

2016-2017 Guidance for Completing the Consolidated Application for Federal Title Funding

FINAL DUE DATE TO SUBMIT CONSOLIDATED APPLICATION: August 26, 2016

Please review the following information carefully. This document includes critical information for completing the consolidated application.

Key Information

- **Open Date:** The 2016-2017 Consolidated Application for Federal Title Funding has been opened on State Automated Reporting System (STARS) allowing district personnel to start inputting information.
- **Grant Period:** The grant period for allocating and spending federal Title funding for this consolidated application period is July 1, 2016 through June 30, 2017.
- **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.
- **Assigned Contact:** Each district has been assigned a staff member within the Division of Student Support & Innovation to answer questions on the consolidated application. The list for the 2016-2017 school year is available on the website under the [School Staff](#) tab.

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 a 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 a read-only to the district staff. No changes can be made after the report has been submitted. Do not submit until the application is approvable by the district’s Federal Title Programs contact person.
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 Budget section of this Help Screen Guidance Manual 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 STARS properly.

Issues to Address Before Completing the Consolidated Application

Determining Carryover

- Title I:
Allowable carryover funds for Title I are based on a percentage of the district’s total allocation. The chart below illustrates how carryover is determined.

Allocation Amount	Percentage allowed to carryover
Over \$50,000	15%
Over \$45,000	20%
Over \$40,000	25%
Over \$35,000	30%
Over \$30,000	35%
Over \$25,000	40%
Over \$20,000	45%
\$20,000 or Less	50%

Example: If a district’s total allocation is \$36,400, then the maximum carryover is \$10,920.
 $\$36,400 \times 30\% = \$10,920.$

Title II:
School districts are allowed to carry over 50% of their allocation into the next school year for Title II A funding.

Please keep in mind, the consolidated application cannot be approved until the district’s 2015-2016 Final Financial Reports has been processed and approved. When the Final Financial Report has been reviewed and processed, the district will receive a copy of the approved report. At the bottom of the report, there is a box which indicates the official amount of carryover funds available for the 2016-2017 school year. Administrators then need to input their official carryover amount into the consolidated application.

Community Eligibility Option for School Nutrition Programs: The National School Lunch Program (NSLP) is a federally assisted meal program that provides low-cost or free lunches to eligible students. Eligibility for school lunch is determined in several ways, including: free meals application, direct certification for students in designated categories, Provision 2 and 3 schools, **and** the state’s Community Eligibility Provision (CEP).

The CEP is part of the 2010 Healthy, Hunger-Free Kids Act phased in over several years. Beginning in the 2014-2015 school year, all schools nationwide that met the 40% direct certification threshold were eligible to use the CEP. The CEP allows schools with high percentages of low-income children to provide free breakfast and lunch to all students *without* collecting school meal applications. Schools can elect to use this provision if they have 40% or more students directly certified to receive free meals.

States and districts have traditionally used NSLP eligibility to identify economically disadvantaged students for reporting and accountability. The CEP eliminates the need for household applications for free and reduced-price meals in high-poverty districts and schools, and thus impacts districts’ and schools’ poverty information for Title I reporting.

In the absence of household applications, the U.S. Department of Education (USDE) Title I guidance gives states several options for identifying economically disadvantaged students in CEP schools for the purpose of reporting and accountability:

- a) States may choose to have only directly certified students identified as economically disadvantaged for reporting. You may recall that direct certification is based on information obtained from institutions and organizations already serving these students and does not involve extra burden on parents and schools.
- b) Alternatively, states may choose to continue to collect the equivalent of NSLP data in CEP schools. States choosing this approach will report directly certified students as well as students identified based on family income as economically disadvantaged.
- c) Finally, because CEP schools generally have higher poverty levels than other schools, and the number of students not eligible for NSLP tends to be small, a state may elect a school level approach and have all students in CEP schools identified and reported as “economically disadvantaged” for accountability.

North Dakota has elected option C. Therefore, the CEP program will affect participating schools in the following ways:

- Title I Allocation Determinations - all students are reported as economically disadvantaged.
- NAEP Reporting - all students are reported as economically disadvantaged.
- Student Eligibility for Supplemental Educational Services (SES) - all students are eligible.
- AYP Determinations - all students are reported for the subgroup of economically disadvantaged.

General Information

Homeless Children and Youth Local Liaison Information: The McKinney-Vento Homeless Assistance Act requires each school district to appoint a liaison for homeless students in its district. The NDDPI must have the name of each school district’s local liaison for the Education of Homeless Children and Youth program. This person cannot be the district’s superintendent.

- Enter the name, title, phone number, and email address of the liaison for the Education of Homeless Children and Youth program.

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 representatives to submit the application. Dates must be entered as “5/25/2016,” not as “5/25/16” or “May 25, 2016.”
- The authorized representative that has been given the password to this electronic consolidated application authorized the application to be submitted to the NDDPI and certifies the information is accurate.
- Click on the “Save” button at the left of the screen.

Activities

These integrated activities are for one year covering the 2016-2017 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 if known, for each federal program should be included. The [list of authorized activities with corresponding activity codes for each Title program](#) is posted online.

There is a separate list of activities for *Title I District Admin*, *Title I Targeted*, *Title I Schoolwide*, *Title I Cooperatives*, *Title I 5% Teacher Quality*, *Title I Nonpublic*, *Title I PI Prof. Dev*, *Title I PI Corr Act/Alt Gov*, and *Title I PI Choice/Supp Ser*. The total of all the Title I 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 including any carryover.

1. The **Title I District Administration** category should include all proposed expenditures for administration of the Title I program that will not be spent at the building level. Examples are hiring a district-wide Title I coordinator or homeless liaison; district-wide summer school; activities for the district’s homeless, neglected and delinquent, or LEP set-asides; and indirect costs.
2. The **Title I 5% Teacher Quality** category should include all proposed expenditures for the 5% set-aside for highly qualified teachers in the core academic subjects.
3. The **Title I Targeted** category should include all proposed expenditures for Title I targeted assistance programs and the amounts for building level program improvement activities. **Large school districts that must do targeting should not complete this section.**
4. The **Title I Schoolwide** category should include all proposed expenditures for Title I schoolwide programs. If a school district were co-mingling other Title funds for the schoolwide program, then the total of Title I plus the other Title funds would also be included. The total of the other Title funds plus any carryover should be entered in the “Carryover” field. **Large school districts that must do targeting should not complete this section.**
5. 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. **Large school districts that must do targeting should not complete this section.**

Regarding Title I, 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 its wishes to participate in Title I, the Office of Federal Title Programs will calculate the amount of a schools district’s Title I allocation which is required to be spent at the private school. The public school district must always maintain fiscal control of the funds, but the services provided to the private school should reflect the amount indicated.

6. The **Title I Cooperatives** category should include all proposed expenditures for the non-fiscal agent district of a Title I cooperative agreement.
7. The **Title I PI School Choice/Supplemental Services** category should include all proposed expenditures that schools in program improvement must spend on school choice-related transportation costs and supplemental educational services. School districts may use 5 percent of their Title I Part A allocation to pay for choice-related transportation costs. Also, a district may use an additional 10 percent of its Title I Part A allocation for school choice transportation or supplemental services, whichever is needed. Districts may also use up to 5 percent of their Title I Part A allocation to pay for supplemental services. They may also use an additional 10 percent of their Title I Part A allocation for school choice transportation or supplemental services, whichever is needed.
8. The **Title I PI Corrective Action/Alternative Governance** category should include all proposed expenditures for schools/districts that are in years three, four, and five of program improvement.
9. The **Title I PI Prof Dev** category should include proposed expenditures that schools/districts in program improvement years one and two must spend on professional development. Districts identified for program improvement must spend 10 percent of the district’s Title I Part A allocation for professional development. Schools identified for program improvement must spend 10 percent of their building’s Title I Part A allocation for professional development at the building level. **Note** these funds are available for the use of program improvement schools/districts only, these funds are not part of the Title II Part A professional development funds. For schools and districts in years three, four and five of program improvement, the set-aside is optional.

Schools/districts that do not spend their entire 10 percent set-aside for professional development during the school year are required to carry over the unspent funds and add the amount to the subsequent school year 10 percent set-aside to be spent on professional development.

- If you are unsure how to use some or all of the funding for professional development, choose the activity (under the Title I Prof Dev category) “I-104 Unobligated” and enter the amount under the object code for “Unobligated Set-asides.” At any time during the school year, the school district may obligate these funds to program improvement professional development activities by completing a budget revision.

10. The **Total Title I** field is a total of all the separate Title I categories, including totals from the Title I 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 budgets 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.

When you are choosing authorized activities, be sure to choose the correct activity code that matches the activity you plan to do. For example, if you are using REAP funds for activities for professional development in core subject areas, use a REAP Title II Part A activity; do not use a REAP Title I Part A activity. You must follow the activities the NDDPI staff approves on the application. If you have to 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 a particular 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 or less than 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 Transferability, click on the appropriate “Transfer” Title programs 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/REAP section must be completed.
- If the district participates in REAP, click on the appropriate “REAP” 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/REAP section must be completed.
- Continue this process for all activities under all of the Title programs.
- To delete an activity that has been chosen and save, click the  on the left side of the activity and then click on “Save.”

Title I 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 Part A and/or REAP on its own consolidated application and submits it. The district that is the fiscal agent must include all Title I information for all of 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 section 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're claiming indirect costs. Also, indicate the dollar amount in object code 900.
- There are separate authorized activities for each Title program, including REAP, 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 Title I Professional Development unobligated funds, choose the last activity on the respective list and enter the dollar amount in the object code labeled "Unobligated."
- For the Title I 5% Teacher Quality Set-aside activities, specify how the funds will be used and the individual the funds will be used on.
- For activities under any of the Title programs for which you are paying staff salaries, enter dollar amounts only in object codes 110, 120, or 200. Do not put dollar amounts in any other object code.
- Do NOT enter dollar amounts in object code 730 for Equipment over \$750 for any Title II Part A activities. Equipment is not allowed under Title II Part A.
- For any other Title programs in which you are purchasing equipment over \$750 per unit, enter the dollar amount in object code 730. 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 on 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 (object code 200) must also be paid when paying stipends.
- 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.

Title I Nonpublic

Notes Regarding Nonpublic Schools: If a private school chooses to participate in the Title programs, select 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 private school funds, but the services provided to the nonpublic school should reflect the amount indicated.

Equitable Services Worksheet: This subsection calculates equitable services reservation amounts for the private schools in the district based on private low-income children and reservation amounts set aside by the district, Title I District Admin Activities section.

- Click on "Check Out"
- Enter the number of low-income children in the district (excluding private school children)

- Enter the number of low-income children in the private school(s) from eligible Title I attendance areas.
- Click on “Save”

The percentage of Reservation is automatically calculated

- Enter the amount the **district** is reserving for instructional services, if any. This includes extra services beyond your basic Title I programs, such as district preschool, district summer school, or district jump start.
- Enter the amount the **district** is reserving for parental involvement, if any.
- Enter the amount the **district** is reserving for professional development, if any.
- Enter the amount the **district** is reserving for teacher quality (professional development), if any.
- Click on “Save”

The private school’s proportional amount for each reservation is automatically calculated. The amounts calculated in the “Nonpublic Amount” column are the amounts that must be reserved for the private schools. Activities must be included under the Title I Nonpublic Activities section or the Title I Targeting Building Budget separately for each reserved amount.

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 nonpublic students participating in Title I
- Check one of the three methods of delivery of service to private school students for each private school.
- In the 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.
- Indicate and describe what parental involvement training opportunities are provided.
- Click on “Save”

Title I Nonpublic Staff

- Click on “Add Title I Nonpublic Staff”

All professional staff paid with Title I funds who will be providing services to the Title I private school program should be included in the Title I Nonpublic section. For instance, if the district has hired a Title I teacher to provide student services after school, this position should be included on this screen.

- Select the statement which best describes the professional staff position. Please note some positions require an explanation.
- Enter their corresponding North Dakota teaching license number. Select “Find” for the system to conduct a search for the individual.
- Enter the name(s) of the Title I staff member(s) working at the nonpublic building. If staff has not yet been hired, indicate “TBA” and submit the names of the individuals hired at a later time.
- Enter the email address of the Title I paid employee.
- Enter the FTE the employee is paid with Title I funds (Example: If a teacher is 50% at the private school Title I program and 50% at the public school Title I program, the FTE in Title I is 1.00. However, only .50 FTE will be recorded under the private school and .50 FTE will be recorded under the Targeted Assistance or Schoolwide section).

- Click on “yes” to indicate a new teacher. Click on “no” if the teacher is not new.
- Enter the number of hours in reading
- Enter the grade span served in reading
- Enter the number of hours spent in math
- Enter the grade span served in math
- Click on “yes” if other services are offered. Click on “no” if other services are not offered.
- If “yes” is checked, describe the other services offered in the text box.
- Click on “Save”
- Click on “Add Professional Staff” to add more names

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 district has held the required Title I consultation meetings and has addressed the above issues with the staff of all private schools in our attendance area, and that consultation occurred before any decision was made which affected the participation of eligible private school children in the Title I Part A program. The district must have documentation on file that all private schools in the attendance area received the consultation and agreed to the issues covered.

- Click on “Save”
- Submit Affirmation to NDDPI

Title I Targeted Assistance & Schoolwide Programs

As announced at the regional workshops held in April 2016, much of the data in the Title I targeted assistance and schoolwide sections are being rolled over from last year for the 2016-2017 transition year. However, districts still need to list staff for both targeted assistance and schoolwide and complete the summer school section. New approved Title I schoolwide programs for 2016-2017 will need to add a building and complete the schoolwide section.

Title I Teachers and Credentials: All Title I teachers must have a current and valid Title I credential number before the consolidated application can be approved.

In a schoolwide program, any teacher that has been assigned the position of providing extra supplemental assistance to students must hold a valid Title I credential.

Title I Aides/Paraprofessionals: 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.

The No Child Left Behind (NCLB) Act focuses on using highly qualified teachers, especially in the Title I program. Therefore, 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.

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 “Add Summer School Staff”.
- Enter the name of the staff serving in the summer school program.
- Indicate if the staff member is a teacher or paraprofessional.
- Click on “Save”

Title I Homeless

Title I Law: All districts reporting homeless children and youth on STARS will be required to set aside Title I funds to assist children and youth experiencing homelessness within district boundaries.

- The law specifically addresses homelessness and the LEA’s requirement in the following Title I A regulations (Sec. 1113, c, 3 – Reservation): *“A local education agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educational related support services to children in shelters and other locations where children may live.”*

Allowable Expenditures: Title I A funds set aside for homeless students can be used for any of the following:

- To improve educational services for homeless children and youth by assisting children and youth in meeting social and economic challenges.
- To provide homeless children and youth with the services needed to make a successful transition from their state of homelessness to school or employment.
- To prevent homeless youth from dropping out of school, and to provide dropouts and children and youth with a support system to ensure their continuing education.

Homeless Count: Districts must report the number of homeless students reported in STARS from the 2015-2016 school year.

Primary Nighttime Residence Information: Districts must determine which students are experiencing homelessness in the fall of each school year. In order to make this determination, districts must collect information on each student’s primary nighttime residence. This can be done through a fall registration process or a separate primary nighttime residency questionnaire. Under this section, explain how your district collects the primary nighttime residency information for each student each fall.

Calculating Reservation of Set-Aside Funds: The NCLB Act states that a reservation of funds must take place to provide services to homeless children and youth and that these services must be comparable to the services the district provides to other students. The law does not specify a percent that must be used to determine the set-aside; however, reservation of funds must be reasonable and necessary, meet the unique needs of homeless students that are above and beyond services provided through regular Title I Part A programs, and must be determined on a calculated basis. This section of the consolidated application gives districts five options to use to determine their set-aside amount.

- If no homeless children or youth were reported in STARS for the 2015-2016 school year, it is not mandatory that you set-aside Title I funds for homeless children. However, if at any time during the 2016-2017 school year a homeless child resides in the district, the law requires assistance for that child through the use of Title I funds and/or district funding to provide comparable services to ensure the academic and social success of the child. A budget revision may be necessary to meet this requirement.

Use of Funds: All districts obligating funds for homeless children and youth must thoroughly explain the use of funds and their intentions on the consolidated application. Under the ‘Activities’ section, ‘Title I District Admin’ set-aside funding must be accounted for with an obligated activity or activities. In addition, under the homeless section, districts must outline their intended use of Title I funds for homeless students.

Title II A and the Consolidated Application

The information below is specific to the sections of the consolidated application relating to Title II A programming.

Use of Funds: Districts have four options for utilizing their Title II A funding, including:

- High quality professional development: Providing professional development activities that improve the knowledge of teachers and principals in content knowledge, classroom practices, and effective instructional practices.
- Class-size reduction in core academic subject areas: Hiring highly qualified teachers in order to reduce class size, particularly in the early grades.
- Retention of highly qualified teachers: Developing and implementing initiatives to promote retention of highly qualified teachers and principals (e.g., teacher mentoring from exemplary teacher and administrators).
- Recruitment of highly qualified teachers: Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals (e.g., signing bonuses or differential pay). If signing bonuses are selected, the district must document and ensure it is meeting NDCC law.

Rural Education Achievement Program (REAP) and Transferability

In the 2016-2017 school year, the NDDPI is allowing districts to REAP/Transfer their Title II A funds into Title I, Title II A, Title II D, Title III, Title IV, and Title V. This revised guidance outlines the additional requirements regarding this option, so be sure to review guidance carefully. The information below is specific to the sections of the consolidated application relating to REAP. Under REAP, districts that meet the eligibility criteria are allowed to combine the formula funding generated under certain federal Title programs. In the beginning of the NCLB era, there were multiple federal Title programs that could participate in the REAP option. At this time, districts that elect to participate in REAP have one option, which is to REAP Title II A funds into the district's Title I program to help support Title I expenditures. Districts wishing to participate in this alternative flexibility for using funds must complete specific sections of the consolidated application.

Rural Education Achievement Program (REAP)

Purpose: To address the unique needs of rural school districts that lack the personnel and resources needed to compete effectively for grants and that receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Alternative Uses of Funds Authority: This initiative allows eligible school districts to utilize funding under Title II Part A Section 2121 Teacher Principal Training and Recruitment to support initiatives within the following six programs:

- Title I A Disadvantaged Children Meet High Standards
- Title II A Teacher and Principal Training and Recruitment
- Title II D Enhancing Education Through Technology
- Title III Language Instruction for Limited English Proficient and Immigrant Students
- Title IV A Safe and Drug Free Schools
- Title V A Innovative Strategies

Title I A – Disadvantaged Children Meet High Standards

Purpose: Ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II A – Teacher and Principal Training and Recruitment

Purpose: Increase student achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Title II D – Enhancing Education through Technology

Purpose:

- Improve student academic achievement through the use of technology in elementary and secondary schools.
- Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of 8th grade.
- Encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

Title III A – English Language Acquisition, Language Enhancement, and Academic Achievement Act

Purpose: Ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same challenging state academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help LEP students achieve these standards. States, school districts, and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

Title IV A – Safe and Drug-Free School and Communities

Purpose: Support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and communities; and are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Title V A – Promoting Informed Parental Choice and Innovative Programs

Purpose:

- Support local education reform efforts that are consistent with and support statewide education reform efforts.
- Provide funding to implement promising educational reform programs and school improvement programs based on scientifically-based research.
- Provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.
- Meet the educational needs of all students, including at-risk youth.
- Develop and implement educational programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

Eligibility: Eligible school districts must have an average daily attendance of less than 600 or each county in which a school is located and served by a school district has a population density of fewer than 10 people per square mile and a Locale Code of 7 or 8.

Summary of REAP Alternative Uses of Funds: Only eligible school districts wishing to participate in the REAP alternative use of funds need to complete this section. NOTE: Do not include the funds for the Small Rural Schools program that is administered by the USDE. For those eligible districts participating, enter the amount of funds in the “Taken From” column from Title II A to be transferred to another Title program (Title I A, Title II A, Title II D, Title III, Title IV A, Title V A). The “REAP” total of the amount in REAP must be the total of the REAP 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 REAP Totals subsections.

Program Improvement Initiative: Districts that have not made Adequate Yearly Progress (AYP) for the past three consecutive years and are electing to participate in REAP must use the REAP funding to address AYP initiatives.

Any district transferring or REAPing funds into Title I must obligate all of its Title I allocation and carryover before being allowed to move funding into Title I through the Transferability/REAP flexibility option. Transferred and REAPed funds cannot be combined with the Title I budget and must be tracked separately. If the district has elected to participate in REAP, please note the following:

- **Project Code:** The REAP project code for the district's accounting ledger is 082.
- **Tracking Funds:** If a district is REAPing any funds into Title I and some into Title II, these amounts all get combined into one REAP budget and should be tracked with the project code 082. The funds REAPed into Title I do not become part of the Title I budget. The REAP Title I and REAP Title II expenditures in the REAP budget are combined and tracked together in the school district's local REAP accounting ledger.

Transferability

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

Summary of Transferability – Only school districts with student populations over 600 wishing to participate in the Transferability option need to complete this section. Districts must follow the rules and regulations of the program transferred into. School districts not identified for program improvement or corrective action may transfer up to 50 percent of certain formula grant allocations. School districts identified for program improvement may transfer up to 30 percent for program improvement activities. School districts identified for corrective action or alternative governance may not participate in transferability.

Title II Section 2121 Teacher Principal Training and Recruitment may be utilized for authorized activities under the following six programs:

- Title I A Disadvantaged Children Meet High Standards
- Title II A Teacher and Principal Training and Recruitment
- Title II D Enhancing Education Through Technology
- Title III Language Instruction for Limited English Proficient and Immigrant Students
- Title IV A Safe and Drug Free Schools and Communities
- Title V A Innovative Programs

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 before a transfer is requested.
- For those districts that wish to participate, enter the amount of funds in the "Take From" column from Title II A to be transferred to another Title program (Title I A, Title IIA, Title II D, Title III, Title IV A, Title V A). The "Transfer Totals" will calculate automatically once Transfer budgets are completed. The total of the amount transferred must be the total of the Transferability activities on the Activities section (which automatically calculates as amounts are entered in the object codes for each activity). Amounts cannot be entered in the "Transfer Totals" subsection.

Program Improvement Initiatives: Districts that have not made AYP for the past three consecutive years and are electing to participate in Transferability must use the Transferability funding to address AYP initiatives. Any district transferring or REAPing funds into Title I must obligate all of its Title I allocation and carryover before being allowed to move funding into Title I through the Transferability/REAP flexibility option. Transferred and REAPed funds cannot be combined with the Title I budget and must be tracked separately. If the district has elected to participate in Transferability, please note the following:

- **Project Code:** The Transferability project code for the district’s accounting ledger is 082.
- **Tracking Funds:** If a district is transferring any funds into Title I and some into Title II, these amounts all get combined into one Transferability budget and should be tracked with the project code 082. The funds Transferred into Title I do not become part of the Title I budget. The Transferability Title I and Transferability Title II expenditures in the Transferability budget are combined and tracked together in the school district’s local Transferability accounting ledger.

Title III and the Consolidated Application

The information below is specific to the sections of the consolidated application relating to Title III English Learners (ELs) and Title III Immigrant programming. Districts with EL students are eligible to apply for Title III funding to implement supplemental language instruction education programs designed to help EL students achieve high standards.

To be eligible for Title III funding, school districts must have a basic program in place funded through state and local funds. Districts and consortia participating in Title III must:

- Identify LEP students by a state-approved language proficiency screening assessment.
- Participate in the annual state English language proficiency assessment program.
- Provide high quality language instruction education programs that are based on scientifically-based research.
- Provide high quality professional development to classroom teachers, principals, administrators, and other school or community based organizational personnel.
- Meet parental notification requirements which include the involvement of parents in Title III programming options and the notification of Annual Measureable Achievement Objectives (AMAOs).
- Submit an end-of-year program report to the NDDPI.
- Use funding to supplement, not supplant, English Learner program activities.

Title III Part A

- This section is required for all districts receiving a Title III allocation.
- Click on “Check Out”
- Describe the programs and activities funded with the grant dollars. Include in the description:
 - Scientifically based research supporting the activities.
 - How the activities will help students make progress and attain English language proficiency.
- Describe how the grant funds will be used to help the district and its schools meet AMAOs.
- Provide a description of how parents and community member participation in EL/LEP programs are promoted.

Title III Immigrant Education

- Please note only grantees that receive Title III Immigrant Education funds fill out this section.
- Describe the programs and activities funded with the grant dollars. Include in the description:
 - Provide a brief overview of your Title III Immigrant Education Plan.

Allowable Activities: Title III funds must be used to supplement or add to an EL program funded with state funds. Most Title III expenditures fall into the following two categories:

- Professional Development:
 - Title III professional development activities must be:
 - Designed to improve the instruction and assessment of LEP students.
 - Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children.
 - Based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency, or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers, and of sufficient intensity and duration (excluding activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom except that this shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor.
- Supplies/Materials/Equipment:
 - Districts are allowed to use Title III funds to purchase supplies, materials, equipment (e.g., iPads) for state EL funded staff to use with EL students to supplement their classroom instruction.

EL ListServe: A new section was added in 2015-2016 for school administrators to list staff, along with their email address, if they would like to receive EL correspondence (e.g., memos, newsletters).

Title I Program Improvement

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. It reauthorized the 1965 Elementary and Secondary Education (ESEA), which was previously reauthorized as No Child Left Behind (NCLB). The new law officially takes effect on July 1, 2017. The 2016-2017 school year is being referenced as a transition year.

North Dakota is required by the transition provisions in ESSA to continue to implement the same interventions in the 2016-2017 school year for schools that were identified for improvement, corrective action, or restructuring during the school year 2015-2016. Therefore, schools and districts currently identified as needing improvement will remain in improvement for the 2016-2017 school year.

In March 2016, the North Dakota Department of Public Instruction (NDDPI) held two webinars to outline a new opportunity available to North Dakota regarding 2015-2016 Adequate Yearly Progress (AYP) reporting and the ramifications for program improvement based on the 2016 North Dakota State Assessment. We asked administrators to take a brief survey and indicate their choice for moving forward on this issue. The NDDPI compiled the survey results and announced that we will move forward with option 2, as it was a landslide decision (99%).

The following chart outlines the program improvement overview for the 2016-2017 school year.

2016-2017 Program Improvement and AYP Freeze
<ul style="list-style-type: none"> • 2015-2016 North Dakota State Assessment results will not be counted for accountability and program improvement for the 2016-2017 school year.
<ul style="list-style-type: none"> • No AYP reports will be generated on 2015-2016 North Dakota State Assessment
<ul style="list-style-type: none"> • Current schools and districts will be frozen in program improvement for 2016-2017 school year.
<ul style="list-style-type: none"> • No AYP parent letter will be required as no AYP reports will be generated.
<ul style="list-style-type: none"> • Schools and districts in years 1 and 2 on the program improvement timeline must set-aside 10% for professional development.
<ul style="list-style-type: none"> • No school choice or supplemental education services required; must document alternate services on consolidated application.
<ul style="list-style-type: none"> • No new program improvement plans/corrective action/alternative governance documents will be due to NDDPI; program improvement will be frozen, so all prior year documents utilized.
<ul style="list-style-type: none"> • Applications for Additional Program Improvement Funding (SFN 60839) are due June 1, 2016. <ul style="list-style-type: none"> • Word version • PDF version • Federal Title Program Forms
<ul style="list-style-type: none"> • Applications for Additional Program Improvement Funding will be approved in June so implementation begins in July 2016.
<ul style="list-style-type: none"> • NDDPI must still generate report cards/profiles and notify parents.
<ul style="list-style-type: none"> • On July 1, 2017, the ESSA law officially begins. All North Dakota schools and districts get a clean slate and start over under North Dakota's ESSA accountability plan.

Districts and schools identified for program improvement are required to complete additional information on the consolidated application.

Professional Development: Schools identified for Year 1 and Year 2 of program improvement are required to reserve annually at least 10% of their Title I A funds for professional development that directly addresses the problems that led to identification for improvement. These funds are different from the Title II A professional development and Title I program improvement funds.

- Suggestions for the use of these funds include:
 - Pay stipends for staff chairing and participating on the school's program improvement committee.
 - Conduct staff study groups at the school (e.g., pay stipends for staff, purchase books and materials, and contract with speakers pertaining to the subject of the study).
 - Pay for professional development costs associated with bringing a new program into the school (e.g., Success for All, Lightspan, 6 Traits of Writing, Read Naturally, etc.).
 - Pay staff stipends for curriculum mapping activities and other standards-related activities.
 - Hire instructional coaches to assist staff with instruction and assessment in reading and/or math.
 - Pay registration fees and travel expenses for trainings.
 - Pay costs associated with stipends, materials, etc., for meetings to examine all types of data.

- Pay costs of substitute teachers while regular teachers are participating in professional development.
- Pay costs associated with bringing in a speaker or consultant to work with staff in the school.
- Program improvement professional development – schools and districts in improvement years 1-2 (required); 3-5 (optional)
- If school/districts do not spend their entire 10% set-aside, they need to carryover the balance for professional development for the subsequent school year.
- If justified, districts may go slightly over the 10% district set-aside for professional development; however, the overage can only be used in Title I buildings and will be budgeted within the Title I district budget.
- There is tremendous flexibility for districts in improvement to use the professional development set-aside funds across the district in all buildings (even non-Title I buildings).
- Large districts that participate in the targeting process will only complete their district professional development activities on the consolidated application. Any buildings in improvement will record the building's professional development activities on the building budget within the targeting report.

School Choice & Supplemental Education Services (Optional for 2016-2017 school year): As announced in recent USDE guidance for the 2016-2017 school year, states are not required to ensure that LEAs with schools identified as in need of improvement, corrective action, or restructuring provide supplemental educational services, public school choice, and the related notice to parents; however, states must ensure LEAs provide students eligible for supplemental educational services with interventions and develop and implement a one-year transition plan to support the orderly transition to the ESSA. [North Dakota's school choice and SES transition plan](#) is posted on the NDDPI website.

In North Dakota, there have been several districts over the past few years who have had significant success implementing the SES provision, and may want the opportunity to continue to set aside funds for continued use of this provision.

However, the state also has had many districts, mainly small rural districts, where the SES provision has not been successful, as there were no eligible providers in the area and parents were not interested in an online provider. Historically, it has been difficult for these districts to be required to set aside funding, wait until after the first grading period, and then go through the process of reallocating the funds for another allowable activity.

Therefore, the State of North Dakota has made the decision to implement a transition plan which would allow LEAs the flexibility to choose the option that best meets the needs of the students within their district.

The North Dakota Department of Public Instruction's (NDDPI) transition plan for SES and school choice includes the following provisions:

- Districts with schools in improvement, corrective action, and restructuring may either provide SES to eligible students consistent with past practice or provide alternate supports for the students eligible for SES. These alternate supports could include, but are not limited to, before or after school tutoring, summer school, extended day intervention strategies, etc.
- Districts must identify which options they select on the Consolidated Application for Federal Title Funding which is due to be submitted on or before August 26, 2016. The consolidated application has been revised and a new section was added for districts to address this issue in a written narrative.

- Consistent with ESEA section 1116(b)(13), the state will require LEAs to permit a student who previously transferred to another public school choice under NCLB to remain in that school until the child has completed the highest grade in that school. This will also be added to the consolidated application guidance.
- NDDPI has communicated this new opportunity for districts through multiple measures. Districts have all been notified through written correspondence. In addition, two webinars were conducted to inform administrators of this opportunity and to solicit feedback. The NDDPI also conducted regional trainings across the state for educators to provide information and solicit feedback on both the new ESSA law as well as specific guidance for the 2016-2017 transition year.
- Districts will determine the funds needed to provide SES or additional interventions.
- The NDDPI will continue to maintain the current list of state approved SES providers for the 2016-2017 transition year for those districts that elect to continue to implement the SES provision. No new providers will be solicited.

Title I District

Add District: Districts use Title I funds at the district level should complete this section and 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 LEP set-asides, etc.
- Click on “Save”

New Program Improvement Requirement: As outlined in North Dakota’s SES transition plan, districts with schools in improvement, corrective action, and restructuring may either provide SES to eligible students consistent with past practice or provide alternate supports for the student’s eligible for SES, such as before or after school tutoring, summer school, extended day intervention strategies, etc.

Districts must identify which option they select within this district section on the Consolidated Application for Federal Title Funding. Districts that elect not to offer SES must provide a narrative response outlining the alternative supports that will be made available to students who would have qualified for SES.

Budgets: 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 of a pdf File. The pdf File is the most printer friendly version.

- Click on “Generate Budgets” under the Functions section.
- Select “StarsConAppTitle Budget” to read or print the consolidated Title I budget.
- Select “StarsConAppGrants Budget” to read or print the consolidated Title II Part A, Title III Part A, REAP, and Transferability budget.
- Select “StarsConAppIntegrated Activities” to read or print the activity descriptions from the Activities section.

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

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 that encompasses all of the Title I categories listed in the paragraphs above; and one called “Consolidated Grants Budget” that encompasses all the other Title programs as well as Transferability and REAP.

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 schoolwide schools), the funds must be accounted for and tracked separately by program. The Title I funds and the REAP funds cannot be combined together in one account. [Guidance on tracking funds separately](#) can be found online.

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.

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 entered 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

- Enter the name of the district authorized representative
- Enter the date the authorized representative read this School Prayer certification. The date must be entered as MM/DD/YYYY.
- After the authorized representative has read this certification, check the box indicating [] I have read and understand the above statement.
- Click on “Save”

Note: The consolidate application cannot be submitted until both sections have been completed.

Fiscal Guidance, Policies, and Resources

Object Codes: It is extremely important that the district’s budgets match those approved and on file in the Office of Federal Title Programs. 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.

Object Code	Example	Object Code	Example
110	Professional salaries – salaries paid to certified individuals; includes substitute teacher salary	580	Travel – expenditures for staff travel, including mileage, airline tickets, taxi fares, meals, lodging
120	Non-professional salaries – salaries paid to other staff that are not certificated; (e.g., paraprofessionals, secretaries, teachers’ aides, bus drivers)	600	Materials/Supplies – expendable items that are consumed, worn out, or deteriorated in use (e.g., freight, books, school supplies, periodicals/ subscriptions, software, software applications)
200	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	730	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	Contracted services – purchased services for which the district has a contract on file (includes speaker fees and professional development on site)	800	Dues, memberships, registration fees (includes license fees)
430	Maintenance – repair of equipment	900	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 School Finance office, it is critical that local and federal expenditures be reported separately so that the funding rolls up correctly into the appropriate categories. Under EDGAR and federal law, the NDDPI is responsible for ensuring that the federal funds are expended in the categories in which they were approved. When the local and federal funds are combined into one budget, the NDDPI is not able to distinguish how the federal funds are being spent. The NDDPI has developed guidance outlining the appropriate codes for all of the programs under the NCLB Act. 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	261- Title I	1000- Instruction	110- Professional Salary
	069- Title I Neglected and Delinquent	30–Middle	270- Title III	2000- Support Services	120- Non-professional Salary
	070- Title I Migrant Education	40–Secondary	290- Title IIA		200- Employee Benefits
	071- Title I Parent Involvement Set-aside		298- Other Federal Programs		300- Purchased Professional & Technical Services
	072- Title I Education for Homeless Children				430- Maintenance
	073- Title I School Choice/SES				580- Travel
	074- Title I Program Improvement Prof. Dev.				600- Supplies & Materials
	075- Title II Part A Teacher/Principal Training				730- Equipment ≥ \$750
	077- Title III Language Instruction				800- Dues, Memberships, & Registration Fees
	079- Title IV Part B 21 st CCLC				900- Indirect Costs
	082- REAP/Transferability				950- Unobligated
	089- REAP – Small Rural Schools Program				
	101- Additional Program Improvement Funds				
	102 –STEEP – ELL Program				
	103 – Assessments and Standards				

Coding Periodicals: Historically, the NDDPI had indicated in Title I related fiscal guidance that expenditures for subscription fees for magazines and newspapers were to fall under object code 800-Dues, Memberships, and Registration Fees. However, during the 2011-2012 monitoring review, it was brought to our attention by a school district that the NDSDFARM guidelines list periodicals (i.e., magazines and newspapers) under object code 600-Materials and Supplies. Periodicals are listed specifically as object code 650 in the NDSDFARM. Therefore, we are asking school districts to make this adjustment from object code 800 on their federal Title program ledgers to object code 600.

Coding Unobligated Funds: Numerous inquiries have been fielded regarding the object code that should be used for unobligated set-aside funds. Unobligated set-aside funds should be listed as object code 950 on federal Title program ledgers. Keep in mind that any federal Title program funds listed under object code 950-Unobligated set-aside cannot actually 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 730-Equipment.

Through correspondence from the USDE, the Office of Federal Title Programs was informed 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 730).

General Federal Title Programs Fiscal Policies

- The dates of the reporting period of expenditures on the Request for Funds (SFN 14660) form should be the actual dates in which expenditures were incurred.
- School personnel should allow a two-week period to process all Requests for Funds, Budget Revisions (SFN 9035), and Mid-Year and Final Financial Reports (SFN 60449). If there are problems that need to be addressed, a delay can be expected.
- 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. Indirect costs are figured by adding the amounts listed in object codes 110 through 800 minus equipment object code 730 and any unobligated funds.
- It is imperative that the accounting ledgers kept at the school district's fiscal office match the approved budget on file in the Office of Federal Title Programs. Expenditures reported in column 2 on the Mid-Year and Final Financial Report must match the accounting ledgers at the school district office. Expenditures listed on these reports must be reported on the appropriate object code lines.
- Business managers must take the approved budget revisions they receive from the Office of Federal Title Programs 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 week day.
- All federal Title funds are paid to school districts on a reimbursement basis only.
- School districts cannot claim funds on an object code without an approved budget. For example, if a school district submits a budget on the application with no funds in travel (object code 580) then decides to send a teacher to a conference, the district must submit a budget revision and obligate funds into the travel object code (580) 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

- The NDDPI has an online budget revision that is directly linked to the Consolidated Application for Federal Title Funding on the STARS. This process assists districts in submitting revisions more efficiently and accurately. The district's consolidated application must be approved before budget revisions can be completed.
- All federal Title programs budget revisions must be submitted electronically on the STARS.

- School districts must submit a budget revision, and it must be approved by NDDPI staff before the revision is implemented by the district.
- Business managers must take the approved budget revisions they receive from the Office of Federal Title Programs 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 your 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 on the STARS must provide a description of why the revision is needed on STARS. Many budget revisions are submitted with this space blank, causing a delay in the approval process.

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 REAP funds cannot be combined together in one account on the district's accounting ledger, even if REAPing into Title I program.
- **Highly Qualified Staff:** The consolidated application requires a signature assuring that each building receiving Title I funds is in compliance with the highly qualified staff provision in the NCLB Act for teachers and aides/paraprofessionals. The federal law requires that the building principal, not the superintendent, sign the testimony.
- **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.
- **REAP Eligibility:** If a district REAPs funds into the Title I program, the district must first allocate all of its available Title I funds (allocation and carryover), then it can REAP 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 the 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 funds to extend a kindergarten program. (Exceptions may be considered in a schoolwide setting; contact the Office of Federal Title Programs for more information.)
- **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.
- **Teacher Quality Funds:** School districts are no longer required to set aside 5% of their Title I funds to ensure that all teachers are highly qualified, as the federal deadline for teachers to be highly qualified was July 1, 2006. If there are staff members who are working on becoming highly qualified, districts may still set aside funds to assist them as long as they teach a core subject in a Title I building. Districts choosing to do this must, specifically know how the funds will be utilized and which teachers/aides will be assisted. Districts will not be able to put funds on the unobligated line item for teacher quality.
- **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 that 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 does not need a Title I credential, but a North Dakota teaching license is required. 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 Approval Process

- Each district will work with their assigned staff member within the [Division of Student Support & Innovation](#) regarding questions on the consolidated application.
- Each district's contact person's phone number and email address is posted online. When the district's consolidated application is completed, but not submitted, please email or call the district's assigned contact person. They will conduct a preliminary review for accuracy. Once your contact person determines accuracy, the district will be notified to submit the application.
- After the district's contact person has reviewed the district's consolidated application, it will be forwarded on to the Assistant Superintendent for final approval.
- Every attempt will be made to approve all federal Title programs together (e.g., Title I, Title II, Title III, REAP); however, if one program has issues that need to be addressed, an individual Title program may be approved separately.
- Approval notices for the individual programs will be sent from the following staff members:
 - Title I – Shauna Greff, Title I Fiscal Officer
 - Title II/REAP – Jane Gratz, Title II Fiscal Officer
 - Title III – Jill Frohlich, Title III Fiscal Officer
- Once all of the federal Title programs have been approved, each district will receive a consolidated approval letter from the Division of Student Support & Innovation.

Grant Award: Once 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.

As budget revisions are submitted by the district and approved by the NDDPI staff, revised approved amounts will be reflected on the electronic Grant Award.

Additional Resources

The following resources are available on the NDDPI's website to assist districts in complete the Consolidated Application for Federal Title Funding.

- **Print-Ready Forms Available:** When completing the consolidated application, assistance is often needed from the Title I teacher or, in the case of a cooperative agreement, the cooperative district needs to provide information on its program. The Office of Federal Title Programs has print-ready forms available for assistance in filling out the consolidated application. These documents will be available on the consolidated application website under the "School Staff" tab.
- **Title I Fast Facts:** The Office of Federal Title Programs has developed a series of one-page documents called Title I Fast Facts to give information on pertinent issues in Title I. Staff are often asked the same questions by school districts throughout the state. Varied Fast Fact pdf files are available to provide information on some of the most commonly asked questions.
- **Monthly TEAM Newsletter:** The Division of Student Support & Innovation, in collaboration with the Office of Special Education, puts together a monthly newsletter that is electronically disseminated statewide. These monthly newsletters are also available online. The newsletters contain a wealth of information on Title I issues, upcoming events, and information on all programs within the Division of Student Support and Innovation.

Questions

The Division of Student Support & Innovation has assigned a contact person to each school district in the state. The [contact list](#) was recently revised to reflect staff changes within the division. If you have questions or need assistance in any area, please connect with your contact person.