.⁸¹

It is a common misperception that supports for students with disabilities must be different from the supports used with other students. For example, it is commonly believed that IDEA funds could not be spent on an intervention for students with disabilities if it uses another funding source for the same intervention for students without disabilities. This is not so under federal law.⁸²

For example, a district or special education unit could use IDEA funds to purchase a self-regulation program for students with disabilities. They could also use another funding source to buy the same self-regulation program to support other students who could benefit from it even if they have not been identified as having a disability.



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Introduction

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2. Council of Chief State School Officers, [How States Can Support the Adoption and Effective Use of High-Quality Standards-Aligned Instructional Materials: Overview of CCSSO's High-Quality Instructional Materials and Professional Development Network](#), 2021, pp. 3-4.
3. Jason A. Grissom, Anna J. Egalite, and Constance A. Lindsay, [How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research; The Wallace Foundation](#), 2021. See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#), 2016, p. 15.
4. U.S. Department of Education, [Title I, Part A program website](#).
5. U.S. Department of Education, [Non-Regulatory Guidance Within-District Allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965](#), 2022, p. 4.
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7. Every Student Succeeds Act, [Section 1115 Targeted Assistance Schools](#).
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15. U.S. Department of Education, [Non-Regulatory Guidance Supplement Not Supplant Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act](#), 2019.
16. Every Student Succeeds Act, [Section 2301 Supplement not Supplant](#) and [Section 4110 Supplement not Supplant](#) and [Section 3115\(g\) Subgrants to Eligible Entities](#).
17. Code of Federal Regulations, [34 CFR Section 300.203 Maintenance of Effort](#). See also U.S. Department of Education, [OSEP Memo 15-10](#), 2015. See also Center for IDEA Fiscal Reporting (CIFR), [Local Educational Agency \(LEA\) Maintenance of Effort \(MOE\) Organizer](#), which provides districts and units MOE implementation resources, including an MOE [calculator](#).
18. Individuals with Disabilities Act, [20 U.S.C. Section 1413\(a\)\(2\)\(A\)\(ii\)](#) and Code of Federal Regulations [34 CFR Section 300.202\(a\)\(3\) Use of Amounts](#).
19. U.S. Department of Education, [Letter to Kennedy](#), 2009.
20. Code of Federal Regulations, [2 CFR Part 200, Appendix XI, Compliance Supplement](#), 2022, pp. 4-84.027-10.
21. Individuals with Disabilities Act, [20 U.S.C. Section 1400\(d\)](#) and Code of Federal Regulations, [34 CFR Section 300.1](#).

22. This also applies to students with the most significant cognitive disabilities who are able to participate in the general curriculum when provided with specially designed instruction, as well any needed related services, supplementary aids and services. These students can succeed in learning academic content aligned to their chronologically age-appropriate, grade-level content standards and adapted to alternate achievement. In other words, the content is the same, but at a less complex performance expectation. See, for example, Ricki Sabia et al., [Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities](#), 2020.

23. Individuals with Disabilities Act, [20 U.S.C. Section 1401\(9\)](#) and Code of Federal Regulations, [34 CFR Section 300.17](#). See also U.S. Department of Education, [OSERS Policy Guidance on Free Appropriate Public Education](#), 2015.

24. Individuals with Disabilities Act, [20 U.S.C. Section 1401\(29\)](#) and Code of Federal Regulations, [34 CFR Section 300.39 Special Education](#).

25. Code of Federal Regulations, [34 CFR Section 300.39\(b\)\(3\) Special Education](#).

26. Individuals with Disabilities Act, [20 U.S.C. Section 1401\(26\)](#) and Code of Federal Regulations, [34 CFR Section 300.34 Related Services](#).

27. Students with disabilities may be removed from the regular educational environment only “if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” Individuals with Disabilities Act, [20 U.S.C. Section 1412\(a\)\(5\)](#) and Code of Federal Regulations, [34 CFR Section 300.114\(a\)\(2\)\(ii\) LRE requirements](#). There must be a continuum of placements available, including instruction in regular classrooms Code of Federal Regulations, [34 CFR Section 300.115\(b\) Continuum of Alternative Placements](#).

28. U.S. Department of Education, [Letter to Chambers](#), 2012, p. 2.

29. Lesli Laughter, Chief Academic Officer at [806 Technologies](#).

30. Code of Federal Regulations [34 CFR Section 76.760 More Than One Program May Assist a Single Activity](#).

31. Every Student Succeeds Act, [Section 1001 Statement of Purpose](#).

32. Every Student Succeeds Act, [Section 2103\(b\)\(3\) Local Uses of Funds](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016.

33. Districts and units may, and in some cases must, spend up to 15% of their IDEA, Part B funds on early intervening services for students not yet identified for special education, but who need additional supports. Code of Federal Regulations [34 CFR Section 300.226 Early Intervening Services](#) and [34 CFR Section 300.646\(d\) Disproportionality](#). They may also consolidate some IDEA, Part B funds with other federal, state and local funds to upgrade the entire educational program of a Title I school operating a schoolwide program. Code of Federal Regulations [34 CFR Section 300.206 Schoolwide Programs Under Title I of the ESEA](#).

34. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 22-23.

35. Code of Federal Regulations, [2 CFR Section 200.403 Factors Affecting Allowability of Costs](#) and [2 CFR Section 200.404 Reasonable Costs](#). Council of Chief State School Officers, [A Guide to State Educational Agency Oversight Responsibilities under ESSA](#), 2017, pp. 10-11.

Section 1: Educator Recruitment

1. U.S. Department of Education, [Title I, Part A program website](#). See also North Dakota Department of Public Instruction, [Title I, Part A program website](#).

2. Code of Federal Regulations, [34 CFR Section 200.77\(f\) Reservation of Funds by an LEA](#).

3. Every Student Succeeds Act, [Section 1113\(c\)\(4\) Eligible School Attendance Areas](#) and Code of Federal Regulations, [34 CFR Section 200.77\(b\) Reservation of Funds by an LEA](#). See also U.S. Department of Education, [Title I Within-District Allocations Non-Regulatory Guidance](#), 2022, p. 4.

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4. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-6, E-7, and E-8. Note ED developed this guidance to support districts in spending Title I funds appropriated through the American Recovery and Reinvestment Act in 2009, but it applies to all Title I funds (see p. 15). Also note the guidance was developed under the No Child Left Behind Act (NCLB), the version of the Elementary and Secondary Education Act (ESEA) before the Every Student Succeeds Act (ESSA) was passed in 2015. ESSA made several important changes to Title I, including revising Title I's supplement not supplant (SNS) requirement, so information about SNS, and other parts of the guidance are out-of-date.
5. U.S. Department of Education, [Guidance Using Title I ARRA funds for Grants to LEAs to Strengthen Education, Drive Reform and Improve Results for Students](#), 2009, Q&A E-6.
6. U.S. Department of Education, [Guidance Using Title I ARRA funds for Grants to LEAs to Strengthen Education, Drive Reform and Improve Results for Students](#), 2009, Q&A E-4.
7. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(iii\)\(I, III\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(B\)\(ii\) Targeted Assistance Schools](#) and [1115\(e\)\(2\) Targeted Assistance Schools](#). See also U.S. Department of Education, [Non-Regulatory Guidance Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#), 2016, pp. 5-6.
8. Code of Federal Regulations [34 CFR Section 200.77\(f\) Reservation of Funds by an LEA](#). See also U.S. Department of Education, [Guidance Using Title I ARRA funds for Grants to LEAs to Strengthen Education, Drive Reform and Improve Results for Students](#), 2009, Sections C, E, and G.
9. Every Student Succeeds Act, [Section 1114\(a\)\(2\) Schoolwide Programs](#).
10. Every Student Succeeds Act, [Section 1114\(b\) Schoolwide Programs](#) and [Section 1114\(b\)\(3\) Schoolwide Programs](#). See also Code of Federal Regulations [34 CFR Section 200.26\(c\) Core Elements of a Schoolwide Program](#).
11. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(a\)\(iii\)\(I, III, IV\) Schoolwide Programs](#).
12. Every Student Succeeds Act, [Section 1115\(a\) Targeted Assistance Schools](#).
13. Every Student Succeeds Act, [Section 1115\(b\)\(2\)\(D\) Targeted Assistance Schools](#).
14. Every Student Succeeds Act, [Section 2001 Purpose](#) and [Section 2301 Supplement not Supplant](#). See also U.S. Department of Education, [Title II, Part A program website](#). See also North Dakota Department of Public Instruction, [Title II program website](#).
15. U.S. Department of Education, [Study Highlights: State and District Use of Title II, Part A Funds in 2019–20](#), 2021. See also Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(E\) Local Uses of Funds](#) and [Section 8101\(42\) Definitions](#). Professional development must be evidence-based to the extent evidence is reasonably available and consistent with the professional development definition. See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016.
16. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(v\) Local Uses of Funds](#).
17. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(i\) Local Uses of Funds](#).
18. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(ii\) Local Uses of Funds](#).
19. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(iii\) Local Uses of Funds](#).
20. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 13.
21. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(iv\) Local Uses of Funds](#).
22. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 10.
23. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(v\) Local Uses of Funds](#).

24. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(vi\) Local Uses of Funds](#).
25. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(C\) Local Uses of Funds](#).
26. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(N\) Local Uses of Funds](#).
27. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\) Local Uses of Funds](#) and [Section 2002\(5\) Definitions](#). See also [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 8.
28. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 13.
29. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 14
30. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 19.
31. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 19.
32. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 19.
33. Every Student Succeeds Act, [Section 4110 Supplement not Supplant](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016. See also U.S. Department of Education, [Title IV, Part A, Student Support and Academic Enrichment program website](#). See also North Dakota Department of Public Instruction, [Title IV program website](#).
34. U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 18-19.
35. Districts that receive \$30,000 or more in Title IV, Part A funds must, at least once every three years, conduct a comprehensive needs assessment of (1) access to and opportunities for a well-rounded education for all students, (2) school conditions for student learning to create a healthy and safe school environment and (3) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. Every Student Succeeds Act, [Section 4106\(d\) Local Educational Agency Applications](#). Districts that receive less than \$30,000 in Title IV, Part A funds do not have to conduct a formal needs assessment, but are encouraged to consider the needs above when deciding how to spend Title IV, Part A funds. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 16, footnote 14.
36. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(A\) Activities to Support Well-Rounded Educational Opportunities](#).
37. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(B\) Activities to Support Well-Rounded Educational Opportunities](#).
38. U.S. Department of Education, [ED COVID-19 Handbook, Volume 2](#), p. 39.
39. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(C\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 19-20.
40. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(H\) Activities to Support Well-Rounded Educational Opportunities](#).
41. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(J\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 23-24.
42. Every Student Succeeds Act, [Section 4108\(5\)\(A\) Activities to Support Safe and Healthy Students](#).
43. Every Student Succeeds Act, [Section 4108\(5\)\(B\) Activities to Support Safe and Healthy Students](#) and [Section 4001](#).

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[General Provisions](#) and [Section 4111 Rule of Construction](#).

44. Every Student Succeeds Act, [Section 4108\(5\)\(C\) Activities to Support Safe and Healthy Students](#).
45. Every Student Succeeds Act, [Section 4108\(5\)\(D\) Activities to Support Safe and Healthy Students](#).
46. Every Student Succeeds Act, [Section 4108\(5\)\(F\) Activities to Support Safe and Healthy Students](#).
47. Every Student Succeeds Act, [Section 4108\(5\)\(G\) Activities to Support Safe and Healthy Students](#).
48. Every Student Succeeds Act, [Section 4108\(5\)\(H\) Activities to Support Safe and Healthy Students](#).
49. Every Student Succeeds Act, [Section 4109\(b\) Activities to Support the Effective Use of Technology](#). Of the Title IV, Part A funds a district spends on technology, it may not spend more than 15% of those funds on technology infrastructure. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 32.
50. Districts that receive \$30,000 or more in Title IV, Part A funds must spend at least 20% on activities to support a well-rounded education, at least 20% on activities to support safe and healthy students, and at least some funds for activities to support the effective use of technology. Every Student Succeeds Act, [Section 4106\(e\)\(2\)\(C-E\) Local Educational Agency Applications](#).
51. Every Student Succeeds Act, [Section 4106\(e\)\(1\) Local Educational Agency Applications](#).
52. Every Student Succeeds Act, [Section 4104\(a\)\(2\) State Use of Funds](#) and [Section 4106\(e\)\(2\)\(F\) Local Educational Agency Applications](#).
53. Every Student Succeeds Act, [Section 2102\(b\)\(3\)\(A\) Subgrants to Local Educational Agencies](#) and [Section 2102\(b\)\(2\)\(D\) Subgrants to Local Educational Agencies](#) and [Section 4106 \(c\)\(1-2\) Local Educational Agency Applications](#).
54. Code of Federal Regulations, [34 CFR Section 300.39 Special Education](#).
55. Code of Federal Regulations, [34 CFR Section 300.34 Related Services](#).
56. U.S. Department of Education, [IDEA program website](#). See also North Dakota Department of Public Instruction, [Special Education program website](#).
57. These fiscal requirements are: (1) maintenance of effort (MOE), (2) supplement not supplant, which is satisfied if the district/unit meets MOE, and (3) excess costs. Code of Federal Regulations [34 CFR Section 300.203 Maintenance of Effort](#) and U.S. Department of Education, [OSEP Memo 15-10](#), 2015. See also Center for IDEA Fiscal Reporting (CIFR), [Local Educational Agency \(LEA\) Maintenance of Effort \(MOE\) Organizer](#), which provides a number of MOE resources, including a [MOE calculator](#). See also Code of Federal Regulations [34 CFR Section 300.16 Excess Costs](#) and [Appendix A to Part 300 - Excess Costs Calculation](#).
58. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 12. ED developed this guidance to help entities spend the additional IDEA, Part B funds appropriated through the American Recovery and Reinvestment Act, but it applied to regular IDEA, Part B funds as well. The guidance is now archived on ED's website, but the examples are still relevant to IDEA, Part B spending.
59. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 18, 21, 23, 25-26, 32, 35.
60. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 8.
61. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 6-7, 10, 12.
62. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 6-7.

63. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 6.

64. Code of Federal Regulations, [34 CFR Section 300.226 Early Intervening Services](#). Note districts and units with “significant disproportionality” must reserve funds for comprehensive coordinated early intervening services to address a policy, practice or procedure the district/unit identifies as contributing to the significant disproportionality. See also Code of Federal Regulations, [34 CFR Section 300.646\(d\) Disproportionality](#).

65. Code of Federal Regulations, [34 CFR Section 300.226\(a\) Early Intervening Services](#). Note districts and units cannot use CEIS funds to replace an expense the district/unit was supporting with ESEA funds. Code of Federal Regulations, [34 CFR Section 300.226\(e\) Early Intervening Services](#). In other words, if a district/unit is already paying for intervention services with ESEA funds, it cannot switch to paying for those services with CEIS funds instead. The district/unit could, however, expand the ESEA-funded intervention services with CEIS funds.

66. U.S. Department of Education, [Coordinated Early Intervening Services \(CEIS\) Under Part B of the Individuals with Disabilities Education Act \(IDEA\) OSEP Memo 08-09](#), 2008, p. 4.

Section 2: High-Quality Instructional Materials (HQIM)

1. Council of Chief State School Officers, [How States Can Support the Adoption and Effective Use of High-Quality Standards Aligned Instructional Materials: Overview of CCSSO’s High Quality Instructional Materials and Professional Development Network](#), 2021, pp. 3-4.

2. Council of Chief State School Officers, [Restart & Recovery: IDEA & COVID-19 State Strategies for Supporting Local Educational Agencies in Confronting the Effects of the Pandemic](#), 2020. See also U.S. Department of Education, [Letter to Couillard](#), 2013.

3. U.S. Department of Education, [Title I, Part A program website](#). See also North Dakota Department of Public Instruction, [Title I, Part A program website](#).

4. Code of Federal Regulations, [34 CFR Section 200.77\(f\) Reservation of Funds by an LEA](#).

5. Every Student Succeeds Act, [Section 1114\(a\)\(1\)\(A\) Schoolwide Programs](#) and [Section 1114\(b\)\(7\)\(A\)\(ii\) Schoolwide Programs](#). See also U.S. Department of Education, [Maximizing Flexibility in the Administration of Federal Grants](#), 2013, p. 6. Note this guidance is archived because it was developed under the No Child Left Behind Act (NCLB), the version of the Elementary and Secondary Education Act (ESEA) before the Every Student Succeeds Act (ESSA), but the Title I spending options described are still valid.

6. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A C-8. ED developed this guidance to support districts in spending Title I funds appropriated through the American Recovery and Reinvestment Act in 2009, but it applies to all Title I funds. Also note the guidance was developed before ESSA was passed in 2015. ESSA made several important changes to Title I, including revising Title I’s supplement not supplant requirement, so parts of the guidance are out-of-date.

7. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-6, E-7, and E-8.

8. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-6.

9. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-13 and E-14.

10. Every Student Succeeds Act, [Section 1114\(a\)\(2\) Schoolwide Programs](#).

11. Every Student Succeeds Act, [Section 1114\(b\) Schoolwide Programs](#) and [Section 1114\(b\)\(3\) Schoolwide Programs](#). See also Code of Federal Regulations, [34 CFR Section 200.26\(c\) Core Elements of a Schoolwide Program](#).

12. Every Student Succeeds Act, [Section 1114\(a\)\(1\)\(A\) Schoolwide Programs](#) and [Section 1114\(b\)\(7\)\(A\)\(ii\) Schoolwide Programs](#).

13. Every Student Succeeds Act, [Section 1115\(a\) Targeted Assistance Schools](#).
14. Sheida White, et al., [The 2018 NAEP Oral Reading Fluency Study \(NCES 2021-025\)](#), 2021.
15. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(A\) Targeted Assistance Schools](#). See also U.S. Department of Education, [Non-Regulatory Guidance Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#), 2016, pp. 5-6.
16. Every Student Succeeds Act, [Section 8101\(52\) Definitions](#).
17. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(iii\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(B\) Targeted Assistance Schools](#).
18. Every Student Succeeds Act, [Section 2001 Purpose](#) and [Section 2301 Supplement not Supplant](#). See also U.S. Department of Education, [Title II, Part A program website](#). See also North Dakota Department of Public Instruction, [Title II program website](#).
19. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(E\) Local Uses of Funds](#).
20. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#), 2016, p. 15.
21. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#), 2016, p. 15.
22. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#), 2016, p. 13, 24.
23. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(F-G, J\) Local Uses of Funds](#).
24. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(iv-v\) Local Uses of Funds](#). See Also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#), 2016, pp. 9-11, 14.
25. Every Student Succeeds Act, [Section 2103\(b\)\(1-2\) Local Uses of Funds](#).
26. Every Student Succeeds Act, [Section 2102\(b\)\(2\)\(C\) Subgrants to Local Educational Agencies](#).
27. Every Student Succeeds Act, [Section 2102\(b\)\(3\)\(A\) Subgrants to Local Educational Agencies](#).
28. Every Student Succeeds Act, [Section 2102\(b\)\(2\)\(D\) Subgrants to Local Educational Agencies](#).
29. Every Student Succeeds Act, [Section 3115\(a\) Subgrants to Eligible Entities](#). See also U.S. Department of Education, [Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the Every Student Succeeds Act](#), 2019, Q&AA-4. See also North Dakota Department of Public Instruction, [Title III program website](#).
30. Every Student Succeeds Act, [Section 3115\(c\)\(1-3\) Subgrants to Eligible Entities](#). See also U.S. Department of Education, [Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the Every Student Succeeds Act, 2019](#), Sections C-E.
31. Every Student Succeeds Act, [Section 3115\(d\)\(2-8\) Subgrants to Eligible Entities](#).
32. Every Student Succeeds Act, [Section 4110 Supplement not Supplant](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p.14. See also U.S. Department of Education, [Title IV, Part A, Student Support and Academic Enrichment program website](#). See also North Dakota Department of Public Instruction, [Title IV program website](#).
33. Districts that receive \$30,000 or more in Title IV, Part A funds must, at least once every three years, conduct a comprehensive needs assessment of (1) access to and opportunities for a well-rounded education for all students, (2) school conditions for student learning to create a healthy and safe school environment and (3) access to personalized learning

experiences supported by technology and professional development for the effective use of data and technology. Every Student Succeeds Act, [Section 4106\(d\) Local Educational Agency Applications](#). Districts that receive less than \$30,000 in Title IV, Part A funds do not have to conduct a formal needs assessment, but are encouraged to consider the needs above when deciding how to spend Title IV, Part A funds. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 16, footnote 14.

34. Every Student Succeeds Act, [Section 8101\(52\) Definitions](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p.19.

35. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(B, I\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 20-21.

36. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(C\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 20.

37. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(D\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 21-22.

38. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(E-G\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 21-23.

39. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(J\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 23-24.

40. Every Student Succeeds Act, [Section 4108\(5\)\(A\) Activities to support Safe and Healthy Students](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 6, 27-31.

41. Every Student Succeeds Act, [Section 4109 Activities to Support the Effective Use of Technology](#). Please note of the Title IV, Part A funds a district spends on technology, it may not spend more than 15% of those funds on technology infrastructure. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 32.

42. Districts that receive \$30,000 or more in Title IV, Part A funds must spend at least 20% on activities to support a well-rounded education, at least 20% on activities to support safe and healthy students, and at least some funds for activities to support the effective use of technology. Every Student Succeeds Act, [Section 4106\(e\)\(2\)\(C-E\) Local Educational Agency Applications](#).

43. Every Student Succeeds Act, [Section 4106\(e\)\(2\)\(A\) Local Educational Agency Applications](#). ED's guidance clarifies that a district can provide districtwide services with Title IV funds, but must prioritize activities for high-need schools. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 14-15.

44. Every Student Succeeds Act, [Section 4106\(e\)\(1\) Local Educational Agency Applications](#).

45. Every Student Succeeds Act, [Section 4104\(a\)\(2\) State Use of Funds](#) and [Section 4106\(e\)\(2\)\(F\) Local Educational Agency Applications](#).

46. Every Student Succeeds Act, [Section 2102\(b\)\(3\)\(A\) Subgrants to Local Educational Agencies](#) and [Section 2102\(b\)\(2\)\(D\) Subgrants to Local Educational Agencies](#) and [Section 4106\(c\)\(1-2\) Local Educational Agency Applications](#).

47. Code of Federal Regulations, [34 CFR Section 300.39 Special Education](#).

48. Code of Federal Regulations, [34 CFR Section 300.34 Related Services](#).

49. U.S. Department of Education, [IDEA program website](#). See also North Dakota Department of Public Instruction, [Special](#)

[Education program website.](#)

50. These fiscal requirements are: (1) maintenance of effort (MOE), (2) supplement not supplant, which is satisfied if the district/unit meets MOE, and (3) excess costs. Code of Federal Regulations [34 CFR Section 300.203 Maintenance of Effort](#) and U.S. Department of Education, [OSEP Memo 15-10](#), 2015. See also Center for IDEA Fiscal Reporting (CIFR), [Local Educational Agency \(LEA\) Maintenance of Effort \(MOE\) Organizer](#), which provides a number of MOE resources, including a [MOE calculator](#). See also Code of Federal Regulations 34 CFR Section 300.16 Excess Costs and [Appendix A to Part 300 - Excess Costs Calculation](#).

51. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 3; Section B, pp. 16-31. Please note, ED developed this guidance to help LEAs spend the additional IDEA, Part B funds appropriated through the American Recovery and Reinvestment Act, but it applied to regular IDEA, Part B funds as well. The guidance is now archived on ED's website, but the examples are still relevant to IDEA, Part B spending.

52. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 12.

53. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 16-19.

54. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 22-25

55. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 3, 6-7, 33.

56. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 7, 10, 33.

57. Code of Federal Regulations, [34 CFR Section 300.226 Early Intervening Services](#). Note districts and units with "significant disproportionality" must reserve funds for comprehensive coordinated early intervening services to address a policy, practice or procedure the district/unit identifies as contributing to the significant disproportionality. See also Code of Federal Regulations, [34 CFR Section 300.646\(d\) Disproportionality](#).

58. Code of Federal Regulations, [34 CFR Section 300.226\(a\) Early Intervening Services](#). Note districts and units cannot use CEIS funds to replace an expense the district/unit was supporting with ESEA funds. Code of Federal Regulations, [34 CFR Section 300.226\(e\) Early Intervening Services](#). In other words, if a district/unit is already paying for intervention services with ESEA funds, it cannot switch to paying for those services with CEIS funds instead. The district/unit could, however, expand the ESEA-funded intervention services with CEIS funds.

59. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 22-23. See also Council of Chief State School Officers, [Restart & Recovery: IDEA & COVID-19 State Strategies for Supporting Local Educational Agencies in Confronting the Effects of the Pandemic](#), 2020.

60. [Code of Federal Regulations, 34 CFR Section 300.172\(b\)\(4\) Access to Instructional Materials](#) and [34 CFR Section 300.210\(b\)\(3\) Purchase of Instructional Materials](#).

Section 3: Developing and Supporting Leaders

1. Jason A. Grissom, Anna J. Egalite, and Constance A. Lindsay, [How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research; The Wallace Foundation](#), 2021. See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 15.

2. U.S. Department of Education, [Title I, Part A program website](#). See also North Dakota Department of Public Instruction, [Title I, Part A program website](#).

3. Code of Federal Regulations, [34 CFR Section 200.77\(f\) Reservation of Funds by an LEA](#).

4. U.S. Department of Education, [Using Title I, Part AARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-12. Note ED developed this guidance to support districts in spending Title I funds appropriated through the American Recovery and Reinvestment Act in 2009, but it applies to all Title I funds (see p. 15). Also note the guidance was developed under the No Child Left Behind Act (NCLB), the version of the Elementary and Secondary Education Act (ESEA) before the Every Student Succeeds Act (ESSA) was passed in 2015. ESSA made several important changes to Title I, including revising Title I's supplement not supplant (SNS) requirement, so information about SNS, and other parts of the guidance are out-of-date.
5. U.S. Department of Education, [Using Title I, Part AARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-13.
6. U.S. Department of Education, [Using Title I, Part AARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-14.
7. U.S. Department of Education, [Using Title I, Part AARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-6, G-7.
8. Code of Federal Regulations, [34 CFR Section 200.77\(f\) Reservation of Funds by an LEA](#). See also U.S. Department of Education, [Using Title I, Part AARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Sections C, E, G. See also National Association of Secondary School Principals, Learning Policy Institute, [Understanding and Addressing Principal Turnover](#), 2019, pp. 12-13.
9. Every Student Succeeds Act, [Section 1115\(b\) Targeted Assistance Schools](#).
10. Every Student Succeeds Act, [Section 1118\(b\) Fiscal Requirements](#).
11. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(a\)\(iii\)\(I, III, IV\) Schoolwide Programs](#).
12. Every Student Succeeds Act, [Section 1118\(b\)\(3\)\(A\) Fiscal Requirements](#).
13. Every Student Succeeds Act, [Section 1115\(b\)\(2\)\(D\) Targeted Assistance Schools](#).
14. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(ii\) Local Uses of Funds](#).
15. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(iii\) Local Uses of Funds](#).
16. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(iv\) Local Uses of Funds](#).
17. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(v\) Local Uses of Funds](#).
18. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\)\(vi\) Local Uses of Funds](#).
19. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(C\) Local Uses of Funds](#).
20. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(e\) Local Uses of Funds](#). Professional development must be evidence-based to the extent evidence is reasonably available and consistent with the professional development definition. See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016.
21. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(N\) Local Uses of Funds](#).
22. Every Student Succeeds Act, [Section 2002\(1\) Definitions](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 8.
23. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 15.
24. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 15.

25. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 15.

26. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 17.

27. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 19.

28. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 19.

29. Districts that receive \$30,000 or more in Title IV, Part A funds must, at least once every three years, conduct a comprehensive needs assessment of (1) access to and opportunities for a well-rounded education for all students, (2) school conditions for student learning to create a healthy and safe school environment and (3) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. Every Student Succeeds Act, [Section 4106\(d\) Local Educational Agency Applications](#). Districts that receive less than \$30,000 in Title IV, Part A funds do not have to conduct a formal needs assessment, but are encouraged to consider the needs above when deciding how to spend Title IV, Part A funds. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 16, footnote 14.

30. U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 5.

31. National Association of Secondary School Principals, Learning Policy Institute, [Understanding and Addressing Principal Turnover](#), 2019, pp. 12-13.

32. Districts that receive \$30,000 or more in Title IV, Part A funds must spend at least 20% on activities to support a well-rounded education, at least 20% on activities to support safe and healthy students, and at least some funds for activities to support the effective use of technology. Every Student Succeeds Act, [Section 4106\(e\)\(2\)\(C-E\) Local Educational Agency Applications](#).

33. Every Student Succeeds Act, [Section 4106\(e\)\(2\)\(A\) Local Educational Agency Applications](#). ED's guidance clarifies that a district can provide districtwide services with Title IV funds, but must prioritize activities for high-need schools. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 14-15.

34. Every Student Succeeds Act, [Section 4106\(e\)\(1\) Local Educational Agency Applications](#).

35. Every Student Succeeds Act, [Section 4104\(a\)\(2\) State Use of Funds](#) and [Section 4106\(e\)\(2\)\(F\) Local Educational Agency Applications](#).

36. Every Student Succeeds Act, [Section 2102\(b\)\(3\)\(A\) Subgrants to Local Educational Agencies](#) and [Section 2102\(b\)\(2\)\(D\) Subgrants to Local Educational Agencies](#) and [Section 4106\(c\)\(1-2\) Local Educational Agency Applications](#).

37. Code of Federal Regulations, [34 CFR Section 300.39 Special Education](#).

38. Code of Federal Regulations, [34 CFR Section 300.34 Related Services](#).

39. U.S. Department of Education, [IDEA program website](#). See also North Dakota Department of Public Instruction, [Special Education program website](#).

40. These fiscal requirements are: (1) maintenance of effort (MOE), (2) supplement not supplant, which is satisfied if the district/unit meets MOE, and (3) excess costs. Code of Federal Regulations [34 CFR Section 300.203 Maintenance of Effort](#) and U.S. Department of Education, [OSEP Memo 15-10](#), 2015. See also Center for IDEA Fiscal Reporting (CIFR), [Local Educational Agency \(LEA\) Maintenance of Effort \(MOE\) Organizer](#), which provides a number of MOE resources, including a MOE [calculator](#). See also Code of Federal Regulations [34 CFR Section 300.16 Excess Costs](#) and [Appendix A to Part 300 - Excess Costs Calculation](#).

41. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 7. ED developed this guidance to help districts/units spend the

additional IDEA, Part B funds appropriated through the American Recovery and Reinvestment Act, but it applied to regular IDEA, Part B funds as well. The guidance is now archived on ED's website, but the examples are still relevant to IDEA, Part B spending.

42. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 12-35.

43. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 7, 10, 33.

44. Code of Federal Regulations, [34 CFR Section 300.226 Early Intervening Services](#). Note districts and units with "significant disproportionality" must reserve funds for comprehensive coordinated early intervening services to address a policy, practice or procedure the district/unit identifies as contributing to the significant disproportionality. See also Code of Federal Regulations, [34 CFR Section 300.646\(d\) Disproportionality](#).

45. Code of Federal Regulations, [34 CFR Section 300.226\(a\) Early Intervening Services](#). Note districts and units cannot use CEIS funds to replace an expense the district/unit was supporting with ESEA funds. Code of Federal Regulations, [34 CFR Section 300.226\(e\) Early Intervening Services](#). In other words, if a district/unit is already paying for intervention services with ESEA funds, it cannot switch to paying for those services with CEIS funds instead. The district/unit could, however, expand the ESEA-funded intervention services with CEIS funds.

Section 4: Integrated Student Supports (ISS)

1. North Dakota Department of Public Instruction, [Integrated Student Supports program website](#).
2. National Center for School Mental Health, Healthy Schools Campaign, Council of Chief State School Officers, [Restart & Recovery: Leveraging Federal COVID Relief Funding & Medicaid To Support Student & Staff Wellbeing & Connection](#), 2021, pp. 2-3.
3. U.S. Department of Education, [Title I, Part A program website](#). See also North Dakota Department of Public Instruction, [Title I, Part A program website](#).
4. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(A\) Targeted Assistance Schools](#). See also U.S. Department of Education, [Non-Regulatory Guidance Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#), 2016, pp. 5-6.
5. Every Student Succeeds Act, [Section 8101\(52\) Definitions](#).
6. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(3\)\(iii\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(B\) Targeted Assistance Schools](#).
7. Code of Federal Regulations, [34 CFR Section 200.77\(f\) Reservation of Funds by an LEA](#).
8. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(iii\)\(I\) Schoolwide Programs](#). These activities are specifically listed as examples of allowable activities in a schoolwide program. They could also be methods used in a targeted assistance program to improve academic outcomes for Title I students. Every Student Succeeds Act, [Section 1115\(b\)\(2\)\(B\) Targeted Assistance Schools](#).
9. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(iii\)\(III\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(B\)\(ii\) Targeted Assistance Schools](#).
10. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(iii\)\(IV\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(D\) Targeted Assistance Schools](#).
11. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-12. Note ED developed this guidance to support districts in spending Title I funds appropriated through the American Recovery and Reinvestment Act in 2009, but it applies to all Title I funds (see p. 15). Also note the guidance was developed under the No Child Left Behind Act (NCLB), the version of the Elementary and Secondary Education Act (ESEA) before the Every Student Succeeds Act (ESSA) was passed in 2015. ESSA made several important changes to Title I, including revising Title I's supplement not supplant (SNS) requirement, so

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information about SNS, and other parts of the guidance are out-of-date.

12. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(iii\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(E\) Targeted Assistance Schools](#). Districts receiving over \$500,000 of Title I funds must reserve 1% for parent engagement.

13. Every Student Succeeds Act, [Section 1114\(b\)\(5\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(F\) Targeted Assistance Schools](#) and [Section 1115\(e\)\(2\) Targeted Assistance Schools](#). See also U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A F-5.

14. Every Student Succeeds Act, [Section 1115\(e\)\(2\) Targeted Assistance Schools](#). See also U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A F-5.

15. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(iii\)\(V\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(C\) Targeted Assistance Schools](#).

16. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A F-6.

17. Every Student Succeeds Act, [Section 1114\(e\) Schoolwide Programs](#) and [Section 1115\(f\) Targeted Assistance Schools](#).

18. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A D-3.

19. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-15.

20. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(ii\) Schoolwide Programs](#) and [Section 1115\(b\)\(2\)\(A\) Targeted Assistance Schools](#) and [Section 8101\(52\) Definitions](#).

21. Every Student Succeeds Act, [Section 1114\(a\)\(2\)](#).

22. Every Student Succeeds Act, [Section 1114\(b\) Schoolwide Programs](#) and [Section 1114\(b\)\(3\) Schoolwide Programs](#). See also Code of Federal Regulations, [34 CFR Section 200.26\(c\) Core Elements of a Schoolwide Program](#).

23. Every Student Succeeds Act, [Section 1114\(b\)\(7\)\(A\)\(ii\) Schoolwide Programs](#) which authorizes schoolwide program schools to offer the courses necessary to provide a well-rounded education and [Section 8101\(52\) Definitions](#) which includes physical education as part of a well-rounded education.

24. Every Student Succeeds Act, [Section 1115\(a\) Targeted Assistance Schools](#).

25. U.S. Department of Education, [Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students](#), 2009, Q&A E-15. See also Every Student Succeeds Act, [Section 8101\(31\) Definitions](#) for a general definition of mentoring.

26. Center for Disease Control, [New CDC Data Illuminate Youth Mental Health Threats During the COVID-19 Pandemic](#), 2022.

27. The U.S. Department of Education reported that in 2015-2016 58% of the students served by Title I were in K-5. Only 21% were in grades 6-8 and 19% were in grades 9-12.

28. Wayne Riddle, [Title I and High Schools: Addressing the Needs of Disadvantaged Students at All Grade Levels](#), 2011.

29. Every Student Succeeds Act, [Section 1113\(a\)\(3\)\(B\) Eligible School Attendance Areas](#). Districts must serve all schools with more than 75% poverty in strict rank order regardless of grade span. Districts may then, if they choose, serve schools with 75% poverty or less by grade span. Under an option added in ESSA, the most recent version of the ESEA, districts can now lower the 75% threshold to 50% for high schools, which allows the district to serve high schools with between 50-75% poverty before other schools in that poverty range.

30. Every Student Succeeds Act, [Section 1113\(a\)\(5\) Eligible School Attendance Areas](#).
31. Every Student Succeeds Act, [Section 2001 Purpose](#) and [Section 2301 Supplement not Supplant](#). See also U.S. Department of Education, [Title II, Part A program website](#). See also North Dakota Department of Public Instruction, [Title II program website](#).
32. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(B\) Local Uses of Funds](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 19.
33. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(D\) Local Uses of Funds](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 24.
34. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(E\) Local Uses of Funds](#).
35. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(F\) Local Uses of Funds](#).
36. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(G\) Local Uses of Funds](#).
37. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(H\) Local Uses of Funds](#).
38. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, pp. 13, 24.
39. U.S. Department of Education, [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning](#), 2016, p. 24.
40. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(I\)\(i-iii\) Local Uses of Funds](#).
41. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(I\)\(iv\) Local Uses of Funds](#).
42. Every Student Succeeds Act, [Section 2103\(b\)\(3\)\(K, M, O\) Local Uses of Funds](#).
43. Every Student Succeeds Act, [Section 2103\(b\)\(1-2\) Local Uses of Funds](#).
44. Every Student Succeeds Act, [Section 2102\(b\)\(2\)\(C\) Subgrants to Local Educational Agencies](#).
45. Every Student Succeeds Act, [Section 2102\(b\)\(3\)\(A\) Subgrants to Local Educational Agencies](#).
46. Every Student Succeeds Act, [Section 2102\(b\)\(2\)\(D\) Subgrants to Local Educational Agencies](#).
47. Every Student Succeeds Act, [Section 3115\(a\) Subgrants to Eligible Entities](#). See also U.S. Department of Education, [Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the Every Student Succeeds Act](#), 2019, Q&A-4. See also North Dakota Department of Public Instruction, [Title III program website](#).
48. Every Student Succeeds Act, [Section 3115\(c\)\(1-3\) Subgrants to Eligible Entities](#). See also U.S. Department of Education, [Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the Every Student Succeeds Act](#), 2019, Sections C-E.
49. U.S. Department of Education, [Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the Every Student Succeeds Act](#), 2019, Q&A I-3.
50. Every Student Succeeds Act, [Section 3115\(d\) Subgrants to Eligible Entities](#).
51. Every Student Succeeds Act, [Section 4110 Supplement not Supplant](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p.14. See also U.S. Department of Education, [Title IV, Part A, Student Support and Academic Enrichment program website](#). See also North Dakota Department of Public Instruction, [Title IV program website](#).
52. Districts that receive \$30,000 or more in Title IV, Part A funds must, at least once every three years, conduct a comprehensive needs assessment of (1) access to and opportunities for a well-rounded education for all students, (2) school

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conditions for student learning to create a healthy and safe school environment and (3) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. Every Student Succeeds Act, [Section 4106\(d\) Local Educational Agency Applications](#). Districts that receive less than \$30,000 in Title IV, Part A funds do not have to conduct a formal needs assessment, but are encouraged to consider the needs above when deciding how to spend Title IV, Part A funds. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 16, footnote 14.

53. Every Student Succeeds Act, [Section 4108 Activities to support Safe and Healthy Students](#).

54. Every Student Succeeds Act, [Section 4101\(52\) Definitions](#) and [Section 4107\(a\)\(3\)\(B, I\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 19-21.

55. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(C\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 20.

56. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(D\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 21-22.

57. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(E-G\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 21-23.

58. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(H\) Activities to Support Well-Rounded Educational Opportunities](#).

59. Every Student Succeeds Act, [Section 4107\(a\)\(3\)\(J\) Activities to Support Well-Rounded Educational Opportunities](#). See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 23-24.

60. Every Student Succeeds Act, [Section 4109\(a-b\) Activities to Support the Effective Use of Technology](#). Please note of the Title IV, Part A funds a district spends on technology, it may not spend more than 15% of those funds on technology infrastructure. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, p. 32.

61. Every Student Succeeds Act, [Section 4001\(a\)\(1-2\) General Provisions](#). Informed written consent is not required in an emergency where it is necessary to protect the immediate health and safety of the child, other children or district personnel. Informed written consent is also not required when the district actively seeks parental consent, but cannot reasonably obtain it, including when a parent does respond to notice from the district or the child is at least 14 years old and is considered an “unaccompanied youth” under Section 725 of the McKinney Vento Homeless Education Act.

62. Every Student Succeeds Act, [Section 4001\(a\)\(1\)\(B\) General Provisions](#).

63. Every Student Succeeds Act, [Section 4001\(a\)\(1\)\(C\) General Provisions](#).

64. Districts that receive \$30,000 or more in Title IV, Part A funds must spend at least 20% on activities to support a well-rounded education, at least 20% on activities to support safe and healthy students, and at least some funds for activities to support the effective use of technology. Every Student Succeeds Act, [Section 4106\(e\)\(2\)\(C-E\) Local Educational Agency Applications](#).

65. Every Student Succeeds Act, [Section 4106\(e\)\(2\)\(A\) Local Educational Agency Applications](#). ED’s guidance clarifies that a district can provide districtwide services with Title IV funds, but must prioritize activities for high-need schools. See also U.S. Department of Education, [Non-Regulatory Guidance for Student Support and Academic Enrichment Grants](#), 2016, pp. 14-15.

66. Every Student Succeeds Act, [Section 4106\(e\)\(1\) Local Educational Agency Applications](#).

67. Every Student Succeeds Act, [Section 4104\(a\)\(2\) State Use of Funds](#) and [Section 4106\(e\)\(2\)\(F\) Local Educational Agency Applications](#).

68. Every Student Succeeds Act, [Section 2102\(b\)\(3\)\(A\) Subgrants to Local Educational Agencies](#) and [Section 2102\(b\)\(2\)\(D\) Subgrants to Local Educational Agencies](#) and [Section 4106\(c\)\(1-2\) Local Educational Agency Applications](#).

69. Code of Federal Regulations, [34 CFR Section 300.39 Special Education](#).

70. Code of Federal Regulations, [34 CFR Section 300.34 Related Services](#).

71. These fiscal requirements are: (1) maintenance of effort (MOE), (2) supplement not supplant, which is satisfied if the district/unit meets MOE, and (3) excess costs. Code of Federal Regulations [34 CFR Section 300.203 Maintenance of Effort](#) and U.S. Department of Education, [OSEP Memo 15-10](#), 2015. See also Center for IDEA Fiscal Reporting (CIFR), [Local Educational Agency \(LEA\) Maintenance of Effort \(MOE\) Organizer](#), which provides a number of MOE resources, including a MOE [calculator](#). See also Code of Federal Regulations [34 CFR Section 300.16 Excess Costs](#) and [Appendix A to Part 300 - Excess Costs Calculation](#).

72. U.S. Department of Education, [IDEA program website](#). See also North Dakota Department of Public Instruction, [Special Education program website](#).

73. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 28. Note, ED developed this guidance to help districts/units spend the additional IDEA, Part B funds appropriated through the American Recovery and Reinvestment Act, but it applied to regular IDEA, Part B funds as well. The guidance is now archived on ED's website, but the examples are still relevant to IDEA, Part B spending.

74. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 27. According to ED, districts and units "could use an amount of IDEA Part B funds that is the same proportion of the total cost of the program as the number of special education and related services personnel participating in the program is to the total school personnel participating in the professional development, technical assistance and coaching."

75. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, p. 28.

76. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 29-30.

77. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 16-19.

78. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 7, 10, 33.

79. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 31-32.

80. Code of Federal Regulations, [34 CFR Section 300.226 Early Intervening Services](#). Note districts and units with "significant disproportionality" must reserve funds for comprehensive coordinated early intervening services to address a policy, practice or procedure the district/unit identifies as contributing to the significant disproportionality. See also Code of Federal Regulations, [34 CFR Section 300.646\(d\) Disproportionality](#).

81. Code of Federal Regulations, [34 CFR Section 300.226\(a\) Early Intervening Services](#). Note districts and units cannot use CEIS funds to replace an expense the district/unit was supporting with ESEA funds. Code of Federal Regulations, [34 CFR Section 300.226\(e\) Early Intervening Services](#). In other words, if a district/unit is already paying for intervention services with ESEA funds, it cannot switch to paying for those services with CEIS funds instead. The district/unit could, however, expand the ESEA-funded intervention services with CEIS funds.

82. U.S. Department of Education, [Using ARRA Funds Provided Through Part of the Individuals with Disabilities Education Act \(IDEA\) to Drive School Reform and Improvement](#), 2009, pp. 22-23. See also Council of Chief State School Officers, [Restart & Recovery: IDEA & COVID-19 State Strategies for Supporting Local Educational Agencies in Confronting the Effects of the Pandemic](#), 2020.

Appendix A

CNA FOCUSED BRAINSTORMING CHART

What questions do we ask? What data do we use?

Directions: Use this chart to determine what data to use in your CNA snapshot data analysis process. Where the row intersects with the column, brainstorm questions you want to answer through the perspective of ESSA's requirements and Dr. Victoria Bernhardt's Multiple Measures. Think about what data are available to answer your questions. Some boxes will have more information than others. This will help you get deeper than simply looking at state assessment data and will help you prioritize the most important areas to analyze. Consider all required student groups, stakeholders, and programs. (Note: This is **not** a CNA. This is to help you **prepare** for your CNA snapshot data analysis process.)

DATA AREAS for consideration	DATA PERSPECTIVES through MULTIPLE MEASURES			
	Demographics <i>Who are we?</i> <small>ESSA: Opportunities for all students. Equity. Teacher quality. Private/nonpublic. Access to acceleration & enrichment (AP/IB early college, etc.).</small>	Student Learning <i>How are students doing?</i> <small>ESSA: Address needs of those failing or at-risk of failing to meet challenging state academic standards.</small>	Processes & Programs <i>How do we operate?</i> <small>ESSA: Strengthen academic program. Increase learning time. Provide enriched & accelerated curriculum. Well-rounded education. Transitions.</small>	Perceptions <i>How WELL do we operate?</i> <small>ESSA: Parent & family engagement. Awareness/counseling for opportunities including post-secondary and CTE.</small>
STUDENTS Including: <ul style="list-style-type: none"> • Student groups by race/ethnicity (ESSA) • Poverty Level (Title I) • English Learners (Title I, Title III) • Migrant (Title I-C) • Students with Disabilities (IDEA) • Homeless (Title IX-McKinney-Vento) • Neglected/Delinquent (Title I-D) • Foster (Title I) • Military Connected • At-Risk (Title I) • Chronically Absent • Gifted and Talented • Dropouts • Graduation Rates • College/Career-Ready 				

DATA AREAS for consideration	DATA PERSPECTIVES through MULTIPLE MEASURES			
	Demographics <i>Who are we?</i> ESSA: Opportunities for all students. Equity. Teacher quality. Private/nonpublic. Access to acceleration & enrichment (AP/IB early college, etc.).	Student Learning <i>How are students doing?</i> ESSA: Address needs of those failing or at-risk of failing to meet challenging state academic standards.	Processes & Programs <i>How do we operate?</i> ESSA: Strengthen academic program. Increase learning time. Provide enriched & accelerated curriculum. Well-rounded education. Transitions.	Perceptions <i>How WELL do we operate?</i> ESSA: Parent & family engagement. Awareness/counseling for opportunities including post-secondary and CTE.
CULTURE & CLIMATE Including: <ul style="list-style-type: none"> • Vision/mission/values • Positive/Effective Learning Environment • Social/Emotional (Title IV) • Health & Safety (Title IV) • Relationships (Title IV) • Trauma, Violence, Discipline (Title IV) • Heritage 				
TEACHING AND LEARNING Including: <ul style="list-style-type: none"> • Challenging Academic Standards • Effective Instruction • PLC processes, effectiveness • Objective-driven daily lesson plans • Formative Assessments • Federal (Title V) and state accountability • Programs: scope, size, and quality (Title IVB, V) • Career Clusters • College Enrollment/Dual Credit/AP/IB/CI 				

DATA AREAS for consideration	DATA PERSPECTIVES through MULTIPLE MEASURES			
	Demographics <i>Who are we?</i> ESSA: Opportunities for all students. Equity. Teacher quality. Private/nonpublic. Access to acceleration & enrichment (AP/IB early college, etc.).	Student Learning <i>How are students doing?</i> ESSA: Address needs of those failing or at-risk of failing to meet challenging state academic standards.	Processes & Programs <i>How do we operate?</i> ESSA: Strengthen academic program. Increase learning time. Provide enriched & accelerated curriculum. Well-rounded education. Transitions.	Perceptions <i>How WELL do we operate?</i> ESSA: Parent & family engagement. Awareness/counseling for opportunities including post-secondary and CTE.
PARENTAL ENGAGEMENT Including: <ul style="list-style-type: none"> ● Barriers to engagement ● Community core beliefs vs. school core beliefs ● Communication ● As contributors towards creating the school plan (ESSA) ● Ease of reading/understanding the plan (ESSA) 				
STAFFING AND PROFESSIONAL DEVELOPMENT Including: <ul style="list-style-type: none"> ● Strong leadership ● Teacher preparation & support ● Paraprofessional/Teacher/Administrator quality ● Professional Development (Title II) ● Recruit, retain, & train staff (Title II) ● Educators' attendance ● Disproportionality prevention 				

Appendix B



Plan4Learning

NOTICE AND WONDER

CNA DEVELOPMENT ACTIVITY



806 TECHNOLOGIES

DETAILS

SOCIAL MEDIA

@806technologies

DURATION

Limit to 60 minutes or less.

LOCATION & FORMAT

In person or online.

MATERIALS NEEDED

- Identified data.
- School's vision and mission statement.
- Paper or online format for each data team member to record observations as a group. Use data identified previously.

ACTIVITY PURPOSE

To ensure the quality of findings from the data to:

- Prevent addressing trivia
- Separate true data from assumptions / hunches
- Prevent early interpretation from preventing creative problem-solving



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STEPS

1) REVIEW VISION AND MISSION

Don't skip this step. "I notice" and "I wonder" statements should be reviewed through the lens of the vision (what the school will look like in perfect conditions when all goals are accomplished) and the mission (why the school exists and how it desires to operate).

2) QUIET ZONE DATA REVIEW

Provide a copy of the data to be reviewed for each team member or access online. Depending on the amount of data to review, have a quiet time of reflection so team members can review and consider the data. Team members write down 3-7 observations from the data on their own paper. The observations should be things that stand out to them – either positive or negative data that catch their attention. They should be written as "I notice" statements of fact with no opinions, causes or solutions.

3) SHARE AND COMPILE "I NOTICE" FINDINGS

In a round-robin order, each team member reads aloud one observation. A scribe records the "I notice" observations on a chart or computer in view of all team members. In turn, each team member reads aloud a new observation until all observations (with no duplications) have been recorded. There is no discussion.

4) QUIET ZONE DATA REVIEW

Next, establish a quiet time of reflection for several minutes to allow team members to study the list of "I notice" statements. On their own, each team member records 3-7 speculations or questions from the "I notice" list. These speculations attempt to offer possible explanations for the "I notice" statements or make suggestions to gather additional data or information. This is not the time to offer solutions. The intent is to gain insights into what the data suggest, how the data are connected, and what the data imply. The speculations start with words, such as "I wonder why", "I wonder how", or "I wonder if or whether..."

5) SHARE AND COMPILE "I WONDER" STATEMENTS

Without any discussion, in round-robin order, team members read aloud one "I wonder" speculation while a scribe records. Continue until all new "I wonder" statements have been recorded with no duplications.

STEPS

6) QUIET ZONE DATA REVIEW

For several minutes, establish a quiet time of reflection to allow team members to study the list of “I wonder” statements.

7) WHAT CAN WE CONTROL?

As a team, identify the “I wonder” statements/questions as things the school can control (inside the circle of control) and things that the school cannot control (outside the circle of control). Mark through anything that the school cannot control.

8) DISCUSSION AND EXPLORATORY QUESTIONS

Invite the team to discuss the “I notice” and “I wonder” statements that are inside the school's circle of control. Are there trends or statements that can be grouped together under one umbrella? Do some rise to the top as being more significant than others? Seek questions whose answers the team believes will reveal useful information and point in the direction of identifying learning gaps. Example: “Are we spending too much time on state assessment drills and how can we move to more effectively teaching the concepts in the standards?”

9) LIST PATTERNS AND TRENDS

Identify two or three key themes or patterns that seem to emerge and group the appropriate statements together by theme or pattern.

10) IDENTIFY STRENGTHS AND PROBLEMS

Put a “+” in front of the positive statements and a “Δ” in front of the problem statements.

11) PLAN FOR ADDITIONAL NEEDED DATA

Did the discussion uncover a need for more additional information? If so, what? Who will gather the data/information for the next meeting?

*Adapted from Daniel R. Venables Notice and Wonder Protocol. (How Teachers Can Turn Data Into Action, ASCD, 2014).



<i>"I Noticed" (record of campus responses)</i>	<i>"I wonder why", "I wonder how", or "I wonder if or whether..."</i>



CNA DEVELOPMENT ACTIVITY

Revised 11-04-21



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Appendix C



Funding Ideas for Choice Ready

Section 1

Choice Ready is a component within the North Dakota accountability system to measure whether our high schools produce students who are ready for success upon graduation.

The metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness upon high school graduation.

The metrics within the Choice Ready initiative measure student readiness in multiple areas:

- Possessing Essential Skills
 - Post-Secondary Ready
 - Workforce Ready
 - Military Ready

The Choice Ready initiative provides an opportunity for:

- Schools to fare well in accountability determinations.
- Students to graduate high school Choice Ready for their chosen path, or plan to be explored later in life.
- Parents to have their students take credit-bearing courses at a college or university, saving time and money.

On April 20, 2021, Governor Burgum signed SB 2289 into law. This bill redefines the requirements for the state scholarship program and aligns the requirements to Choice Ready. Starting with the Class of 2025, only the new requirements can be used to determine eligibility for the state scholarship. Therefore, it is even more critical to get all students to graduate Choice Ready.

Section II

The activities outlined below are certainly not inclusive of all but provide ideas on ways to get more students to meet the Choice Ready expectations:

Pay for students to take CPR/CAN/EMR training	Purchase Life Skills curriculum for Alternate Choice Ready students	Provide tutoring for ACT/SAT/AP Exams
Fund a Choice Ready coordinator	Pay OSHA/CAN/COL certification fees	Pay for students to take WorkKeys
Fund a CREAM liaison	Pay for dual credit courses	Pay for students to attend career fairs
Pay AP exam fees	Pay for CDE courses	Building Tomorrow's Leaders program for 21st Century Skills and Capstone
Pay for ACT prep courses	Partner to offer a career day	Expanded extra-curricular activities
Fund a Community Service Organizer	Attendance Incentives	Expanded co-curricular opportunities
Professional development on Capstone development and structures	AP Capstone course	Partnerships for online courses and online course experiences
Contract for Portrait of a Graduate work (alignment to 21st Century Skills)	Algebra I by 8th Grade initiatives	Pay for a person to collaborate with community to locate and place students with disabilities in workplace learning experiences or community service experiences
Pay to hire a Job Coach for employment experiences (Students with disabilities)	Purchase Work Skills Readiness Curriculum for Alternate Choice Ready Students	Purchase materials for Independent Living Activities for Alternate Choice Ready Students
Purchase Transition Assessments for Students with disabilities	Purchase Career Exploration Labs	Provide transportation to increase attendance
Determine Assistive Technology needs for students with disabilities	Pay staff during out of school time programming to focus on Choice Ready	Pay costs for technical assessments or industry credential fees

Section III

School districts in North Dakota have numerous funding streams available to support education. Outlined below are potential resources available to schools to help support activities designed to graduate students Choice Ready:

School Funding Sources

Title I: Title I grants provide funding for eligible schools to support supplemental educational opportunities so students may reach proficiency on the state's standards and assessments, provide professional learning for school staff, and to implement strategies for raising student academic achievement. Allowable costs will depend on whether a building is Title I eligible and implementing a targeted assistance or schoolwide program. All interventions, activities, and strategies should be aligned to the Title I school's plan and included in the Title I budget. Schoolwide programs offer flexibility in supporting and meeting the needs of all students. In a targeted assistance program only Title I eligible students may benefit from the services.

The following are examples of Title I activities to support Choice Ready components:

- Supplemental, evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas.
- Instructional staff dedicated to supporting activities by providing access to an enriched curriculum and educational experience including tutors, liaisons, job coach, and coordinators.
- Instructional strategies to raise student academic achievement including accelerated learning programs, dual or concurrent enrollment courses, early college high school courses, advanced placement, CDE courses, and international baccalaureate.
- Technology needs or manipulatives to improve student achievement or assist students complete projects successfully.
- Instructional materials, technology, devices, software, and coursework materials to support student learning and digital access; especially, to student populations including students with disabilities, poverty, homeless, foster care, English learners, Neglected or Delinquent, Native American, and migrant.
- Teacher stipends for professional development, tutoring, and/or programming including those to support dropout prevention, accelerated learning, and work-based learning experiences.

- Expanding co-curricular offerings in areas such as music, art, civics, foreign language, engineering, technology, career and tech ed, health, geography, and culture, with the purpose of providing all students access to an enriched curriculum.
- Supporting extending learning time or expanding educational experiences in programs such as 21st CCLC, STEM, literacy, before/after and summer school programs.
- Course fees, exam fees, attendance incentives, and training to support Choice Ready based on student needs and aligned to program goals/objectives.

Title II: Title II grant funding provides supplemental funding to support activities that strengthen the effectiveness of teachers and school leaders.

The following are examples of Title II activities that support Choice Ready components:

- Educator professional development on advanced coursework
- Professional learning on capstone structures
- Educator professional development for effective online courses and teaching strategies

Title III: Title III provides supplemental funding to support the language development and academic instruction of English learners. Districts could use Title III funds to support choice ready activities outlined in section II for English learners.

Title III - Immigrant: Title III provides supplemental funding to support the language development and academic instruction of immigrant children and youth. Districts could use Title III funds to support choice ready activities outlined in section II for immigrant students.

Title IV: Title IV provides supplemental funding to improve students' academic achievement by increasing access to well-rounded education, improve school conditions for student learning, and advance the use of technology.

The following are examples of Title IV activities that support Choice Ready components:

- Support Community Service by promoting volunteerism and community involvement, service-learning partnerships that create community service opportunities for students, and programs for tracking community service hours for students.
- Expanding co-curricular offerings in the areas such as music and art.

- Increase attendance by implementing dropout prevention programs, creating student engagement opportunities such as clubs; Lego Robotics, STEAM/STEM, and improving school climate activities/programs.
- Extra-Curricular supports such as eSports.
- Support career exploration through extra college and career counseling, college and career ready curriculums, college and career fairs/nights, virtual career experiences, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, and financial literacy and federal financial aid awareness activities.
- LEAs may use funds to raise student academic achievement through accelerated learning programs that provide courses or instruction accepted for credit at institutions of higher education i.e.: dual or concurrent enrollment courses, early college high school courses, advanced placement, and international baccalaureate.
- Support programs to develop 21st Century Skills.
- Activities to promote the development, implementation and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; foreign language instruction; and environmental education.

Transferability: School districts have the flexibility to transfer their federal funds to other federal priorities in order to best meet their local needs.

In addition to the above activities listed for Titles I, II, III and IV, the following are examples of how a district might use Title V flexibility for Choice Ready components:

- Purchase supplies and materials for hands on learning experiences – such as career exploration labs, workforce readiness, or industry credentials/certifications.
- Hire personnel to provide student supports and increase access to choice ready opportunities – Job Coach, Community Liaison, Internship Coordinator, etc.
- Secure consultant for designing a local portrait of a graduate.

SRSA: Under ESSA, the Small, Rural School Achievement (SRSA) Program is aimed at providing supplemental grants to small rural school districts. The SRSA flows directly from the U.S. Education Department (USED) to districts; however, the USED provides

the North Dakota Department of Public Instruction (NDDPI) with eligibility and allocation information.

These funds are extremely flexible and could be used to fund many of the activities outlined in section II. Approximately 110 North Dakota districts receive an SRSA grant ranging from a few hundred dollars up to \$40,000. SRSA funds can be used for any allowable activity under Title I, II, III, and IV.

RLIS: Funds from the Rural Low Income Schools (RLIS) grant may be used for a wide range of activities. In fact, it can be used for any of the activities authorized under Title programs I through IV, and parental involvement activities. This aligns with many of the Choice Ready indicators, such as CREAM, on-line learning courses, and more. Some examples of activities which would support the Choice Ready framework would include: programs which support school/HHS agency collaborations to combat absenteeism through a school/community approach, extended school day programs which provide additional learning time, and mental health supports such as additional counselors.

IDEA: IDEA Part B funds are to be used for the purpose of providing for the education and services of students with a disability, to strengthen education, drive reforms and improve results for students' ages 3 through 21.

The following may be examples of supporting Choice Ready initiatives with IDEA Part B funds:

- Hire a job coach for students who need training to access community employment experiences.
- Purchase workplace readiness curriculum(s) to teach skills to students with significant needs.
- Hire personnel to assess community resources and provide students opportunities for workplace readiness training or volunteer experiences.
- Evaluate transportation needs for students with disabilities, consider purchasing taxi vouchers, bus tickets, etc. for student to increase attendance or access community.
- Conduct assistive technology evaluation and purchase assistive technology devices to increase student independence. Teach student how to utilize device.
- Purchase transition assessments to assess the following areas: jobs and job training, home/independent living, community participation, and post-secondary training and learning opportunities.

- Visit colleges student is interested in attending after graduation and visit the disability service office at each college.

CTE State: Currently, State General Fund CTE funds are reimbursed to schools to offer CTE programs. The reimbursement includes instructor and counselor salaries. This supports Choice Ready as this is funding that assists schools in offering career and technical education courses, meeting the first indicator under Workforce Ready.

CTE Federal: The intent of Perkins V is to guide data driven decisions on how to use Perkins funds, through the completion of a comprehensive local needs assessment (CLNA). The CLNA includes student performance data, CTE enrollment data, labor market information alignment and stakeholder engagement. Since ESSA and Perkins V accountability measures align, using Perkins funds could assist in meeting a number of the workforce ready measures, such a dual credit, industry certifications, work-based learning, and NDSA.

School Improvement: School Improvement funds are granted to help schools make progress in areas that led to being identified as either Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). If schools are identified for either TSI or CSI at the high school level, the following areas are examples of activities that support Choice Ready components:

- Supplemental, evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas
- Supporting programs to develop Essential Skills
 - Technology and/or hands-on manipulatives that lead to student achievement and/or assist students in successfully completing a capstone project or an online course.
 - Teacher stipends for professional development, tutoring, and/or programming outside contract hours for the following:
 - Implementing dropout prevention programs
 - Supporting accelerated learning programs
 - Creating opportunities for work-based learning experiences

BIE: Some schools receive additional federal BIE Funds. These funds can be used to support students in meeting Choice Ready, to increase student academic achievement and meet the needs of Native American students.

ESSER: All districts have access to ESSER funding (ESSER I, II, III) due to the pandemic. Congress appropriated this additional funding to assist districts with their

needs due to COVID-19. These funds are extremely flexible and can be used for expenditures outlined in Appendix B of our plan to address COVID needs and help address potential learning loss. Since all ESEA, Perkins, and IDEA activities are allowable, these funds could literally pay for any of the activities outlined in section II and those activities designed to get more students Choice Ready.

Family Engagement Grants: Schools and Districts can apply for Family Engagement grants to increase family engagement in their schools and communities. We anticipate this grant opportunity to be available in January 2022. These grants will be used as incentives to focus on highly effective methods of engaging families to increase student achievement. These grant funds can be used to support families in understanding the Choice Ready metric through family engagement activities.

Out of School Time Grants: Many districts have 21st Century grants to fund afterschool programs that provide appropriate youth supervision and involvement. Districts could tailor their 21st Century afterschool program to provide activities that will strengthen the Choice Ready framework.

State Funds for CREAM: The state will fund the codes needed for the CREAM program for each student. Funding is also provided for the CREAM facilitator if the CREAM responsibilities exceed the individual's contracted hours. Documentation to verify the additional hours would need to be provided.

State Funds for AP: The state reimburses the full cost of the student's first AP exam in math, English, science, or computer science. 50% of the next three AP exams are covered as well. If students are impoverished, the state will reimburse the entire costs of four AP exams in math, English, science, or taken in the student's high school career. The state also provides reimbursement for AP Summer Institute training for AP teachers up to \$2500 for registration and travel.

Dual Credit Assistance: The Bank of North Dakota provides assistance for needy students who meet requirements. This assistance would fund two dual credit courses. The 67th Legislative Assembly passed HB 1375 which provides a reimbursement scholarship for students who meet the criteria which would cover the cost of dual credit courses up to \$750.

Homeless ARP: The ARP-HCY I program provides funds for the purposes of identifying homeless children and youth, providing homeless children and youth with wrap-around services, and providing the assistance needed to enable homeless children and youth to attend school and participate fully in school activities. These funds may be used to address urgent needs of children and youth experiencing homelessness, including academic, social, emotional, and mental health needs. The funds may also be used to increase capacity by hiring staff, dedicating resources and planning partnerships with community-based organizations, among other strategies.

Choice Ready Grants: In the spring of 2021, the NDDPI provided an opportunity for eligible entities (high schools/CTE/special education) to apply for a Choice Ready grant. The Choice Ready Assessment Grant funds were designed to fund activities that build up and enhance the Choice Ready framework and/or increase the number of students who graduate Choice Ready.

A total of 44 entities received a Choice Ready grant. A list of the approved entities can be accessed [here](#). A list of notable Choice Ready grant activities can be accessed [here](#). At this time, the Choice Ready grant is a one-time opportunity, unless an unobligated funding source would become available.

Other Options:

- Pool Your Resources – In North Dakota, it is becoming quite common for districts to cooperate and share services. Federal regulations allow school districts to pool their resources to share services among several schools. One district would simply agree to be the fiscal agent and the funds would flow through that district to pay for the activity. Districts could pool their funds to support a Choice Ready coordinator, sponsor a career day, or fund the “You’re Hired” event series.
- Another viable option would be to share resources through your local Regional Education Association (REA).
- Gifted funds specifically for the program (e.g., gifts from community).
- Granted funds specifically for the program (e.g., fundraisers).

Appendix D

Funding Ideas for School Improvement

School districts in North Dakota have numerous funding streams available to support continuous improvement. Outlined below are potential resources available to schools to help fund activities designed for all students to graduate Choice Ready with the knowledge, skills, and disposition to be successful.

School/District Funding Sources

Title I: Title I grants provide funding for eligible schools to support supplemental educational opportunities so students may reach proficiency on the state's standards and assessments, provide professional learning for school staff, and implement strategies for raising student academic achievement. Allowable costs will depend on whether a building is Title I eligible and implementing a targeted assistance or schoolwide program. All interventions, activities, and strategies should be aligned with the Title I school's plan and included in the Title I budget. Schoolwide programs offer flexibility in supporting and meeting the needs of all students. In a targeted assistance program, only Title I-eligible students may benefit from the services.

The following are broad examples of Title I activities, programs, and services that may support school improvement efforts:

- Supplemental, evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas.
- Instructional staff dedicated to supporting activities by providing access to an enriched curriculum and educational experiences, including tutors, job coaches, instructional coordinators/coaches, social workers, supplemental counseling services, school nurses, family engagement coordinators/liaisons, and school resource officers.
- Instructional strategies to raise student academic achievement, including accelerated learning programs, dual or concurrent enrollment courses, early college high school courses, advanced placement, CDE courses, and international baccalaureate.
- Instructional activities to raise student academic achievement, including workforce readiness, remedial academic enrichment courses, school health, safety and wellness, dropout prevention, advanced coursework, credit recovery, and transition programs.
- Technology needs or manipulatives to improve student achievement or assist students in completing projects successfully.
- Instructional materials, technology, devices, software, and coursework materials to support student learning and digital access, especially to student

populations including students with disabilities, poverty, homeless, foster care, English learners, Neglected or Delinquent, Native American, and migrant.

- Teacher stipends for professional development, tutoring, and/or programming, including those to support dropout prevention, accelerated learning, and work-based learning experiences.
- Expanding co-curricular offerings in music, art, civics, foreign language, engineering, technology, career and tech ed, health, geography, and culture to provide all students access to an enriched curriculum.
- Supporting extending learning time or expanding educational experiences in programs such as 21st CCLC, STEM, literacy, before/after and summer school programs, music, art, civics, foreign language, engineering, technology, career, and tech ed, health, geography, and culture, to provide all students access to an enriched curriculum.
- Course fees, exam fees, attendance incentives, and training to support school improvement efforts based on student needs and aligned to program goals/objectives.

Title II: Title II grant funding provides supplemental funding to support activities that strengthen the effectiveness of teachers and school leaders.

The following are examples of Title II activities that support school improvement components:

- Educator professional development on advanced coursework
- Professional learning on capstone structures
- Educator professional development for effective online courses and teaching strategies

Title III: Title III provides supplemental funding to support the language development and academic instruction of English learners. Districts can use Title III funds to support English learners within a school improvement framework by providing:

- Community participation programs
- Family literacy services
- Parent and family outreach
- Training activities for English learners and their families
- Effective preschool dual language programs
- Access to educational technologies
- Access to electronic networks for training, materials, and communication
- Access to early college high school or dual credit courses for English learners.

Title III - Immigrant: Title III provides supplemental funding to support the language development and academic instruction of immigrant children and youth. Districts can use Title III immigrant funds to support immigrant students and their families in school improvement efforts by providing:

- Comprehensive community services

- Activities coordinated with community-based organizations, institutes of higher education, private sector entities, or others with expertise in working with immigrant students and families
- Family literacy services
- Parent and family outreach
- Training activities for Immigrant Children and their families
- Access to educational technologies and software
- Programs of tutoring, mentoring, or career counseling
- Other instructional services designed to assist immigrant students in understanding school systems in the US, such as newcomer introductory programs and civics education

Title IV: Title IV provides supplemental funding to improve students' academic achievement by increasing access to well-rounded education, improving school conditions for student learning, and advancing the use of technology.

The following are broad examples of Title IV activities, programs, and services that may contribute to school improvement efforts:

- Activities that improve instructional practices for developing relationship-building skills
- Implementation of mentoring programs
- Positive Behavioral Interventions and Supports (PBIS)
- Development, training, and support of a school wellness team
- E-Care school health programs
- Establishing or improving school dropout and reentry programs
- Community-based counseling services through an MOU or a contract
- Student engagement opportunities (such as clubs, Lego Robotics, STEAM/STEM, etc.) that increase attendance, prevent dropout, and improve school climate
- Career awareness, exploration, and development through additional college and career counseling, college and career-ready curriculums, college and career fairs/nights/expos, virtual career experiences, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, and financial literacy and federal financial aid awareness activities
- Accelerated learning programs to raise student academic achievement that provides courses or instruction accepted for credit at institutions of higher education, i.e., dual or concurrent enrollment courses, early college high school courses, advanced placement, and international baccalaureate
- Programs to support the development of employability, social-emotional, and 21st Century Skills
- Support community service by promoting volunteerism and community involvement, service-learning partnerships that create opportunities for students, and programs for tracking hours for students

- Increase attendance by implementing dropout prevention programs, creating student engagement opportunities such as clubs, Lego Robotics, STEAM/STEM, and improving school climate activities and programs

Transferability: School districts have the flexibility to transfer their federal funds to other federal priorities to best meet their local needs.

In addition to the above activities listed for Titles I, II, III, and IV, the following are examples of how a district might use Title V flexibility:

- Purchase supplies and materials for hands-on learning experiences – such as career exploration labs, workforce readiness, or industry credentials/certifications
- Hire personnel to provide student supports and increase access to opportunities

SRSA: Under ESSA, the Small, Rural School Achievement (SRSA) Program is aimed at providing supplemental grants to small rural school districts. The SRSA flows directly from the U.S. Education Department (USED) to districts; however, the USED provides NDDPI with eligibility and allocation information. These funds are extremely flexible and could be used to fund many different services and programs.

Approximately 110 North Dakota districts receive an SRSA grant ranging from a few hundred dollars to \$40,000. SRSA funds can be used for any allowable activity under Title I, II, III, and IV.

RLIS: Funds from the Rural Low-Income Schools (RLIS) grant may be used for a wide range of activities. In fact, it can be used for any of the activities authorized under Title programs I through IV and parental involvement activities. Some examples of activities that can support school improvement efforts include programs that support school/agency collaborations to combat absenteeism through a school/community approach, extended school day programs that provide additional learning time, and mental health supports such as additional counselors.

IDEA: IDEA Part B funds are to be used to provide for the education and services of students with a disability, to strengthen education, to drive reforms, and to improve results for students ages 3 through 21. The following examples illustrate how IDEA, Part B funds can support school improvement efforts:

- Provide evidence-based opportunities to enhance family engagement while ensuring families of children with disabilities are valued members of both activities and decision-making committees
- Purchase workplace readiness curriculum(s) to teach skills to students with significant needs
- Training in analyzing data in the school systems that can be utilized to implement an early warning system
- Hire personnel to assess community resources and provide students with opportunities for workplace readiness training or volunteer experiences

- Evaluate transportation needs for students with disabilities, consider purchasing taxi vouchers, bus tickets, etc., for students to increase attendance or access community
- Conduct assistive technology evaluation and purchase assistive technology devices to increase student independence and teach students how to use
- Purchase assessments to identify the academic, social, and emotional needs of students with disabilities
- Purchase transition assessments to assess the following areas: jobs and job training, home/independent living, community participation, and post-secondary training and learning opportunities
- Purchase evidence-based curriculums to provide specially designed instruction in areas of academic and social emotional learning
- Purchase additional assessment materials aimed at early childhood special education identification and provision of quality supports and services

School Improvement: School Improvement funds are granted to help schools make progress in areas that led to being identified as either Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). If schools are identified for either TSI or CSI, the following areas are examples of activities that are allowable:

- Supplemental, evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas
- Activities that improve instructional practices for developing relationship-building skills
- Establishing or improving school dropout and reentry programs
- Supporting programs to develop essential skills or support wellness
- Technology and/or hands-on manipulatives that lead to student achievement and/or assist students in successfully accessing learning
- Teacher stipends for professional development, tutoring, and/or programming outside contract hours for the following:
 - Implementing dropout prevention programs
 - Supporting accelerated learning programs
 - Creating opportunities for work-based learning experiences

BIE: Some schools receive additional federal BIE Funds. These funds can be used to increase student academic achievement and meet the needs of Native American students.

ESSER: Due to the pandemic, all districts received ESSER funding (ESSER I, II, III). Congress appropriated this additional funding to assist districts with their needs due to COVID-19. These funds are highly flexible and can be used for expenditures outlined in [Appendix B](#) of our plan to address COVID-19 needs and help address potential learning loss. Since all ESEA, Perkins, and IDEA activities are allowable, these funds can absolutely support school improvement efforts.

Homeless ARP: The ARP-HCY I program provides funds to identify homeless children and youth, provide homeless children and youth with wrap-around services, and provide the assistance needed to enable homeless children and youth to attend school and participate fully in school activities. These funds can be used to address the urgent needs of children and youth experiencing homelessness, including academic, social, emotional, and mental health needs. The funds may also be used to increase capacity by hiring staff, dedicating resources, and planning partnerships with community-based organizations, among other strategies.

State Funding: All ND public school districts receive per-pupil, state-aid funding for K-12 education that can be used to support the implementation of school improvement efforts.

Other Options:

- **Pool Resources:** In North Dakota, it is common for districts to cooperate and share services. Federal regulations allow school districts to pool resources to share services among schools and/or through the ND Regional Education Associations (NDREAs). This strategy could assist in making smaller allocations go further in accessing supports to implement a full-service community model. One district would agree to be the fiscal agent, and the funds would flow through that district to pay for the activity.
- **Philanthropy/Partnerships:** Many school districts have strong partnerships with local businesses, organizations, and agencies within their communities. Fostering and creating trusted partnerships can help address the identified needs of students and families, whether in the form of donations and dollars or dedicated services and programs.

Appendix E

Funding Opportunities and Revenue Sources to Support a Full-Service Community School Model

Section I

In 2018, Nexus-PATH Family Healing, a non-profit organization that provides community-based services for youth and families, in collaboration with two ND Regional Education Associations (REAs), the South-East Education Cooperative and the Central Regional Education Association, applied for and received a five-year grant to build, develop, sustain, and scale a North Dakota model for Full-Service Community Schools (NDFSCS) implementation. This federal grant has been the catalyst for the research, design, and initial implementation of this model in ND.

The NDFSCS Consortium embraces seven guiding principles that serve as the foundation. The following principles provide a framework for action, decision-making, resource allocation, and implementation of the FSCS model and complementary pipeline services in ND.

- Pursue equity
- Invest in the whole child/family unit
- Leverage community strengths
- Utilize data and community wisdom to make decisions regarding programming
- Develop trusted relationships & commit to shared accountability
- Dedicate resources with intention
- Research and implement evidence-based or promising practices with fidelity

The model takes an equitable approach to providing place-based programming through collaborative partnerships. In other words, an NDFSCS is a neighborhood hub where comprehensive supports are coordinated and provided for students/families, oftentimes right inside the school building. Those comprehensive supports, called “Pipelines,” in the NDFSCS Consortium, to improve student, family, and community outcomes include:

- Early Childhood Development
- Remedial & Academic Enrichment Activities
- Family Engagement
- Community Based Supports
- Wellness:
 - Primary Health & Dental Care
 - Nutrition Services & Physical Activities
 - Behavioral Health Supports
- Juvenile Justice & Delinquency Prevention
- Career Planning and Workforce Readiness
 - Adult Education
 - Service-Learning Opportunities
 - Job Training & Career Counseling Services
- Mentoring & Other Youth Development Programs

Section II

Elements in the left column of the chart are ideas to target supports with services and programs to improve student, family, and community outcomes. The second column provides a non-inclusive list of specific services that might be in a full-service community school program based on an authentic needs assessment. Note: Items denoted with (*) are implemented and endorsed services of the NDFSCS Consortium as identified through needs assessments conducted by NDFSCS School Sites.

Pipeline	Description	
Early Childhood Development	Pre-School Programs Waterford UPSTART* Pre-K Reading Corp*	Headstart Raising a Reader SEEDS*
Remedial & Academic Enrichment Activities	ND Reading Corps* ND Math Corps* STEM/STEAM NDMTSS	Tutoring Advanced Placement/Dual Credit CREAM/CLEM Exact Path
Family Engagement	Watch D.O.G.S Parent Camp PTA/PTO*	NDSU Extension Parent & Family Resource Centers (parenting classes, etc.)
Community Based Supports	School-Based Targeted Case Management (TCM)* Vocational Services Economic Assistance Programs	Housing Assistance Substance Abuse Program Senior Meals Programs Food Pantries and Soup Kitchens
Wellness	School Nurse eCare School Health* Dental Services* Vision Services* Basic Needs Pantry* Backpack Program* Rural Mobile Food Pantry Food Security Programs (On-site or mobile pantry, Backpack Program, Summer Meals)*	NDSU Extension Family & Community Wellness Nutrition Education Programming Behavioral Health Prevention/Supports (Substance Use, Mental Health, & Suicide Prevention Programs) Social-Emotional Learning Restorative Practices: Training, Coaching and Support (Tier 1)
Juvenile Justice & Delinquency Prevention	Restorative Practices Positive Behavioral Interventions and Supports (PBIS) School Resource Officers	
Workforce Readiness & Development	Adult Education CRACTC CTE (site-based or virtual) Programs* Junior Achievement*	Golden Path* RUReady* Ignite FMWF Building Tomorrow's Leaders
Mentoring & other Youth Development Programs	Check and Connect * Sources of Strength Vision Zero School Robotics	Boys and Girls Club Building Tomorrow's Leaders Career & Tech Student Organizations (FFA, DECA, etc.)

Section III

School districts in North Dakota have numerous funding streams available to support education. Outlined below are potential revenue sources available to schools to help support a full-service community school model.

Title I: Title I grants provide funding for eligible schools to support supplemental educational opportunities so students may reach proficiency on the state's standards and assessments, provide professional learning for school staff, and to implement strategies for raising student academic achievement. Allowable costs will depend on whether a building is Title I eligible and implementing a targeted assistance or schoolwide program. All interventions, activities, and strategies should be aligned to the Title I school's plan and included in the Title I budget. Schoolwide programs offer flexibility in supporting and meeting the needs of all students. In a targeted assistance program only Title I eligible students may benefit from the services. The following are broad examples of Title I activities, programs, and services that may contribute to a full-service community school model:

- Instructional staff dedicated to supporting activities and access to an enriched curriculum and educational experience such as tutors and paraprofessionals for Reading/Math Corps, Exact Path, early childhood or preschool program, Waterford Upstart, and remedial and academic enrichment
- Hiring staff to support supplemental educational experiences including hiring a full-service community schools coordinator, social worker, supplemental counseling services, school nurse, family engagement coordinator/liaison, and school resource officer
- Supplemental evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas such as mentoring, eCare school health, PBIS, mental health, drug/violence prevention, and bullying programs
- Instructional activities to raise student academic achievement including work force readiness, remedial academic enrichment courses, school health, safety and wellness, dropout prevention, advanced coursework, credit recovery, and transition programs
- Instructional materials, technology, devices, software to support implementation of a full-service community school model
- Educator, leader, and support staff professional development for the full-service pipeline including remedial tutoring, family engagement, academic enrichment, Juvenile Justice and Delinquency Prevention, etc.
- Expanding co-curricular offerings in areas such as music, art, civics, foreign language, engineering, technology, career, and tech ed, health, geography, and culture, with the purpose of providing all students access to an enriched curriculum
- Supporting programs that extend learning time or expanding educational experiences such as before/after school programs, backpack program, and family engagement programs

- Activities to create meaningful opportunities for parents to participate in their child's education including strengthening family and community involvement, service-learning partnerships, volunteering, building relationships, collaborating with community-based programs, disseminating information on best practices, and supporting parents at home, school, and community.

Title II: Title II grant funding provides supplemental funding to support activities that strengthen the effectiveness of teachers and school leaders.

The following are broad examples of Title II activities, programs, and services that may contribute to a full-service community school model:

- Educator or leader professional development on any of the full-service pipeline activities such as Early Childhood Development, Remedial and Academic Enrichment Activities, Family Engagement, Juvenile Justice and Delinquency Prevention, Workforce Readiness and Development, etc.

Title III: Title III provides supplemental funding to support the language development and academic instruction of English learners. Districts can use Title III funds to support English learners within a full-service community school model by providing:

- Community participation programs
- Family literacy services
- Parent and family outreach
- Training activities for English learners and their families
- Effective preschool dual language programs
- Access to educational technologies
- Access to electronic networks for training, materials, and communication
- Access to early college high school or dual credit courses for English learners

Title III - Immigrant: Title III provides supplemental funding for activities that enhance instructional opportunities for immigrant children and youth. Districts can use Title III immigrant funds to support immigrant students and their families within a full-service community school model by providing:

- Comprehensive community services
- Activities coordinated with community-based organizations, institutes of higher education, private sector entities or others with expertise in working with immigrant students and families
- Family literacy services
- Parent and family outreach
- Training activities for Immigrant Children and their families
- Access to educational technologies and software
- Programs of tutoring, mentoring or career counseling
- Other instructional services designed to assist immigrant students in understanding school systems in the US such as newcomer introductory programs and civics education

Title IV: Title IV provides supplemental funding to improve students' academic achievement by increasing access to well-rounded education, improve school

conditions for student learning, and advance the use of technology. The following are broad examples of Title IV activities, programs, and services that may contribute to a full-service community school model:

- Hiring of a Community School Site Coordinator (*a cornerstone of the NDFSCS model*)
- Hiring of school-based mental health support personnel: school nurse, school social worker, supplemental school counseling services, school resource officer
- eCare school health programs
- Community-based counseling services (MOU/Contract)
- Implementation of mentoring programs
- Positive Behavioral Interventions and Supports (PBIS)
- Evidence-based drug and violence prevention activities
- Integrating health and safety practices into school or athletic programs
- Nutritional education and physical education activities
- Bullying and harassment prevention
- Activities that improve instructional practices for developing relationship-building skills
- Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
- Establishing or improving school dropout and reentry programs
- Community service by promoting volunteerism and community involvement, service-learning partnerships that create community service opportunities for students, and programs for tracking community service hours for students.
- Development, training, and support of a school wellness team
- Student engagement opportunities (such as clubs, Lego Robotics, STEAM/STEM, etc.) that increase attendance, prevent dropout, and improve school climate
- Career awareness, exploration, and development through additional college and career counseling, college career ready curriculums, college and career fairs/nights/expos, virtual career experiences, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, and financial literacy and federal financial aid awareness activities
- Accelerated learning programs to raise student academic achievement through that provide courses or instruction accepted for credit at institutions of higher education i.e.: dual or concurrent enrollment courses, early college high school courses, advanced placement, and international baccalaureate.
- Programs to support the development of employability, social-emotional, and 21st Century Skills

BIE: Some schools receive additional federal BIE Funds. BIE funds can be used to support the academic achievement and meet the needs specifically of Native American students within the full-service community school model.

Transferability: School districts have the flexibility to transfer federal funds to other federal priorities to best meet local needs. In addition to the above activities listed for Titles I, II, III and IV, the following are examples of how a district might use Title V flexibility to fund activities, programs, and services that may contribute to a full-service community school model:

- Purchase supplies and materials for hands-on learning experiences – such as career exploration labs, workforce readiness, or industry credentials/certifications
- Hire personnel to provide student supports and increase access to opportunities such as a community schools coordinator, community liaison, additional counseling staff, etc.
- Secure consultant for implementing full-service community schools

SRSA: Under ESSA, the Small, Rural School Achievement (SRSA) Program is aimed at providing supplemental grants to small rural school districts. The SRSA flows directly from the U.S. Education Department (USED) to districts; however, the USED provides NDDPI with eligibility and allocation information. These funds are extremely flexible and could be used to fund many different services and programs, including accessing mental health services, that contribute to a full-service community school model. For example, the [North Dakota Pediatric Mental Health Care Access Program](#) helps provide school-based delivery of telehealth services.

RLIS: Funds from the [Rural Low-Income Schools \(RLIS\) grant](#) may be used for a wide range of activities. In fact, it can be used for any of the activities authorized under Title programs I through IV, and family engagement activities, many of which contribute to a full-service community school model. Some examples of activities include programs which support school/agency collaborations to combat absenteeism through a school/community approach, extended school day programs which provide additional learning time, and mental health supports. There are several North Dakota organizations which offer related services. The [Amachi Mentoring Program](#) in Devils Lake, and the [Best Friends Mentoring Program](#) in Dickinson, mentor youth in their communities in need of adult role models. Haley’s Hope in West Fargo offers remedial reading and reading encouragement tutoring services.

IDEA: IDEA, Part B funds are to be used for the purpose of providing for the education and services of students with disabilities to strengthen education, drive reforms, and improve results for students ages 3 through 21. The following examples illustrate how IDEA, Part B funds can support a full-service community school model:

- Hire a job coach for students who need training to access community employment experiences
- Provide evidence-based opportunities to enhance family engagement while ensuring families of children with disabilities are valued members of both activities and decision-making committees
- Purchase workplace readiness curriculum(s) to teach skills to students with significant needs
- Training in analyzing data in the school systems that can be utilized to implement an early warning system
- Hire personnel to assess community resources and provide students opportunities for workplace readiness training or volunteer experiences

- Evaluate transportation needs for students with disabilities, consider purchasing taxi vouchers, bus tickets, etc. for student to increase attendance or access community
- Conduct assistive technology evaluation and purchase assistive technology devices to increase student independence and teach students how to use
- Purchase assessments to identify academic and social emotional needs of students with disabilities
- Purchase transition assessments to assess the following areas: jobs and job training, home/independent living, community participation, and post-secondary training and learning opportunities
- Purchase evidence-based curriculums to provide specially designed instruction in areas of academic and social emotional learning
- Purchase additional assessment materials aimed at early childhood special education identification and provision of quality supports and services
- Purchase supportive environmental materials to enhance inclusive settings

School Improvement: School Improvement funds are granted to help schools make progress in areas that led to being identified as either Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). If schools are identified for either TSI or CSI, the following areas are examples of activities that support a full-service community school model:

- Supplemental, evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas
- Activities that improve instructional practices for developing relationship-building skills
- Establishing or improving school dropout and reentry programs
- Supporting programs to develop essential skills or support wellness
- Technology and/or hands-on manipulatives that lead to student achievement and/or assist students in successfully accessing learning
- Teacher stipends for professional development, tutoring, and/or programming outside contract hours for the following:
 - Implementing dropout prevention programs
 - Supporting accelerated learning programs
 - Creating opportunities for work-based learning experiences

ESSER: All districts have access to ESSER funding (ESSER I, II, III) due to the pandemic. Congress appropriated this additional funding to assist districts with their needs due to COVID-19. These funds are extremely flexible and can be used for expenditures outlined in [Appendix B](#) to address COVID needs and help address potential learning loss. Since all ESEA, Perkins, and IDEA activities are allowable, these funds can support implementation of a full-service community school model.

Family Engagement Grants: Schools and districts can apply for Family Engagement grants to increase family engagement in their schools and communities. We anticipate this grant opportunity to be available in January 2022. These grants will be used as incentives to focus on highly effective methods of engaging families to increase student achievement and can contribute to implementation of a full-service community school model.

Out-of-School-Time Grants: Districts can apply for 21st Century grants to fund after school programs that provide safe and appropriate youth supervision, engagement activities, and academic supports and can contribute to implementation of a full-service community school model.

State Funding: All ND public school districts receive per-pupil, state-aid funding for K-12 education that can be used to support implementation of a full-service community school model. Due to the influx of ESSER funding, many districts have excess state funding which could be used to support community school activities, programs, and services. Additionally, the state has specific grants that support some of the programs mentioned above:

- [Building Tomorrows Leaders \(BTL\)](#)
- [College Ready English and Mathematics \(CREAM\)](#)

Medicaid 1915i: The North Dakota Medicaid 1915(i) State Plan Amendment allows North Dakota Medicaid to pay for additional home and community-based services to support individuals with behavioral health conditions.

Best in Class: The North Dakota Department of Human Services has a *Best in Class* grant, a competitive grant award established by the 2021 67th Legislative Assembly and codified in NDCC 50-11.1 to serve ND children and families the year before they enter kindergarten. This program builds on program characteristics that drive results - high quality, supported interactions between adults and children based on developmentally appropriate experiences. This program represents a targeted state investment in programs that have committed to delivering the highest quality experiences to the children and families they serve.

Title VII, Part B – Homeless – McKinney Vento Funds: Competitive grant funds are provided to districts for the purpose of identifying homeless children and youth, providing these youth with wrap-around services, and providing assistance needed to enable them to attend school and participate fully in school activities. These funds may be used to address urgent needs of children and youth experiencing homelessness, including academic, social, emotional, and mental health needs. Funds may also be used to increase capacity by hiring staff, dedicating resources, and planning partnerships with community-based organizations, all of which support the implementation of a full-service community school model.

Philanthropy/Partnerships: Many school districts have strong partnerships with local businesses, organizations, and agencies within their communities. Fostering and creating trusted partnerships can help address identified needs of students and families, whether in the form of donations and dollars or dedicated services and programs, is at the core of a full-service community school model.

Pool Resources: In North Dakota, it is becoming quite common for districts to cooperate and share services. Federal regulations allow school districts, with one designated as the fiscal agent, to pool resources to share services among several schools and/or through the ND Regional Education Associations (NDREAs). This strategy could assist in making smaller allocations go further in accessing supports to implement a full-service community model.

Appendix F



Crosswalk of Common Learning Recovery and Acceleration Priorities and Federal Funding

Priorities	Title I, Part A	School Imp. (TSI/CSI)	Title I, Part C Migrant	Title II, Part A	Title III	Title IV, Part A	SRSA/RLIS	IDEA, Part B	Perkins	McKinney-Vento
High Dosage Tutoring for ELA/Mathematics	X	X	X		X	X	X	X		X
Multi-Tier System of Supports (MTSS)	X	X	X	X	X	X	X	X		X
Career and Technical Education Programs	X	X	X			X	X	X	X	X
Choice Ready Initiatives	X	X		X	X	X	X	X	X	X
Integrated Student Supports	X	X	X	X		X	X	X		X
Attendance Improvement		X	X	X		X	X	X		X
Summer Programs	X	X	X	X	X	X	X	X		X
Professional Development	X			X			X	X		X
Early Literacy Support/ Small Group Intervention	X	X			X		X	X		X

Disclaimer: This crosswalk and example provides general information and pertains to the coordinated use of federal and state funds. As always, a final determination of whether a particular cost is allowable depends on the intent, purpose, underlying facts, and circumstances. Districts are advised to consult with program staff if questions arise when coordinating federal and/or state funds. If you have specific scenarios about coordinating or braiding funds within your programs, please reach out to the North Dakota Department of Public Instruction.

Note: Students served with Title III, IDEA, McKinney Vento, and Title I, Part C must be eligible for services under the eligibility guidelines outlined in the applicable statute.

Braiding Scenario Example: Sustainability of CTE Summer Programs

The following braiding and blending tool was adapted from Unlocking Federal and State Funds to Support Student Success (Washington State Office of Superintendent of Public Instruction, 2020).

What initiative or activity has been identified as a need or priority?	
<p>The district has a successful career and technical education summer program they would like to sustain after Summer 2024. They have also added additional academic support time during the summer program for specific subgroups of students (EL, SWD, homeless, and migratory).</p>	
What local, state, and/or federal funds are eligible to braid or blend for this initiative?	What, if any, requirements are needed for specific funding streams?
<ul style="list-style-type: none"> Title I, Part A Title I, Part C Title II Title III-A Title IV-A McKinney-Vento IDEA Perkins 	<ul style="list-style-type: none"> Comprehensive Needs Assessment Consolidated Application Title I Schoolwide Plan Consultation with stakeholders
Possible budgeting options for this initiative	
<ul style="list-style-type: none"> Title I, Part A: Costs related to student transportation and snacks for students for programming Title I, Part C: Costs related to supplemental intervention programming for migratory students; costs associated with any non-covered field trips for migratory students IDEA: Costs related to the supplemental intervention programming for children with disabilities Title II: Provide professional development to help staff build student-focused summer instruction Title III: Costs related to supplemental intervention programming for English Learners (ELs) McKinney-Vento: Costs related to supplemental intervention programming for students experiencing homelessness Title IV: Proportionate costs related to the technology needs of the program Perkins: Costs related to needed CTE-approved equipment/supplies 	

Sustainability considerations
<ul style="list-style-type: none"> • What other programs could support these efforts in the following years? • Are there any local or state funds available that could support next year?
Next steps/questions to consider

Template: Braiding and Blending Tool

This template can be used to assist school districts in planning for a coordinated use of funds and developing more robust, well-rounded programming.

What initiative or activity has been identified as a need or priority?	
What local, state, and/or federal funds are eligible to braid or blend for this initiative?	What, if any, requirements are needed for specific funding streams?
Possible budgeting options for this initiative	
Sustainability considerations	
Next steps/questions to consider	