



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

Federal Title Programs Consolidated Application Guidance Document

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Federal Title Programs Consolidated Application Guidance

FINAL DUE DATE TO SUBMIT CONSOLIDATED APPLICATION: August 28, 2020

Please review the following information carefully. This document includes critical information for completing the consolidated application. Due to the COVID-19 pandemic, additional information may become available. If that should occur, this guidance will be updated.

KEY INFORMATION

- **Section Rollover:** To expedite the process for completing the consolidated application for the 2020-2021 school year, the following sections are being rolled over from previous year's consolidated application. Districts should review these sections and make any revisions as needed:
 - contact information
 - narrative questions and responses
- **Other Updates:** The following changes have been made to the consolidated application.
 - Staff sections have been removed and are to be completed in the MIS01, MIS03, and PER02.
 - District must complete budget sections including activities, categories, and descriptions.
 - The Internal Review Section now includes "Approval with Conditions". Districts will be provided guidance within the "internal review" section to make adjustments in future budget revisions and/or during school year for programming issues prior to monitoring.
 - Final Approval will not be granted for any issues due to non-allowable uses of funds.
- **Grant Period:** The grant period for allocating and spending federal Title funding for this consolidated application period is July 1, 2020 through June 30, 2021.
- **Electronic Application URL:** The Consolidated Application for Federal Title Funding can be accessed at <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>.
- **Board Approval:** The Consolidated Application for Federal Title Funding must be approved during a school board meeting prior to submission. The application cannot be submitted without indicating a date when it was approved by the school board.
- **Contact Information:** Several offices within the NDDPI oversee the Federal Title Programs and the Consolidated Application process. Although the review of a district's consolidated application is a shared staff responsibility at NDDPI, districts will still receive one consolidated approval from the department. Please refer to the chart on the last page of this document that outlines department staff and their expertise for each federal program. If you would like additional support, please reach out to one of the program contacts for technical assistance.
- **Internal Review Screen:** There is an internal review screen within the Consolidated Application for districts to view any issues that need correction. Districts will be notified by NDDPI when the Internal Review is complete. At that time, please make the appropriate corrections and re-submit.
- **Consolidated Application Website:** Pertinent information is posted on the [Consolidated Application website](#). Please review these helpful resources.

Within the Consolidated Application for Federal Title Funding and the updated guidance, sections have been added regarding best practices for use of the Federal Title funds.

School districts are encouraged to ensure their activities are aligned to the priorities of the state's strategic vision and the district's building strategy maps developed in Cognia:

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year

- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students
- Increase access to behavioral health services for students and provide professional development for staff

HELPFUL TIPS

This **Help** document can be accessed throughout the report by clicking on “Help” at the bottom left of each screen.

Date Fields. The format for date fields is MM/DD/YYYY.

Delete. A school building or an integrated activity can be deleted by clicking on  to the left of the item.

Check-Out. To enter data into the program, click on “Check-Out” at the left side of the screen. This will change the report from read-only to write and data can then be entered into the cells. Once you have checked out of this report, it is locked in your name until it is checked-in.

Check-In. To leave the section being worked on and either go to another section or exit the report, click on “Check-In.” This will change the report from write to read-only and will save the data that has been entered. The user can always go back to a section, click on “check-out” and add new data or change existing data. Exiting the report will also check-in each section automatically.

Save. To save data entered into the program, click on “Save” located at the left side of the screens. **Be sure to save often.** A “Save Complete” message appears at the top right corner indicating the save was successful. If you move from one section to another without saving, the system will give you a message to either click “OK” or to “Cancel.” If you want to save the changes, click “Cancel” and then click on “Save.” If you click “OK,” the system will move to the new section without saving the changes you made.

Validate. To check for warnings and errors, click on “Validate” at the left of the screen and follow the directions to correct the problems. If errors occur, a red asterisk will appear, and a summary of the errors will appear at the top of the page. The errors must be fixed before the application can be submitted.

Submit. Once everything is finalized and all information is entered correctly, click on “Submit” at the left of the screen. This submits the report to the NDDPI and becomes read-only to the district staff. No changes can be made after the report has been submitted.

Print. To print data entered into the program, click on “Print Page” located at the bottom left side of the screen under the Functions section. See the Printing Sections of the Consolidated Application section of this Help Guidance for suggestions to print the budgets. To print the screens in smaller print, click on “View” on the browser, “Status Bar,” “Text Size,” and “Smallest” and then click on “Print Page” at the bottom left of the STARS screen.

Exit Report. The entire consolidated application will be checked in, and the system will return to the Report Select in screen.

Log Out. Click on “Exit Report” at the top right of the screen and then click on the blue “Log Out” at the top left of the next screen. It is very important to log out of the STARS properly.

CARRYOVER

North Dakota asked for six waivers to receive flexibility in the use of funds and other requirements covered under the Elementary and Secondary Education Act. The NDDPI received approval from USED on our waiver requests on Monday, April 6, 2020. The NDDPI has posted information regarding each of the [six waivers](#) and how they specifically affect school districts.

- **Title I A:** Due to the COVID-19 pandemic, North Dakota applied for and received approval from the USED for a waiver of the 15% Title I carryover limitation from the 2019-2020 funds. School districts can carryover Title I funding into the 2020-2021 school year without the need for an excess carryover waiver. The flexibility to carry over 100% of the Title I funds only applies to the 2019-2020 school year. No action is needed.
- **Title II A:** School districts are allowed to carry over 100% of their allocation into the next school year and have a full 27 months to obligate and expend the funds. The NDDPI will still close out each fiscal year as of June 30 and make the remainder of the district's Title II allocation available as carryover. If applicable, after 24 months, the Title II final financial statement will indicate the carryover funds that must be spent by September 30 of that year.
- **Title III A:** School districts are allowed to carry over 100% of their Title III A allocation into the next year and have a full 27 months to spend the funds. The NDDPI will still close out each fiscal year as of June 30 and make the remainder of the district's Title III A allocation available as carryover. If applicable, after 24 months, the Title III A final financial statement will indicate the carryover funds that must be spent by September 30 of that year.
- **Title IV A:** School districts are allowed to carry over 100% of their Title IV A allocation into the next year and have a full 27 months to obligate and expend the funds. The NDDPI will still close out each fiscal year as of June 30 and make the remainder of the district's Title IV A allocation available as carryover. If applicable, after 24 months, the Title IV A final financial statement will indicate the carryover funds that must be spent by September 30 of that year.

For those districts who are receiving a Title IV allocation for the first time in the 2019-2020 fiscal year, the potential for carryover would not exist until after the first 15 months of funding, i.e., not until October 1, 2020. The carryover year for any FY 2019 SSAE funds would be October 1, 2020-September 30, 2021.

ALLOCATIONS

Title Program Allocations – Title I A, Title II A, Title III A, and Title IV A

- Click on “Check Out”.
- Enter the “District Contact Information” (name, phone, and email). Do not enter the district name.
- If needed, select “Duplicate Contact” to prepopulate the same contact information in all fields on this page.
- Enter the contact name, telephone number, and email address of the person to contact regarding each Title program.
- Enter the name of the person to whom the school board has given signature authority for each program, which should be the person authorized to approve payment of funds as documented in the school board minutes.
- For Title I A, check targeted assistance, schoolwide, or schoolwide co-mingling all Title funds.

A targeted assistance school receives Title I A funds but is ineligible or chooses not to operate a Title I A schoolwide program. Services are provided to a select group of students who are identified as failing, or most at risk of failing, to meet the state's challenging content and student performance standards.

A schoolwide program allows a school to use funds from Title I A and other federal education program funds and resources to raise the academic achievement of all students. Schools must be approved to operate as a schoolwide program and have an approved plan. A schoolwide co-mingling program combines its Title funds into one budget to support school reform. Schoolwide schools co-mingling their funds must have approval from the NDDPI.

- The NDDPI prepopulates the “District DUNS Number” and the “District Indirect Rate Cost” (as required under federal law). Districts should review for accuracy.
- The allocation amounts are prepopulated and are indicated in the “Allocation” field for each Title program. See the [allocation tables](#) on the Consolidated Application webpage. For districts that are schoolwide and co-mingle Title I A, Title II A, and Title IV A funds, the allocation amount in the Title I A “Allocation” field is the total of the programs. The “Allocation” fields for those districts for Title II A and Title IV A are zero.

The carryover amounts are prepopulated by NDDPI once the Final Financial Reports submitted by the districts are reviewed, approved, and final. Carryover amounts are indicated in the in the “Carryover” field for each program. The consolidated application cannot be approved until the district’s 2019-2020 Final Financial Reports have been processed and approved.

General Information

Equity Provisions

Title II A regulations and the General Education Provisions Act (GEPA) requires each applicant for federal funds include in its application a description of the steps it proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs to meet challenging standards.

- **Teacher Quality.** Districts must identify how all students have access to high quality teachers. In the space provided, please outline the measures employed in the district to address equal access to quality teachers.
- **GEPA Section 427.** Describe the steps your school district proposes to take to permit students, teachers, and other beneficiaries to overcome barriers that may impede their access to or participation in federal educational programs. If your school board has approved policies regarding equity issues, you may simply reference those policies. Samples of barriers are: gender, race, national origin, color, disability, age, low-income, pregnancy, or concerns about school violence. Before answering the question, consider the purpose of the program for which funds are sought and only address those barriers that are applicable to your circumstances. For example, if a program focuses solely on services to pre-school children, there would be no need to address barriers based on age. **Do NOT state, “We have no barriers.”**

Examples:

- 1) *An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.*
- 2) *An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.*
- 3) *An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.*
- 4) *An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.*

Parent’s Right to Know Clause

This section is included in the Assurances.

Title I A Policies

This section is included in the Assurances.

Consultation with Stakeholders

Every school district must consult with stakeholders regarding the district’s intentions for use of federal Title funds.

- Click in the text box and describe the district’s consultation process in the development of the consolidated application.
- Check the appropriate stakeholder groups that were involved in the consultation process.

Certification

The governing body of the school district must review and approve this application and appoint an authorized representative for each Title program. The application can be printed to take to the school board meeting. Documentation of this approval and appointment in meeting minutes is required when the NDDPI monitors the school district. The application cannot be submitted until this section is completed.

- Enter the date the local school board approved the consolidated application and authorized its representative to submit the application. Dates must be entered as “5/25/2020”, not as “5/25/20” or “May 25, 2020”.
- The authorized representative that has been given the password to this electronic consolidated application authorizes the application to be submitted to the NDDPI and certifies the information is accurate.
- Click on “Save” button at the left of the screen.

TRANSFER

Purpose: Allows school districts greater flexibility to target federal funds to programs that most effectively address their unique needs.

If a district chooses to use the transferability option, the district will be monitored according to the program they transferred into. For instance, if a district transfers its Title II and Title IV allocations into the Transfer Title I budget, then the only program monitoring that would apply would be Title I.

The information below is specific to the Transfer section of the consolidated application. Under Transfer, districts that meet the eligibility criteria are allowed to combine the formula funding generated under certain federal Title programs. Districts wishing to participate in this alternative flexibility for using funds must complete specific sections of the consolidated application aligned to how the funds are budgeted. This guidance outlines the additional requirements regarding this option, so be sure to review guidance carefully.

In the 2020-2021 school year, the federal law allows districts to Transfer their Title II A and or Title IV A funds into Title I A, Title II A, Title III A, Title IV A, or Title V Federal REAP (SRSA or RLIS).

Districts can only Transfer into a program in which they receive an allocation. For example: Districts not eligible for Title IV cannot transfer Title II funds into Title IV.

Federal REAP Flexibility

In 2018, the NDDPI learned of new flexibility available to rural schools regarding the transferability option. Title V, Part B, of the Elementary and Secondary Education Act, as amended by ESSA, authorizes the federal REAP program, comprised of two formula grant programs:

- Small Rural School Achievement (SRSA) grant
- Rural Low Income Schools (RLIS) grant

The flexibility is only available to districts that are eligible to receive an allocation from one of these two federal REAP programs.

This flexibility allows eligible SRSA and RLIS districts to combine their Title II and Title IV funds into one pool to be used for allowable activities under any of the federal Title programs.

Programs for allowable use of funds:

- Title I, Part A (Improving Basic Programs Operated by LEAs)
- Title II, Part A (Supporting Effective Teachers)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- Title IV, Part A (Student Support and Academic Enrichment)
- Parent and Family Engagement Activities
- Education of Homeless Children and Youth

Transfer Title V Federal REAP has been built into the consolidated application. The following validations have been added:

- If a district attempts to transfer into a program without an allocation, the following error will display when running the validation.

“Districts can only transfer funds into a program that already has an allocation”.

- If a district attempts to transfer into Title V, but is not eligible for a 2020-2021 federal REAP (RLIS/SRSA) grant, the following error will display when running the validation.

“If a district intends to transfer into Title V, the district must have a federal REAP (RLIS/SRSA) grant in order to utilize Title V transfer authority.”

District utilizing the Transfer Title V Federal REAP have the ultimate flexibility over these funds. The NDDPI does not monitor the programmatic elements for funds transferred into Title V, Part B. SRSA funds are direct grants from the USED to qualifying LEAs and are not part of the state’s monitoring process. As referenced in the [USDE Guidance](#), funds transferred under the Title V Federal REAP flexibility are not subject to all of the rules and requirements of the particular program.

Requirements for Transfer of Funds

- Any transferred funds are subject to the requirements of the programs to which they are transferred.
- A school district that wants to transfer funds must indicate that on its Consolidated Application for Federal Title Programs Funds.
- A school district must consult with the nonpublic schools in its district (if applicable) before a transfer is requested.

Only eligible school districts wishing to participate in the Transfer alternative use of funds need to complete this section. NOTE: Do not include the funds for the SRSA or RLIS grants program administered by the USDE.

For those eligible districts participating, enter the amount of funds in the “Taken From” column from Title II A or Title IV A to be transferred to another Title program (Title I A, Title II A, Title III A, Title IV A, Title V). The “Transfer” total of the amount in Transfer must be the total of the Transfer activities in the Activities section (which automatically calculates as amounts are entered in the object codes for each activity). Amounts can’t be entered in the Transfer Totals subsections.

Transfer Amounts

Any district transferring funds into Title I A must obligate all its Title I allocation and carryover before being allowed to move funding into Title I A through the Transfer option. Transfer funds cannot be combined with the Title I budget and must be tracked separately.

- Click on “Check Out”.
- Summary of Transfer. Only eligible school districts wishing to participate in the Transfer alternate uses of funds need to complete this section.
- For those eligible districts participating, enter the amount of funds in the “Taken From” column from Title II A or Title IV A to be transferred to another Title program (Title I A, Title II A, Title III A, Title IV A, Title V).
- The “Transfer” total of the amount in Transfer must be the total of the Transfer activities on the “Activities” section, which will calculate automatically as amounts are entered in the object codes for each activity. Amounts cannot be entered in the “Transfer Totals” subsections.

INTEGRATED ACTIVITIES

The list of [integrated activities](#) are for one year covering the 2020-2021 school year. The activities the district plans to undertake should be part of its educational plan to improve student achievement. The total allocation, plus any allowable carryover, for each federal program should be included. The integrated activities for each Title program include activities for nonpublic schools and Transfer.

When you are choosing authorized activities, be sure to the activity code matches the activity you plan to do. For example, if you are using Transfer funds for activities for professional development in core subject areas, use a Transfer Title II A activity; do not use a Transfer Title I A activity. You must follow the activities the NDDPI staff approves on the application. If you must deviate from these approved activities, you must first submit a budget revision.

- Click on the specific Title program at the left of the screen from which you want to choose authorized activities. The total of each activity is displayed in the “Activity Total” field at the top of the screen.
- Click on “Check Out”.
- Click on “Add Integrated Activity”.
- Click on the DROP-DOWN BOX and click an activity from the list.
- If the activity reads “specify,” click in the text box under the activity TO PROVIDE FURTHER DETAILS. **Utilize the text box to fully explain the planned activities.** Choose activities for nonpublic schools for each program with activities marked for nonpublic schools.
- Click on “Save.”
- Enter the amounts needed for the chosen activity by object codes. **Do not use commas or dollar signs; only use numbers.**
- Click on “Save.” The total amount entered for all the object codes for each activity is automatically calculated and displayed in the “Total” field at the bottom right of the screen.
- Click on the blue hyperlink “Return to XXX” and select another activity.

When all activities have been chosen and amounts entered into the object codes, the total of the Integrated Activities should be equal to the total amount available for a particular program. As you are entering activities and amounts in the object codes, you should monitor the totals against the amount you have available to be sure the total amount is not too high.

- Click on the blue hyperlink “Return to Title Programs” when all activities have been chosen for a program.

- If the district participates in Transfer, click on the appropriate “Transfer” Title program on the left side of the screen. Follow the same process for choosing activities and entering dollar amounts in object codes as described above. The Transfer section must be completed.
- Continue this process for all activities under all the Title programs.
- To delete an activity that has been chosen and saved, click the  on the left side of the activity and then click on “Save.”

Notes Regarding Title I A Cooperative Agreements

If a district has established a Title I A cooperative agreement with another district, the district that is not the fiscal agent does not enter any Title I A information on its own consolidated application. It does enter information for Title II A, Title IV A, and/or Transfer on its own consolidated application and submits it. The district that is the fiscal agent must include all Title I information for all the districts in the cooperative agreement.

The fiscal agent is responsible for entering program information regarding the cooperating district. To enter program information for the district that is not the fiscal agent, click on “Add District” in the Title I Targeted Assistance or Title I Schoolwide (whichever is applicable) section and then continue through the screens as described in the sections above.

The fiscal agent is responsible for entering budgeting information regarding the cooperating district. To enter activities for the district that is not the fiscal agent, choose the “Title I Cooperatives” category on the “Activities” section and choose activities and object codes as described in the “Activities” section of this document.

Notes Regarding Activities and Object Codes

- Be sure to read all the authorized activities for a program. The list of authorized activities may have changed from last year.
- Use the authorized activity for Indirect Costs for each Title program if you are claiming indirect costs. Also, put the dollar amount in object code 900.
- There are separate authorized activities for each Title program, including Transfer, for the nonpublic schools that participate in the Title programs. Be sure to select the nonpublic activities for each program and indicate in the text box which nonpublic school is benefiting from the funds.
- If the authorized activity asks for an explanation or to specify something, click in the text box and describe with detail.
- For activities under any of the Title programs for which you are paying staff salaries, put dollar amounts only in object codes 110, 120, or 200. Do not put dollar amounts in any other object code.
- Do NOT put dollar amounts in object code 700 for Property and Equipment for any Title II A activities. Equipment is not allowed under Title II A.
- For any other Title programs in which you are purchasing equipment over \$750 per unit, put the dollar amount in object code 700. Computers, furniture (computer desks, cabinets, bookshelves), and technology related purchases (iPads, iPods, cameras, scanners) are ALWAYS considered equipment, no matter the purchase price.
- Activities with zero amounts can be deleted by clicking the  on the left side of the activity.
- The object code for stipends to teachers to attend professional development activities is 110, not 300. Benefits must also be paid when paying stipends (use object code 200).
- Do not use the “Other” activities except in very unusual circumstances; use the specified activity list. If the “Other” activity must be used, provide detailed information in the text box. Do not use the “Other” for object code 200.
- If the district has requested an indirect cost rate from the NDDPI Office of School Finance, all indirect costs must be entered in object code 900. Equipment, unobligated funds, and funds not represented in the budget cannot be counted towards indirect costs.

- Districts participating in Title I A cooperative agreements must use the fiscal agent’s indirect cost rate when calculating indirect amounts.
- Since the department follows NDSFARM, periodicals should be coded to object code 600.
- Unobligated funds must be coded to object code 950 in the district accounting ledgers if the district has unobligated funds coded in the consolidated application.

Notes Regarding Budgets

NEW for 2020-2021 – If you are hiring staff, please include professional staff (Object Code 100) and non-professional staff (Object Code 120) names and license numbers in the budget descriptions. This information is no longer collected on the program section.

The amounts entered under each object code for each Title program will automatically be transferred into a standard budget format. There are two budget formats—one for Title I A that encompasses all of the Title I A categories listed in the paragraphs above; and one called “Consolidated Grants Budget” that encompasses all the other Title programs as well as Transfer.

The “Generate PDF” section also offers a report in which all integrated activity descriptions are compiled.

Unless a school district is co-mingling its federal Title funds (only allowable for Title I A schoolwide schools), the funds must be accounted for and tracked separately by program. The Title I A funds and the Transfer funds cannot be combined in one account. The [Tracking Federal and Local Funds](#) document provides guidance on tracking funds separately.

The school district’s ledger sheets must match the approved budgets on file at the NDDPI. The NDDPI staff will monitor school districts for compliance with this requirement during the school year.

Notes Regarding Title I A

There is a separate list of activities for *Title I District Admin*, *Title I Targeted*, *Title I Schoolwide*, *Title I Nonpublic*, and *Title I Cooperatives*. The total of all the Title I A categories is displayed on the “Total Title I” line. The total of the activities under each of these individual categories should collectively total the entire amount of the Title I available funds. You will not be able to submit the application if the total of these Title I categories is higher than the total of your Title I allocation plus any carryover.

1. The **Title I District Admin** category should include all proposed expenditures for administration of the Title I program and that will not be spent at the building level. Examples are hiring a district-wide Title I A coordinator or homeless liaison; district-wide summer school; activities for the district’s homeless, neglected and delinquent, or EL set-asides; and indirect costs.
2. The **Title I Targeted** category should include all proposed expenditures for Title I A targeted assistance programs and the amounts for building level improvement activities. **Large school districts that must complete the Targeting Report should not complete this section.**
3. The **Title I Schoolwide** category should include all proposed expenditures for Title I A schoolwide programs. If a school district were co-mingling other Title funds for the schoolwide program, then the total of Title I A plus the other Title funds would also be included. **Large school districts that must complete the Targeting Report should not complete this section.**
4. The **Title I Nonpublic** category should include all proposed expenditures for the private schools in the district that are eligible and participate in Title I A. **Large school districts that must complete the Targeting Report should not complete this section.**

Regarding Title I A, the Title I Nonpublic category on the left side of the “Activities” tab should include proposed expenditures for the nonpublic schools in the district. Each year a form is distributed to all nonpublic schools to complete indicating if they want to participate in the federal Title programs. For any school that indicates it wishes to participate in Title I A, the Office Educational Equity & Support will calculate the amount of a school district’s Title I A allocation which needs to be spent at the private school. The public school must always maintain fiscal control of the funds, but the services provided to the private school should reflect the amount indicated.

5. The **Title I Cooperatives** category should include all proposed expenditures for the non-fiscal agent district of a Title I cooperative agreement.
6. The **Total Title I** field is a total of all the separate Title I A categories, including totals from the Title I A targeting report (for large districts only).

The electronic process does not include handwritten signatures. However, the law still requires building principals to sign off on their Title I budget and for private school representatives to sign off on the consultation form. It is the school district's responsibility to keep signature documentation on file.

Notes Regarding Nonpublic Schools

If a private school chooses to participate in the Title programs, choose the appropriate activities for the Title programs for which the private funds will be used and indicate the name of the private school in the text box directly below the activity line. Enter the appropriate amounts by object code as described above.

The public school must always maintain fiscal control of the funds, but the services provided to the nonpublic school should reflect the amount indicated. Meaningful consultation between the district official and private school representative must occur on an on-going basis.

TITLE I DISTRICT

Add District

Complete this section **only** if the district is using Title I funds at the district level and has completed the Title I District Admin budget under the Activities Section. The district's name can be selected from a prepopulated list.

- Click on "Check Out".
- Click on "Add District Building".
- Select the district from the list.
- Click in the text box and describe any district level Title I activities or services. These activities or services could include, but are not limited to: administration of the Title I program, district-wide Title I coordinator, homeless liaison, district-wide summer school, activities for the district's homeless, neglected and delinquent, or EL set-asides, etc. If any students were identified and reported as homeless in the prior year, the district is required to set aside Title I funds for serving homeless children and youth.
- Click on "Save".

Professional Staff

This information is collected in the MIS03.

Nonprofessional Staff

This information is collected in the PER02.

TITLE I NONPUBLIC

Title I Nonpublic Schools

- Click on "Add Title I Nonpublic School." A list of the nonpublic schools in the district will appear.
- Select a school.
- Enter the number of students participating in Title I.
- Check one of the three methods of delivery of service to private school students for that private school.
- In the "Description" text box, briefly describe the Title I program for the private school. Include a general description of the Title I program; the instructional delivery system (in-class, pullout,

before/after school); grades and content areas served; how the program supplements and not supplants classroom instruction; and how the program incorporates research based instructional strategies.

- In the “Additional Services” text box, briefly describe the additional services paid for with Title I funds at the private school.
- In the “Evidence-Based” text box, briefly describe the evidences-based interventions and instructional strategies used in the Title I program for the private school.
- Click on “Save”.

Title I Nonpublic Professional Staff

This information is collected in the MIS03.

Nonprofessional Staff

This information is collected in the PER02.

Affirmation of Consultation

- Read and understand the “Affirmation of Consultation with Private School Officials”.
- Enter the name of the district’s Title I authorized representative.

By submitting this report to the NDDPI, the Title I authorized representative certifies the public school staff has held the required Title I consultation meetings and addressed all required consultation topics with the staff of all private schools in our attendance area. The consultation occurred before any decision was made that affected the participation of eligible private school children in the Title I A program. The district has documentation on file that all private schools in the attendance area received the consultation and agreed that all topics were discussed.

- Click on “Save”.

AIDES/PARAPROFESSIONALS IN TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

A Title I program staffed entirely by aides/paraprofessionals is not permitted. A Title I program must include a highly qualified Title I teacher to provide services to eligible students. This provision is applicable to both schoolwide and targeted assistance programs.

The Title I teacher is required to hold the caseload for all Title I students and oversee all services provided in the Title I program; therefore, a Title I-paid aide must be under the direct supervision of a Title I-paid teacher in a targeted assistance program. If the Title I teacher is responsible for the lessons and evaluation of Title I students, there must be clear supervision and communication between the Title I teacher and Title I aides/paraprofessionals.

A quality Title I program is one that employs more FTE time using high quality teachers than FTE time using Title I aides/paraprofessionals.

All aides/paraprofessionals providing instructional services and listed on the application who work in a program supported with Title I funds must have a Title I paraprofessional certificate number. In a targeted assistance program, working in a program supported with Title I funds refers to those aides/paraprofessionals paid with Title I funds. In a schoolwide program, working in a program supported with Title I funds refers to all instructional aides in the schoolwide building, regardless of the funding source used to pay their salary.

TITLE I TARGETED ASSISTANCE

Add Title I Building

Complete this section **only** if the district has a Title I Targeted Assistance program. Complete information for every building that has a Title I targeted assistance program. The names of the buildings in the district are on a

prepopulated list. The link to add districts should only be used and completed by the fiscal agent of a Title I Cooperative Agreement.

- Click on “Check Out”.
- Click on “Add Title I Building”.
- Select a school from the list.
- Enter the estimated caseload of Title I students that will be served in the Title I program. Caseload is Title I reading students plus Title I math students.
- Check the program models that apply to the Title I program.
- Check the grade levels served by the Title I program. Select all applicable grade levels.
- Click in the text box and describe the building’s Title I program. Include a general description of the Title I program including the student selection process utilized, amount of time services are provided, communication methods with teachers, supplementary services provided, assessments given to determine growth, and strategies for parent and family engagement.
- Describe any additional services provided with Title I funds.
- Describe the evidenced-based programs used in the Title I program.
- **Set-Aside for Parent and Family Engagement.** Districts with an allocation of \$500,000 or more are required to set-aside 1% of their funds to carry out activities and strategies consistent with the district’s parent and family engagement policy. Indicate how the set-aside for parent and family engagement will be used by checking at least one (1) of the six checkboxes.
- Click on “Save”

Professional Staff

This information is collected in the MIS03.

Nonprofessional Staff

This information is collected in the PER02.

Testimony for Nonprofessional Staff

- Complete this section only if you are hiring nonprofessional staff. Enter the name of the building principal at the applicable elementary, middle, or high school. That principal must read and understand the testimony and by submitting this application attests to compliance. The federal regulations require the building principals be apprised of the regulations for Title I aides/paraprofessionals. Their signature(s) testify the school is in compliance. If your school/district only provides a program at the elementary level, only the elementary principal must sign. However, if the program extends into the middle school or high school, then the appropriate principal for those levels must also sign. The consolidated application cannot be approved without the appropriate signatures.
- Click the box under the name of the principal to indicate the principal has read and understands the testimony.
- Click on “Save”.

Summer School

If the district offers a summer school program paid with Title I funds, complete the Summer School subsection.

- Click on “yes” if the school district is offering a summer school program paid with state funds through the NDDPI.
- Click on “yes” if the school district is offering a summer school program paid with Title I funds.
- Enter the Start and End dates of the summer school program paid with Title I funds.

- Enter the grade levels that will be served.
- Enter the number of weeks for the program.
- Enter the estimated number of students participating in the Title I summer school program.
- Describe the intent and purpose of the summer school program in the text box. Include details about the selection process, subjects covered, and assessment practices.
- Click on “Save”.

Cooperative Agreements

If a district has entered into a cooperative agreement with another district for Title I purposes, the district that is not the fiscal agent does not enter any Title I information on its own consolidated application. It does enter information for Title II A, Title IV A, and/or Transfer on its own consolidated application and submits it. The district that is the fiscal agent must include all Title I information for all the districts in the cooperative agreement.

To enter program information for the district that is not the fiscal agent, click on “Add District” in the Title I Targeted Assistance or Title I Schoolwide (whichever is applicable) section and then continue through the screens as described in the sections above.

To enter activities for the district that is not the fiscal agent, choose the “Title I Cooperatives” category on the “Activities” section and choose activities and object codes as described in the “Activities” section of this document.

TITLE I SCHOOLWIDE

Complete this section **only** if the district has a Title I Schoolwide program. The names of the buildings in the district are on a prepopulated list. The link to add districts should only be used and completed by the fiscal agent of a Title I Cooperative Agreement.

Add Schoolwide Building

- Click on “Check Out”.
- Click on “Add Schoolwide Building”.
- Select a school from the list.
- Enter a contact name, position, telephone number, and email for the schoolwide school. The individual listed will be considered the schoolwide contact and will receive all Title I communication along with the authorized representative. This person will also be responsible for disseminating the information received with all building personnel.
- Check the Schoolwide Plan Assurance to document there is an updated schoolwide plan in Cognia.
- Describe how the Title I schoolwide funds are being used to support the schoolwide plan strategies and interventions.
- Describe how the strategies and interventions meet evidence-based standards or practices.
- **Set-Aside for Parent and Family Engagement.** Districts with an allocation of \$500,000 or more are required to set-aside 1% of their funds to carry out activities and strategies consistent with the district’s parent and family engagement policy. Indicate how the set-aside for parent and family engagement will be used by checking at least one (1) of the six checkboxes.
- Check the grade levels included in the schoolwide program.
- Click on “Save”.
- Check all Title programs being combined if the district has been granted permission to co-mingle all of its Title funds. All combined funds should be included in the activities and object codes under the Title I Schoolwide program on the “Activities” section of this Application.

- Click on “Save”.

Professional Staff

This information is collected in the MIS03.

Nonprofessional Staff

This information is collected in the PER02.

Summer School

If the district offers a summer school program paid with Title I funds, complete the Summer School subsection.

- Click on “yes” if the school district is offering a summer school program paid with state funds through the NDDPI.
- Click on “yes” if the school district is offering a summer school program paid with Title I funds.
- Enter the Start and End dates of the summer school program paid with Title I funds.
- Enter the grade levels served.
- Enter the number of weeks for the program.
- Enter the estimated number of students participating in the Title I summer school program.
- Describe the intent and purpose of the summer school program in the text box. Include details about the selection process, subjects covered, and assessment practices.
- Click on “Save”.

Testimony for Title I Schoolwide

- Enter the name of the building principal at the applicable elementary, middle, or high school where a Title I schoolwide program exists. Each building principal must ensure the school is in compliance with the ESSA regarding qualifications of educators.
- Click the box under the name of the principal.
- Click on “Save”.

Additional Guidance on Title I, Part A

Purpose:

The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The Title I, Part A is an ESEA program intended to:

- Ensure all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments,
- Provide funding to supplement educational opportunities for students in higher poverty schools,
- Provide professional learning for school staff, and
- Implement other strategies for raising student academic achievement.

In North Dakota, a district’s Title I investment should align with the [North Dakota PK-12 Education Strategic Vision](#).

High Impact Uses of Funds:

LEAs must reserve Title I, Part A funds for the following required activities:

- Services for students experiencing homelessness
- Services for children in local institutions for neglected students and delinquent students

- Parent and family engagement (required if the LEA receives \$500,000 or more)
- Equitable services for eligible private school students (amounts depend on proportionate share)

Title I funds must carry out a variety of activities including, but not limited to:

- Developing and implementing plans to support and improve low-performing schools identified by the state through its accountability system,
- Providing services to homeless children,
- Providing services to children in local institutions for neglected children, and if appropriate, to children in local institutions for delinquent children, and neglected or delinquent children in community day programs,
- Collaborating with child welfare agencies to ensure the educational stability of children in foster care,
- Allocating Title I funds to eligible schools through a poverty-based procedure known as “ranking and serving,”
- Developing policies and providing services to engage parents and families,
- Providing services to eligible private school students, and
- Overseeing Title I activities in Title I schools.

Title I funds support eligible students using one of two models:

- **A schoolwide model** which supports high poverty schools with flexibility to implement comprehensive school improvement strategies, not limited only to add-on services for certain students. In a schoolwide program all students and staff may participate in Title I-funded activities. Schools may use Title I to support any reasonable activity designed to improve the school’s educational program so long as it is consistent with the school’s comprehensive needs assessment. Schoolwide programs allow a school to consolidate its federal, state and local funds to upgrade the entire educational program.
- **A targeted assistance model**, available to any Title I school that does not operate a schoolwide program. In a targeted assistance school, the school uses Title I funds to provide additional supports to specifically identified students struggling to meet state standards. Title I, Part A funds must be spent on supplemental activities to improve the academic achievement of eligible students.

Dependent upon the school’s needs assessment, high impact funded activities may be used to support:

- High-quality preschool and services to facilitate the transition from early learning to elementary education programs;
- Recruitment and retention of effective teachers, particularly in high-need subjects;
- Increased learning time;
- Providing professional learning to teachers, principals, other school leaders, paraeducators, and, if appropriate, specialized instructional support personnel, and other school personnel;
- Evidence-based interventions to accelerate the acquisition of content knowledge for English learners;
- Activities designed to increase access and prepare students for success in high quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, early college high schools, and dual or concurrent enrollment programs);
- Career and technical education programs to prepare students for postsecondary education and the workforce;
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students’ nonacademic skills that impact academic learning;

- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports);
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making;
- Evidence-Based strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs (including multi-tiered systems of support);
- High impact strategies shown to be effective at increasing family and community engagement in the school, including family literacy programs;
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities);
- Programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

PLEASE NOTE: A district shall use federal funds received under Title I only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in Title I, and not to supplant such funds.

HOMELESS

Homeless Liaison information is now reported in the MIS01 LEA Directory.

Homeless assurances are now reported in MIS01 Fall Report.

All school districts must complete this section.

- **Title I Homeless Staff.** Complete this only for staff paid with Title I funds. Enter the name, email address, FTE paid with Title I funds, and a description of the duties and responsibilities of the staff.
- Click on “Save”.
- To add additional staff, click on “Add Homeless Staff” and continue the process.
- Click on “Save”.
- Number of Homeless Students reported in STARS for the previous school year (This will be pre-populated based on the district’s numbers in POWERSCHOOL).
- Click on “Save”.
- Provide description how cross-coordination is done between McKinney-Vento and Title I regarding automatic eligibility and comparable services, ensuring program effectiveness, eliminating duplicated services, and reducing fragmentation of educational programming.
- Click on “Save”.
- Provide details on how funds are used for homeless services:
 - The district uses (will use) Title I funds to provide additional, allowable services for students experiencing homelessness;
 - The district uses (will use) local funds to provide services for students experiencing homelessness.
- Provide description of how Title I set-aside funds will be utilized based on district’s needs assessment.
- Indicate method of determining Title I set-aside funds (MUST select one)
 - **Method 1: (Title I funds)** Obtain a count of the number of children and youth experiencing

homelessness as reported on the STARS or to the district and multiply this number by the Title I, Part A per-pupil amount on your targeting spreadsheet.

- **Method 2: (Title I funds)** Obtain a count of the number of children and youth experiencing homelessness as reported on the STARS or to the district and multiply this number by a minimum of \$500.00 per pupil identified.
- **Method 3: (Title I funds)** Reserve no less than a 30% match of the total amount of McKinney-Vento grant funds awarded to the district (i.e., provide a supplemental amount of Title I, Part A funds to supplement the McKinney-Vento grant award).
- **Method 4: (Title I funds)** Reserve a specific percentage based on the district's Title I, Part A allocation (e.g., a district may set aside between one and five percent of its total allocation).
- **Method 5: (Title I funds)** Identify the needs of homeless children and youth and then fund accordingly by determining a figure of how much it costs to pay for services to homeless children and youth (e.g., supplemental education services, materials and supplies for those services, costs associated with successful transition, etc.).
- **Method 6: (Local funds)** Funding will be based on needs of individual experiencing homelessness (only districts that had not identified youth experiencing homelessness, can select method 6).

- Click on “Save”.

Additional Guidance on Homeless

Using the Title I Homeless Set Aside Funds

All public schools and districts receiving federal funds must ensure that services are provided to children and youth who are experiencing homelessness. To assist with these services, the law requires that school districts set aside Title I funds, as necessary, to provide services comparable to those that are provided to children in Title I A funded schools. These funds can also support educationally related services to children in shelters and other locations where homeless children may live. The services provided with these funds should support homeless students to succeed in school and to meet the academic achievement standards. It is important to note that all students identified as experiencing homelessness are automatically eligible for Title I.

Comparable services may not necessarily mean the same services; therefore, these funds may also be used to provide services that are not ordinarily provided to other Title I students.

If a district has students who meet the definition of homelessness according to McKinney-Vento, listed below are some strategies on how Title I homeless set-aside funds may be used. These funds can be used to assist homeless students in Title I and Non-Title I schools.

Allowable Uses of Title I Set Aside

- Tutoring services (remedial or accelerated instruction), especially in shelters or other locations where homeless students live
- Before-school, after-school, and/or summer programs
- Services to enable students to enroll in, attend, and succeed in school
- Personal school supplies such as backpacks and notebooks
- Items of clothing to meet a school’s dress or uniform requirements
- Shoes necessary to participate in physical education classes
- Student fees necessary to participate in the general education program
- Graduation cap and gown/graduation fees

- Birth certificates necessary to enroll in school
- Counseling services/domestic violence counseling services
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Costs for attaining a GED for parents participating in Head Start or Even Start
- Homeless awareness activities
- Research-based programs that benefit highly mobile students
- Fees for SAT/ACT testing if not waived by college or university
- Cost of GED for an unaccompanied homeless youth
- Health related services may be allowed if funds are not reasonably available from public or private sources (as a last resort, health, nutrition, other services such as eyeglasses and hearing aids, immunizations, and dental needs).

TITLE II A

Add District

Complete this section **only** if the district is using Title II funds for Title II or Transfer Title II activities at the district level and has completed the Title II A Activities Section. The district's name can be selected from a prepopulated list.

- Click on "Check Out".
- Click on "Add District Building".
- Select the district from the list.
- Click on "Save".
- **District Program Description.** Click in the text box and describe any district level Title II A or Transfer Title II activities or services. These activities or services could include, but are not limited to:
 - Increase student achievement consistent with state standards,
 - Improve the quality and effectiveness of teachers, principals, and other school leaders,
 - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
 - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
- Check all grade spans included in the district Title II program.
- Click on "Save".

Professional Staff

This information is collected in the MIS03 and will not be collected for 2020-2021.

Title II Funding Priorities

Every school district must conduct a needs assessment to determine the needs of the teaching force in order to have all students meet challenging state content and academic achievement standards. After conducting a needs assessment, districts must target the Title II A funds to meet the identified needs.

- Describe how the use of Title II funds aligns to the district's needs assessment (supported by data).
- Describe how the activities and services meet evidence-based standards or practices.
- Click on "Save".

Additional Guidance on Title II A

Purpose:

In general, the purpose of Title II is to meet the following goals:

- Increase student achievement consistent with state standards,
- Improve the quality and effectiveness of teachers, principals, and other school leaders,
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

In North Dakota, a district's Title II investment should align with the [North Dakota PK-12 Education Strategic Vision](#) with strategies to:

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

High Impact Uses of Funds:

The state of North Dakota has the responsibility to provide stronger support and technical assistance and support to districts to ensure federal funds are leveraged to achieve local goals (such as those outlined in strategy maps). Although ESSA offers a broad menu for [uses of funds](#), North Dakota recognized the following as high impact, evidence-based investments.

High Quality Professional Development – This includes the implementation of high-quality, personalized, evidence-based professional development for teachers, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning. This professional development must be sustained, personalized, and job-embedded initiatives that address identified needs gaps rather than stand-alone, one-day, or short-term professional development. ESSA states this professional development may include training teachers, principals, or other school leaders to do the following:

- Effectively integrate technology into curricula and instruction,
- Use data to improve student achievement (ensuring individual student privacy under FERPA),
- Effectively engage parents, families, and community partners and coordinate services between school and community,
- Help all students develop the essential skills for learning readiness and academic success,
- Develop policy with school, local educational agency, community, or State leaders, and
- Participate in opportunities for experiential learning through observation.

The complete definition of [professional development](#) should be referenced to ensure the district is not using funds for stand-alone, one-day, or short-term professional development.

Leadership – Leadership development for teacher leaders, principals, and other school leaders, to include:

- Professional development to improve leadership capacity;
- Leadership residency initiatives
- Leadership preparation academies

- Leadership mentoring

Research shows that strong school leaders have a powerful multiplier effect, dramatically improving the quality of teaching and raising student achievement in a school. Principals account for 25 percent of a school's impact on student achievement, which is significant for a single individual. Moreover, 97 percent of teachers list school leadership as essential or very important for their career choices—more than any other factor. The bottom line: school improvement simply does not occur without strong leadership, particularly in underperforming schools.

A [summary of research](#) on Title II program-funded strategies is available for review.

Non-Allowable Activities:

- Hire an aide/paraprofessional
- Purchase instructional programs for students (e.g., licenses, software, curriculum)
- Strongly discourage food/beverage purchases, except in unique circumstances such as a working lunch for professional development
- Salary/Benefits for teachers, except Class Size Reduction
- Materials and supplies not connected to professional development
- Equipment and/or technology (computers, iPads)
- Any direct reimbursement to a private school

PLEASE NOTE: Funds made available under Title II A shall be used to supplement, not supplant, any other Federal, State, or local education funds.

Title II A funds are subject to an equitable services requirement. In short, this means districts must reserve funds to provide Title II services to eligible private school teachers and other educational personnel.

TITLE III A

This section is required for all districts (fiscal agents) receiving a Title III A allocation.

- Click on “Check Out”.
- Click into each narrative text box and provide descriptions for each of the following:
 - Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered using Title III funds.
 - Describe how the eligible entity will assist English learners in achieving English proficiency, based on the State's English language proficiency assessment, consistent with the State's long-term goals and interim progress measures and meeting the challenging State academic standards
 - Describe how the eligible entity will promote parent, family and community engagement in the education of English learners.
- Click on “Save”.
- Review and agree to all Title III assurances by checking the boxes. Authorized representatives of the consortia fiscal agents are responsible to ensure all participating districts comply with the assurances and requirements of Title III.

Contact Information

- Enter the contact information for any individuals within the district or consortium who should receive Title III correspondence.

- Click on “Save” and “Check In”.

Additional Guidance on Title III A

All districts in North Dakota must implement the ND EL identification procedures. All districts with identified ELs must provide a high-quality language instruction educational program (LIEP) funded through state and local funds. Prior to being eligible for Title III funds or participating in a Title III consortium, districts must meet the core EL identification and program requirements, including:

- Identify ELs using the ND Home Language Survey and the state-approved English language proficiency screening assessment (K MODEL and WIDA Screener) within 30 days of enrollment;
- Provide an evidence-based Language Instruction Educational Program (LIEP) for all ELs delivered by a qualified teacher;
- Fulfill the Title I parent notification requirements annually regarding EL identification and program eligibility; and
- Ensure ALL ELs annually participate in the state English language proficiency assessment (ACCESS 2.0) and the ND State Assessment.

Uses of Funds:

Title III funds must be used to supplement or add to an EL programs funded with state and/or local funds. and Title III funds must be used to:

- Provide an effective LIEP that demonstrates success in increasing the English language proficiency and academic achievement of ELs;
- Provide effective EL related professional development for classroom teachers, principals, administrators, and other school or community based organizational personnel; and

Provide and implement other effective activities and strategies that enhance or supplement LIEPs for ELs, which include parent, family, and community engagement activities and strategies that serve to coordinate and align related programs. In alignment with district goals, Title III funds may also be used to:

- Upgrade EL program objectives and effective EL instructional strategies;
- Improve the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures;
- Provide tutorials and academic or career and technical education for ELs;
- Provide intensified EL instruction, which may include materials in a language the students can understand, interpreters, and translators for students;
- Develop and implement effective preschool, elementary school, or secondary school LIEPs that are coordinated with other relevant programs and services;
- Provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families;
- Improve the instruction of ELs, which may include English learners with a disability, by providing for the acquisition or development of educational technology or instructional materials, access to, and participation in, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs; or
- Offer early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.

TITLE IV A

Contact Information

- Enter a contact name, position, telephone number, and email for Title IV. The individual listed will be considered the Title IV contact and will receive all Title IV communication along with the authorized representative.
- Click on “Save”.

Annual Evaluation (All Districts) (ESEA section 4106)

All Title IV Part A programs or activities must be evaluated annually.

- Click on “Check out”.
- Districts must describe their plan to periodically review and monitor the effectiveness of their program or activities.
- Consultation/ Stakeholder engagement is required. Describe the methods used to consult with stakeholders in the review. Stakeholders must include, but are not limited to the following; parents, teachers, principals, students, school leaders, specialized instructional support personnel, Indian tribes or tribal organizations, when applicable, Local government representatives, others with relevant and demonstrated expertise, community-based organizations.
- Include timeline of the review for your activities.
- Click on “Save”.

Investment of Title IV Funds (All Districts)

In North Dakota, a district’s Title IV investment should align with the [North Dakota PK-12 Education Strategic Vision](#) with strategies to:

- Increased students who enter kindergarten prepared to learn
- Increased students who demonstrate reading proficiency in 3rd grade
- Increased students who meet expected learning gains each year
- Increased students who engage in learning
- Increased students who graduate choice ready
- Reduces the disparity in achievement for students in poverty and for Native American students
- Increased access to behavioral health services for students and provided professional development for staff

Districts will answer the following two questions with a narrative.

- Click on “Check out”.
- How has the investment of Title IV Part A funds addressed the following?
- How does this investment of Title IV Part A funds align to your local strategy map in Cognia?
- Click on “Save”.

Equitable Participation

By checking the box, the district assures that they provided Equitable Participation through meaningful engagement and ongoing consultation with the private schools.

Prioritization of Funds (All districts) (ESEA section 4106)

Districts must prioritize the distribution of Title IV Part A funds to schools that:

1. have the greatest needs (as determined by the district),
2. have the highest percentages or numbers of low-income children,
3. are identified for targeted support, and

4. are identified comprehensive support OR are identified as a persistently dangerous school.
 - Click on “Check out”.
 - describe your prioritization method(s)
 - include the data reviewed used to determine priority risk areas.
 - Click on “Save”.

Alignment of Funds and Program Activities (All districts) (ESEA section 4106(e)(1).

Identify the intended goals and outcomes of the Title IV Part A programs or activities; Well-rounded education for all students, Supporting Safe and Healthy Students, and Effective Use of Technology. These may include any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart. Title IV Part A programs or activities must meet evidence-based standards and align to the levels of evidence as required by ESSA. (ESEA section 4108(5)(A), (B)(aa), (F)(ii).

- Identify Title IV activity. If a group of activities are towards the same goal, they may be listed together.
- List the overall goal for each activity or group of activities as it relates to the three areas.
- Describe the intended outcomes of each activity or group of activities.
- Identify the aligned ESSA Level of Evidence for each Title IV Part A program(s) or activity/activities. Please refer to the [Evidence-Based Interventions under ESSA Guidance](#).

Comprehensive Needs Assessment (for districts with Title IV Part A allocations over \$30,000) (ESEA Section 4106)

Districts with Title IV A allocations over \$30,000 must conduct a comprehensive needs assessment, within the past three years, specifically addressing:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning in order to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

For each activity, please identify the following:

- Title IV area; Safe/Healthy, Well-Rounded, or Technology
- Data sources(s) reviewed
- Key findings from the review
- Click on “Save”.

Spending Requirements (For districts with Title IV Part A Allocations over \$30,000)

By checking the box, the districts assure that they are meeting the Title IV spending requirements of:

- at least 20% of Title IV funds on access to, and opportunities for support well-rounded education, and
- at least 20% of Title IV funds on support safe and healthy students, and
- a portion of funds on activities to support the effective use of technology AND of this portion, no more than 15% (cap) can be used on technology infrastructure.
- Click on “Save”.

Staff

This information is collected in the MIS03 and/or PER02.

Additional Guidance on ESSA Title IV

The primary purpose of Title IV, Part A of the *Every Student Succeeds Act* is to improve students' academic achievement by increasing the capacity of states, districts, schools, and local communities to provide all students with access to well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

ESSA Title IV – Possible Use of Funds

Well Rounded

Offer well-rounded educational experiences to all students, which may include:

- Increasing student access and improving engagement in high quality courses in STEAM and computer science, music and the arts, foreign languages, accelerated learning programs, American history, environmental education, or other programs that contribute to a well-rounded education
- Reimbursing low-income students to cover parts or all costs of accelerated learning fees
- School counseling: career counseling, training, financial literacy, guidance counseling
- Addressing student attendance and engagement
- Extracurricular engagement: chess clubs, student newsletter, student involvement within school activities
- Accelerated learning programs: accelerated exam expenses, dual credit, student coursework
- Programs and activities that promote volunteerism and community involvement

Safe and Healthy Schools

Foster safe, healthy, supportive, and drug free environments that support student academic achievement; which may include:

- School-based mental health services, supplemental counseling
- Drug and violence prevention activities
- Health education/physical education activities and curriculums
- Bullying and harassment prevention programs
- Social Emotional Learning activities and programs
- Bullying and harassment prevention programs Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
- Establishing or improving school dropout and reentry programs
- School safety and crisis management activities
- Nursing and e-nursing services

Educational Technology

Increase access to personalized, rigorous learning experiences supported by technology by providing technical assistance to improve the ability of LEAs to:

- Identify and address technology readiness needs, including infrastructure and access (devices, access to libraries, connectivity, operating systems, software, related network infrastructure, and data security)
- Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students
- Provide educators, school leaders, and administrators with the professional learning tools, devices, content and resources to:
 - Personalize learning
 - Discover, adapt, and share relevant high-quality educational resources
 - Use technology effectively in the classroom
- Provide students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
- Develop or use innovative or evidence-based strategies for the delivery of specialized or rigorous academic courses

- Disseminate promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications
- Implement and support school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
- Build technological capacity and infrastructure
- Develop or use effective or innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology
- Carry out blended learning activities (must include ongoing professional development for teachers)
- Provide professional development on the use of technology to enable teachers to increase student achievement in STEAM areas

PLEASE NOTE: Funds made available under Title IV A shall be used to supplement, not supplant, any other federal, state, or local education funds.

ASSURANCES

Every school district receiving federal Title funds must assure to certain requirements in state and federal law. Every school district receiving federal Title funds must also certify that “no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools.” The person the school district authorizes to submit this consolidated application must read and understand these assurances and certification and certify the school district will comply with them.

- Click on “Check Out”.
- Enter the name of the authorized representative of the district.
- Enter the date the authorized representative read these assurances. The date must be written as MM/DD/YYYY.
- After the authorized representative has read this document, check the box indicating “I have read and understand the above statement”.

School Prayer Certification

This information is now collected in the MIS01 Fall Report.

APPROVAL PROCESS AND GRANT AWARD

After the consolidated application has been approved, the grant award will be completed by the NDDPI staff and submitted electronically on the consolidated application. It is every district’s authorized representative’s responsibility to review the grant award and to advise the district staff of the approved amounts.

PRINTING SECTIONS OF THE CONSOLIDATED APPLICATION

There are two budgets that can be generated by the program. These are readable and printable versions of the expenditures in standard budget format. There is also a document that shows the activity descriptions from the Activities section. There is a choice of either a grid that opens on the same page or a pdf file. The pdf file is the most printer friendly version.

- Click on “Generate PDF” under the Functions section on the left side.
- Select “Select Report” to read or print various sections of the Consolidated Application.
- From the dropdown box, select the section(s) to print. Options are:
 - Allocations

- Title I – The Title I A budget broken down and totaled by object code for Title I District Admin, Title I Targeted, Title I Schoolwide, Title I Nonpublic, and Title I Cooperatives.
- Grants Budget – Title I A, Title II A, Title III A, Title IV A, and Transfer budgets on one page
- Integrated Activities – Prints all integrated activities for Title I A, Title II A, Title III A, Title IV A, and Transfer
- Non Public
- Targeted Assistance
- Schoolwide
- Homeless
- Title II District
- Title III
- Title IV
- Transfer Title V
- Assurances
- Grant Award

Print Note: The easiest way to print is to select the PDF version of the report. It will open in a new screen for printing.

FISCAL GUIDANCE, POLICIES, AND RESOURCES

Notes Regarding Object Codes

It is extremely important that the district's budgets match those approved and on file in the NDDPI. The NDDPI uses the North Dakota School District Financial Accounting and Reporting Manual (NDSDFARM) to determine the activities that go under each object code. District and school personnel need to review the following chart to familiarize themselves with the activities listed in each object code. Following is an explanation of the object codes:

Object Code	Example	Object Code	Example
110	Salaries of Regular Employees – Certified Staff Professional salaries – salaries paid to certified individuals; includes substitute teacher salary	500	Other Purchased Services Travel – expenditures for staff travel, including mileage, airline tickets, taxi fares, meals, lodging
120	Salaries of Regular Employees – Noncertified Staff Non-professional salaries – salaries paid to other staff that are not certificated; (e.g., paraprofessionals, secretaries, teachers' aides, bus drivers)	600	Supplies and Materials Expendable items that are consumed, worn out, or deteriorated in use (e.g., freight, books, school supplies, periodicals/ subscriptions, software, software applications)
200	Personal Services Employee benefits – payments that are not part of gross salary made on behalf of employee; i.e., insurance, social security, retirement, unemployment compensation, workers compensation, annual leave, sick leave	700	Property and Equipment – includes items such as document cameras, iPods, iPads, computers, printers, desks, even if the cost is less than \$750. (These items must be tagged as purchased with Title I funds)
300	Purchased Professional & Technical Services Contracted services – purchased services for which the district has a contract on file (includes speaker fees and professional development on site)	800	Other Dues, memberships, registration fees (includes license fees)
400	Purchased Property Services Repair of equipment	900	Other Use of Funds Indirect costs
		950	Unobligated set-asides

Tracking Federal Funds Guidance

Every program funding source, whether state or federal, must be tracked separately. When districts submit financial reports to the NDDPI Office of School Finance, it is critical that local and federal expenditures be reported separately so the funding rolls up correctly into the appropriate categories. Under EDGAR and federal law, the NDDPI is responsible for ensuring that federal funds are expended in the categories in which they were approved. When local and federal funds are combined into one budget, the NDDPI is not able to distinguish how federal funds are spent.

The NDDPI has developed guidance outlining the appropriate codes for all programs under ESSA. Districts should reference this guidance as they prepare budgets and begin coding expenditures to specific federal programs.

Using FEDERAL Funds to Support Expenditures					
Fund	Project Code	Instructional Organization	Program Code	Function	Object Code
01	068 Title I Helping Disadvantaged Students	20 Elementary 30 Middle 40 Secondary	261 Title I	1000 Instruction 2000 Support Services	110 Certified Personnel
	069 Title I Neglected and Delinquent		270 Title III		120 Noncertified Personnel
	070 Title I Migrant Education		290 Title IIA		200 Employee Benefits
	071 Title I Parent and Family Engagement		285 Title IV		300 Purchased Prof. & Technical Services
	072 Title I Education for Homeless Children		298 Other		400 Purchased Property Services
	075 Title II-A Teacher/Principal Training		Federal Program		500 Other Purchased Services
	077 Title III Language Instruction				600 Supplies & Materials
	078 Title IV-A Student Support & Academic Enrichment (SSAE)				700 Property & Equipment
	079 Title IV-B 21 st CCLC				800 Other Objects
	082 Transferability				900 Other Use of Funds
	083 Reallocated				950 Unobligated
	089 REAP—Small Rural Schools Program				
	094 Comprehensive Literacy State Development				
	098 Striving Readers Comprehensive Literacy				
099 Comprehensive Support					
100 Targeted Support					
101 Add'l Program Improvement Funds					
102 STEEP-ELL Program					
103 Title VI-Assessments and Standards					
104 ESSER (CARES Act)					

Coding Unobligated Funds

Unobligated set-aside funds should be listed as object code 950 on federal Title program ledgers. Keep in mind, any federal Title program funds listed under object code 950-Unobligated set-aside cannot be expended on this line. In order to use these funds, the district must submit a budget revision and move the funds to the appropriate object code based on how the district plans to utilize the funds.

Coding Equipment

All federal program expenditures that fit the definition of equipment, regardless of the purchase price, should be recorded under object code 700 - Property and Equipment.

U. S. Department of Education correspondence to the NDDPI states that ALL COMPUTERS (computers, monitors, iPads), TECHNOLOGY RELATED PURCHASES (cameras, iPods, white boards, etc.), and supplemental TITLE I FURNITURE (filing cabinets, bookshelves) should be considered equipment so that they are tracked on an inventory to prevent loss or misplacement (object code 700).

General Federal Title Programs Fiscal Policies

- Once the consolidated application has been approved, NDDPI staff will enter the grant information into Webgrants. Further information will be provided with district approval notices.
- Requests for funds (claims) and budget revisions (contract amendments) will be completed in Webgrants. Further guidance will be provided with district approval notices.
- The dates of the reporting period of expenditures should be the actual dates in which expenditures were incurred.
- The federal Title program(s) authorized representative on file, along with the business manager, must sign all federal Title financial documents.
- Indirect costs cannot be claimed for reimbursement until the end of the fiscal year. Indirect costs are only paid on actual expenditures minus any dollars spent on equipment and minus the amount of funds remaining on the unobligated line.
- It is imperative that the accounting ledgers kept at the school district's fiscal office match the approved budget on file in the NDDPI.
- Business managers must take the approved budget revisions they receive from the NDDPI and change their accounting ledgers to match the approved budget. Failure to do this will result in an audit exception, which could jeopardize your federal Title reimbursement. School districts can amend federal program budgets by board approval (NDCC 57-15-31.1).
- School districts can only provide educators with a stipend during non-work times; otherwise, it is considered double-dipping. A stipend to attend after-hour functions, to work on their own time, or attend events during weekends or summertime is appropriate. Schools cannot provide a stipend if staff is already being paid for their time, for example to attend a conference during the school year on a weekday.
- All federal Title funds are paid to school districts on a reimbursement basis only.
- School districts cannot claim funds in an object code without an approved budgeted amount. For example, if a school district submits a budget on the application with no funds in travel (object code 500) then decides to send a teacher to a conference, the district must submit a budget revision and obligate funds into the travel object code (500) before the travel to the conference takes place. If a budget revision is not submitted, districts jeopardize receiving reimbursement for this activity.
- All expenditures must fall within the grant award period listed on the official grant award.

Budget Revisions (Contract Amendments)

- All federal Title programs budget revisions (contract amendments) must be submitted through Webgrants.
- School districts must submit a budget revision (contract amendment) and receive approval by NDDPI staff before the revision is implemented by the district.
- Business managers must take the approved budget revisions (contract amendments) they receive from the NDDPI and change the district's accounting ledgers to match the approved budget. Failure to do this will result in an audit exception, which could jeopardize federal Title funding and reimbursement. School districts can amend federal program budgets by board approval during the school year (NDCC 57-15-31.1).
- Districts that submit a budget revision (contract amendment) must provide a description of why the revision is needed.

Key Reminders

- **Combining Funds:** Unless a school district is co-mingling its federal Title funds as an approved schoolwide co-mingling program, the Title funds must be accounted for and tracked separately at the district level. For instance, a district's Title I funds and the Transfer funds cannot be combined together in one account on the district's accounting ledger, even if Transferring into Title I program.
- **Signatures:** The electronic process does not allow for signatures; however, the law still requires districts to obtain them. It is the responsibility of the district personnel to obtain and keep signature documentation on file, which will be cross-checked during the monitoring process.
- **Transfer Eligibility:** If a district Transfers funds into the Title I program, the district must first allocate all of its available Title I funds (allocation and carryover), then it can Transfer funds into the program.
- **Private Schools:** For districts that have private schools in their attendance area, there are additional forms that must be completed electronically on STARS. In addition, the private school forms require signatures.
- **Full-day Kindergarten:** Beginning in 2007-2008, the North Dakota Legislature appropriated funds to support full-day kindergarten programming. Therefore, districts may not use their Title I dollars to fund a full day kindergarten program.
- **Student Support:** Districts using Title I funds for homeless students, neglected and delinquent students, or to supplement an EL program must complete additional information on the consolidated application.
- **NWEA:** Beginning in 2009-2010, the North Dakota Legislature appropriated state funding for school districts to give students the Measure of Academic Progress test in grades 2-10 (or a comparable test approved by the state superintendent). The funds for this test are included in the state aid payment. Since this testing is now a requirement of state law, federal Title funding cannot pay for the costs of this testing. The only exceptions would be using federal funds for the non-mandated grades.
- **Summer School:** Each biennium, the North Dakota Legislature provides funding through the state aid payment for summer school. Beginning in the spring of 2010, funding has been included for non-remedial science, social studies, math, and reading classes in grades 5-8.

Districts using federal funds for summer school must ensure the federal summer school program is at a separate time than the state-funded summer school program or that a federal summer school program builds on or adds to a state-funded program for Title I students.

- **PowerSchool:** Section 15.1-07-33 of the North Dakota Century Code states that each school district shall acquire PowerSchool through the Information Technology Department and use it as its principal student information system. Funds for this are incorporated into each district's state aid payment; therefore, federal funds cannot be used for this expense.
- **Title I Preschool Programming:** There continues to be an increase in the number of districts using their federal funds for preschool. If the district operates a federally-paid preschool program, it is imperative that the district review the [Title I preschool guidance](#).
- **Student Performance Strategist:** During the 2010-2011 school year, the North Dakota Legislature appropriated funding for and mandated that each district have one (1) full FTE "student performance strategist" for every 400 K-3 students. This position requires a North Dakota teaching license. The codes assigned for this position should be reported as 65-122-00097.

Since this requirement is in state law, districts cannot use federally paid staff to meet this requirement, as that would be supplanting. Small districts may need to work collaboratively with other districts or their REA to share a student performance strategist.

- **State Mandated Youth Mental Health and Suicide Prevention Training:** During the 2015 North Dakota Legislative session, Senate Bill (SB) 2048 passed requiring each school district provide a minimum of 8 hours of professional development on youth mental health to elementary, middle, and high school teachers and administrators. In addition, suicide prevention is now required within SB 2209. Since this training is now a requirement of state law, federal Title funding cannot pay for the costs of this training.



Federal Title Programs Contacts for 2020-2021 Consolidated Application

Several offices within the NDDPI oversee the Federal Title Programs and the Consolidated Application process. To streamline technical assistance, the chart below outlines department staff and their expertise for each federal program.

Although the review of a district's consolidated application is a shared staff responsibility, districts will still receive one consolidated approval from the department. If you would like additional support, please reach out to one of the program contacts for technical assistance.

Title I & Title IV – Office of Educational Equity & Support		
Amanda Peterson, Director	amandapeterson@nd.gov	328-3545
Stefanie Two Crow, Assistant Director	stwocrow@nd.gov	328-2287
Anne Linden, Assistant Director	alinden@nd.gov	328-4612
Sheena Pryce Fegumps, Assistant Director	sprycefegumps@nd.gov	328-2265
Lauri Nord, Program Administrator	lnord@nd.gov	328-2282
Beth Larson-Steckler, Program Administrator	esteckler@nd.gov	328-3544
Title II – Office of Academic Support		
Ann Ellefson, Director	aelfefson@nd.gov	328-2488
Davonne Eldredge, Assistant Director	deldredge@nd.gov	328-4525
Brenda Ehrmantraut, Assistant Director	blehrmantraut@nd.gov	328-1809
Taylor Crosby, Program Administrator	tlcrosby@nd.gov	328-2629
Title III – Office of Indian/Multicultural Education		
Lucy Fredericks, Director	lkfredericks@nd.gov	328-1718
Lodee Arnold, Assistant Director	laarnold@nd.gov	328-1876
Transfer		
Ann Ellefson, Director	aelfefson@nd.gov	328-2488
Homeless Program		
Beth Larson-Steckler, Program Administrator	esteckler@nd.gov	328-3544
Private School Equitable Services		
Stefanie Two Crow, State Ombudsman	stwocrow@nd.gov	328-2287
Fiscal Officers		
Vacant, Title I		
Jane Gratz, Title II & Transfer	jmgratz@nd.gov	328-2292
Cami Bauman, Title III	crbauman@nd.gov	328-2254
Deb Pilon, Title IV	dpilon@nd.gov	328-2753