

TITLE I TARGETING WEBEX TRAINING

Wednesday, April 7, 2011
10:00 am – 12:00 pm CDT



Agenda

- Welcome/Introductions
- Key Updates and Reminders
- Targeting Forms to Complete
- Overview of the Title I Targeting Process
- Title I Targeting Guidance and Available Options
- Requirements – Neglected and Delinquent
- Requirements – Homeless
- Requirements – Private School Reporting

If you have any questions, please contact:

Laurie Matzke, State Title I Director
Phone – (701) 328-2284
Fax – (701) 328-0203
Email – lmatzke@nd.gov

Key Updates and Reminders

Title I Law Regarding Targeting

The Title I law requires local education agencies with total enrollment of 1,000 students or more and having more than one attendance area, to rank schools based on the percentage of poverty and allocate funds to eligible buildings according to the number of low income students in each building. This process is referred to as targeting.

In order to be eligible for a Title I building allocation, a school must be at or above *the* district poverty percent. Schools below the district percent are not eligible for Title I funding.

Title I Targeting Reminders

Title I ARRA Funds

Districts have until September 30, 2011 to obligate their Title I ARRA funds. Districts will not complete the targeting report or a new consolidated application for the ARRA funds from July 1, 2011 to September 30, 2011. Rather, districts will complete budget revisions when necessary, spend the ARRA funds, and then complete a Title I Final Financial Report to close out the ARRA funding. The Title I ARRA Final Financial Report is due to the state Title I office by November 1, 2011.

Title I Carryover Funds

The U.S. Department of Education Title I fiscal guidance clarified a few years ago the options available for districts with Title I carryover funds. Therefore, districts in North Dakota noticed a significant change the last few years in how carryover funds are distributed. It has been a difficult process to comply with and therefore, we wanted to again highlight this change. All carryover funds must be distributed according to federal regulations.

Title I Parent Involvement Set Aside

If a district's allocation is \$500,000 or more then they are required to set aside 1% of their district's Title I allocation for parental involvement. Only 5% of these funds may be used at the district level; 95% must be given to the participating schools. As a reminder, when districts submit their Title I Final Financial Report, they will need to submit the Parent Involvement Set Aside Addendum to the Final Financial Report to determine if all of the 1% set aside funds were spent at the building level and if not, determine the carryover amounts.

Submission of Targeting Report

It is very important to remember not click on "SUBMIT" until your targeting report is approved by the state Title I office staff.

Signatures

This electronic process does not allow 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 Affirmation of Consultation Form. It is the responsibility of the district personnel to keep signatures documentation on file. The Private School Affirmation must also be submitted to the state Title I office.

Final Allocation Amounts

Although an initial spreadsheet outlining estimated building allocations is used to start the targeting process, once a final targeting spreadsheet has been signed, the targeting information and building budgets on STARS must be changed.

Common Targeting Issues

Out of Compliance

1. A building budget is considerably under spent. (For example, a building with an allocation of \$160,000 hires two Title I teachers.) Remember: Schools must spend 85% of their allocation.
2. A building is overspending. The district is giving part of a building's allocation to another building, which is spending beyond its allocation. Remember: Schools must spend 85% -100% of their allocation. The only way to overspend is if carryover covers the additional cost.
3. District accounting systems not tracking budgets by school building. Remember: Districts must have accounts tracking building expenditures at the building level.
4. Building budgets do not agree with budget information submitted on the consolidated application. Remember: Local building budgets and amounts on the consolidated application must agree.
5. Title I building budgets were not generated in conjunction with building principals and staff. Remember: Title I programs should reflect activities that address building level needs identified by building staff and principals.
6. Final Title I building budgets were created before final allocations were released, therefore, building budgets all had to be adjusted. Remember: DPI releases estimated allocations first, and then releases final allocations. If budgets are created with estimated allocations, changes will most likely be required after the final allocations are released.
7. Parent involvement set-aside is not distributed and spent at the building level. Remember: Parent involvement funds should be used at the building level to help implement parent involvement components.
8. Equitable funds were not set aside for private schools with regard to district reservation for instructional services. Remember: All district level instructional initiatives must be taken in to account when calculating set-asides for private schools.
9. Amounts on the district administrative budgets and building budgets were not defined. Remember: Be specific in defining administrative activities on the consolidated application on the STARS.
10. The carryover funds are not distributed as outlined on Appendix A.
11. Schools identified for improvement did not set aside 10% of their building allocation for professional development.

Title I Targeting Contacts

Bismarck Public School District		
Fran Rodenburg Assistant Superintendent (Auth. Rep.) Bismarck Public School District 806 N Washington St Bismarck ND 58501-3623 (701) 323-4070 fran_rodenburg@bismarckschool.org	Linnett Schmidkunz Title I Coordinator Bismarck Public School District 806 N Washington St Bismarck ND 58501-3623 (701) 323-4165 linnett_schmidkunz@bismarckschools.org	Bob Brown Business Office Bismarck Public School District 806 N Washington St Bismarck ND 58501-3623 (701) 323-4057 bob_brown@bismarckschools.org
Devils Lake Public School District		
Lynn Goodwill Title I Authorized Representative Devils Lake Public School District Prairie View Elementary 200 12th Ave NE Devils Lake ND 58301-3242 (701) 662-7626 lynn.goodwill@sendit.nodak.edu	Scott Privratsky Business Manager Devils Lake Public School District 1601 College Drive N Devils Lake, ND 58301-1550 (701) 662-7640 scott.privratsky.1@sendit.nodak.edu	
Dickinson Public School District		
Douglas Sullivan Title I Authorized Representative Dickinson Public School District PO Box 1057 Dickinson ND 58602-1057 (701) 456-0002 ext 2211 douglas.sullivan@dickinson.k12.nd.us	Dot Martinson Title I Coordinator Dickinson Public School District PO Box 1057 Dickinson ND 58602-1057 (701) 456-0002 dot.martinson@dickinson.k12.nd.us	Vincent Reep Business Manager Dickinson Public School District PO Box 1057 Dickinson ND 58602-1057 (701) 456-0002 ext 2210 vince.reep@dickinson.k12.nd.us
Fargo Public School District		
Bob Grosz Title I Authorized Representative Fargo Public School District 415 4 th St N Fargo ND 58102-4514 (701) 446-1073 groszr@fargo.k12.nd.us	Jan Anderson Title I Coordinator Fargo Public School District 415 4 th St N Fargo ND 58102-4514 (701) 446-4799 anderja@fargo.k12.nd.us	Connie Nelson Grants Manager Fargo Public School District 415 4 th St N Fargo ND 58102-4514 (701) 446-1079 NELSONC2@fargo.k12.nd.us
Fargo Public School District		
Jackie Gapp Business Office Fargo Public School District 415 4 th St N Fargo ND 58102-4514 (701) 446-1026 gappj@fargo.k12.nd.us		
Grand Forks Public School District		
Jody Thompson Title I Authorized Representative Grand Forks Public School District PO Box 6000 Grand Forks ND 58206-6000 (701) 746-2205 Ext: 121 jody.thompson@gfschools.org	Taunya Schleicher Administration Office Grand Forks Public School District PO Box 6000 Grand Forks ND 58206-6000 (701) 746-2205 ext 115 taunya.schleicher@gfschool.org	

2011-2012**Title I Targeting Contacts****Jamestown Public School District**

Robert Toso Title I Authorized Representative Jamestown Public School District PO Box 269 Jamestown ND 58402-0269 (701) 252-1950 robert.toso@sendit.nodak.edu	Sally Ost Business Manager Jamestown Public School District PO Box 269 Jamestown ND 58402-0269 (701) 252-1950 ext 14 sally_ost@sendit.nodak.edu	Dave Saxberg Title I Coordinator/Principal Jamestown Public School District Washington Elementary School PO Box 269 Jamestown ND 58402-0269 (701) 252-0468 David.J.Saxberg@sendit.nodak.edu
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Mandan Public School District

Wilfred Volesky Title I Authorized Representative Mandan Public School District 2901 12 TH Ave NW Mandan ND 58554--1642 (701) 663-9531 ext 122 wilfred.volesky@msd.1.org	Joe Lukach Business Manager Mandan Public School District 2901 12 TH Ave NW Mandan ND 58554--1642 (701) 663-9531 ext 104 jm.lukach@msd1.org	Dave Steckler Elementary Principal/Title I Coord Mary Stark Elementary School Mandan Public School District 405 8 th Ave SW Mandan ND 58554-4099 (701) 663-7514 dave.steckler@msd1.org
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Mandan Public School District

Mike Bitz Assistant Administrator Mandan Public School District 2901 12 TH Ave NW Mandan ND 58554--1642 (701) 663-9531 ext 122 mike.bitz@msd1.org		
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Minot Public School District

Jeff Holm Title I Authorized Representative Minot Public School District 215 2 nd St SE Minot, ND 58701-3985 (701) 857-4458 jeff.holm@minot.k12.nd.us	Scott Moum Business Office Minot Public School District 215 2 nd St SE Minot, ND 58701-3985 (701) 857-4428 scott.moum@sendit.nodak.edu	
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Valley City Public School District

Dean A. Koppelman Superintendent Valley City Public School District 460 Central Ave N Valley City ND 58072-2997 (701) 845-0483 Ext: 103 dean.a.koppelman@sendit.nodak.edu	Wayne E. Denault Principal/Title I Coord Valley City Public School District Washington Elementary School 460 Central Ave N Valley City, ND 58072-2997 (701) 845-0849 wayne.denault@sendit.nodak.edu	Linda Heit Business Manager Valley City Public School District 460 Central Ave N Valley City ND 58072-2997 (701) 845-0483 Ext: 104 linda.heit@sendit.nodak.edu
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West Fargo Public School District

Louise Dardis Assistant Administrator West Fargo School District 207 Main Ave W West Fargo, ND 58078-1793 (701) 356-2001 dardis@west-fargo.k12.nd.us	Mark Lemer Business Manager West Fargo School District 207 Main Ave W West Fargo, ND 58078-1793 (701) 499-1004 LEMER@west-fargo.k12.nd.us	
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Williston Public School District

Viola LaFontaine Title I Authorized Representative Williston Public School District PO Box 1407 Williston ND 58802-1407 (701) 572-1580 viola.lafontaine@sendit.nodak.edu	Pamela Lambert Assistant Administrator Williston Public School District PO Box 1407 Williston, ND 58802-1580 (701) 572-6532 pam.lambert@sendit.nodak.edu	
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Department of Public Instruction
 Dr. Wayne G. Sanstead, State Superintendent
 600 E. Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440

Title I Consolidated Application Contact List
2011-2012 School Year
Updated March 2011

Tara Bitz
 (701) 328-4646
tbitz@nd.gov

Vacant

Jacki Harasym
 (701) 857-7770
jharasym@nd.gov

Lodee Arnold
 (701) 328-1876
laarnold@nd.gov

Stefanie Two Crow
 (701) 328-2292
sttwocrow@nd.gov

Dale Patrick
 (701) 328-1644
dpatrick@nd.gov

Ann Ellefson
 (701) 328-2488
aellefson@nd.gov

Beulah	Bowman County (Rhame)	Beach/Lone Tree	Center-Stanton	Barnes County North	Alexander	Bottineau
Bismarck	Edgeley	Belfield	Dickinson	Belcourt	Anamoose/Drake	Divide County/Grenora
Carrington	Emerado	Burke Central	Elgin-New Leipzig	Dakota Prairie	Ashley	Drayton
Cavalier	Fairmount	Central Cass	Griggs Co. Central	Eight Mile	Central Valley (Buxton)	Dunseith
Glenburn	Fessenden-Bowdon	Devils Lake	Harvey	Fargo	Finley-Sharon	Garrison
Hazen	Gackle-Streeter	Ellendale	Hebron	Flasher	Fort Yates	Glen Ullin
Kulm	Hankinson	Enderlin Area	Hettinger	Fort Totten	Halliday	Grafton
Linton/Sterling	Hazelton-Moffit-Braddock	Hatton	Kindred	Kidder County	Kensal	Grand Forks
Manvel	Hillsboro	Lakota	Lewis & Clark	Larimore	Lidgerwood	Lisbon
Milnor	Jamestown	Litchville-Marion	Medina	LaMoure	Mapleton	Midkota
Minot	Kenmare	Mandan	Northwood	Leeds	McKenzie County	Montpelier
Minto	Killdeer	Maple Valley	Roosevelt (Carson)	Mandaree	Montefiore (Wilton)	Nedrose
Mott-Regent	Langdon/Edmore/Adams	Minneawauken	South Heart	Midway (Inkster)	Napoleon	Newburg-United
Northern Cass (Hunter)	Maddock	Mohall-Lansford-Sherwood	St. John	Mt. Pleasant	Nesson (Ray)	New Rockford-Sheyenne
Rugby	Max	Munich	Stanley	Oakes	New England	Pingree-Buchanan
Thompson	May-Port CG	New #8 (Williston)	Strasburg	Richardton-Taylor	New Town	Sargent Central (Forman)
Wahpeton	McClusky/Goodrich	New Salem	Tioga	Solen	North Sargent (Gwinner)	Scranton
Wing	North Star	North Border	Warwick	Twin Buttes	Richland (Colfax)	South Prairie
	Park River/Fordville-Lankin	Oberon	Wishek	Underwood	Rolette	Turtle Lake Mercer
	United (Des Lacs)	Page/Hope			Sawyer	West Fargo
		Parshall			Selfridge	White Shield
		Starkweather			St. Thomas	Williston/Yellowstone
		TGU			Surrey	
					Valley City	
					Valley-Edinburg	
					Velva	
					Washburn	
					Westhope	
					Wolford	
					Wyndmere	
					Zeeland	

TARGETING FORMS TO COMPLETE

Targeting Forms to Complete

For the 2011-2012 school year, the targeting forms will again be completed online and tied directly to the consolidated application. This electronic process is called the Title I Targeting Report.

The Title I Targeting Report is available on the State Automated Reporting System (STARS).

In April, the state Title I office will send an email notification when the Targeting Report has been opened to begin inputting data. District personnel will input data into parts 1-5 in the Targeting Report. The Department of Public Instruction Title I staff will then review each report, generate a hard copy targeting spreadsheet with building allocations for the regular Title I funds and email the spreadsheet to the district. After your targeting spreadsheet has been finalized, district or school personnel can input building budgets electronically on the STARS. These budgets will feed into the Title I budget on the consolidated application.

The Title I Targeting Report contains the following sections:

✓ PARTS 1-3

Enter Title I Targeting information for every building within the district (Title I and Title I Private). The numbers reported on Worksheet G should be used to populate the private section of parts 1-3.

✓ PART 4

This tells the state Title I office the amount that each school district wants set aside or is required to set aside for administration, indirect cost, supplemental services, school choice, and other reservations before allocating funds to each building.

✓ PART 5

This information helps the state Title I office more accurately complete the targeting spreadsheet based on district preferences.

✓ BUILDING BUDGETS

Districts will complete a building budget for all eligible Title I schools in the Targeting Report.

■ COLLECTING INFORMATION FOR THE CONSOLIDATED APPLICATION

Print-ready copies of specific pages from the consolidated application will be available at www.dpi.state.nd.us/title1/conapp.shtm. These forms can be used to collect consolidated application information from multiple schools for large districts and those participating in cooperative agreements. The forms include:

- ✓ Title I Budget for Individual School Buildings
- ✓ Title I Budget for District Reservations
- ✓ Title I Targeted Assistance School Information
- ✓ Title I Schoolwide School Information
- ✓ Title I Private School Information

Login Help

- Setting Up NDLoginID
- Troubleshooting Tips
- Setting Up STARS Users

ND Login ID

- Login ID Maintenance
- Reset Password
- Forgot Login ID
- Contact Login Support

Login

Please enter your State of North Dakota Login ID and password then click "Login" to enter STARS.

Login ID:

Password:

Login

Announcements

No announcements

Welcome Title Admin ([Log Out](#))

Reports

Fill Out Reports

Report Status

Security

My Account

Manage Users

System

Announcements

File Sharing





Shadow











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Fill Out Reports

To fill out or view a report, first select the report from the tree view by clicking on the plus sign to expand the tree and then click on the educational unit for the report. After you click on the educational unit, a box will be displayed on the right side of the page that displays the contact information for the selected report. Select the school year and click "Select" to enter the report.

[-] Reports

[-]  Enrollment[-]  Compensation[-]  Federal Title[-]  Title I Targeting

- [-]  Bismarck 1 (Bismarck) 08-001
- [-]  Devils Lake 1 (Devils Lake) 36-001
- [-]  Dickinson 1 (Dickinson) 45-001
- [-]  DPI DISTRICT (City) 99-999
- [-]  Fargo 1 (Fargo) 09-001
- [-]  Grand Forks 1 (Grand Forks) 18-001
- [-]  Jamestown 1 (Jamestown) 47-001
- [-]  Mandan 1 (Mandan) 30-001
- [-]  Minot 1 (Minot) 51-001
- [-]  Valley City 2 (Valley City) 02-002
- [-]  West Fargo 6 (West Fargo) 09-006
- [-]  Williston 1 (Williston) 53-001

[-]  Consolidated Application[-]  Consolidated Budget Revision

Welcome Title Admin

Exit Report

Title I Targeting

Title I Targeting Buildings

District Targeting Options

Building Budgets

Functions

Validate

Submit


 [Print Page](#)

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Title I Targeting - Buildings [Parts 1,2,3]

The public and non-public Title I buildings are listed below. To view or edit Title I Targeting information for a building, click on the building name. To add a new building for Title I Targeting, click on "Add Building."

[Add Building](#)

Building	Grade Span	School Being Served	Public Students Residing in Attendance Area	Non-Public Student Enrollment	Non-Pub In %	Public Low-Income Students Residing in Attendance Area	Non-Public Low-Income Students Residing in Attendance Area	% Low Income Students
 DPI PLANT	5	Yes	4	0	N	0	0	0.00%
Totals			4	0		0	0	0%

Welcome Title Admin

Exit Report

Title I Targeting

Title I Targeting Buildings

District Targeting Options

Building Budgets

Functions

Check Out

Validate

Submit

 [Print Page](#)

 [Help](#)

Title I Targeting Buildings - DPI PLANT [Parts 1,2,3]

Enter the number of students from low-income families as determined from selected school district data sources. Include private school students in the public school attendance area in which the student resides.

[Return to Title I Targeting Buildings](#)

DPI PLANT

Title I Served:	True
Targeted / Schoolwide:	Targeted
Grade Span:	5
Public School Students:	4
Non-Public School Students:	0
Total Students:	4
Public School Low-Income Students:	0
Non-Public School Low-Income Students:	0
Total Low-Income Students:	0
Percent of Low-Income Students:	0%

Welcome Patty Carmichael

[Exit Report](#)**Title I Targeting**

[Title I Targeting Buildings](#)
[District Targeting Options](#) 
[Building Budgets](#)

Functions

[Check In](#)
[Save](#)
[Validate](#)
[Submit](#)
[Generate PDF](#)

[Print Page](#)[Help](#)**District Targeting Options**

[Targeting Worksheet \[Part 5\]](#) | [District Reserves \[Part 4\]](#)

District reserves worksheet is used to determine Title I Targeting reserved amounts.

Total Allocation:	\$0.00
Total Reserved Funds:	\$0.00
Allocation Balance:	\$0.00
Total Low-Income Children (district-wide):	78
Per Pupil Amount for > 35% poverty:	\$0.00

Reserved Funds:

Administrative Services:	<input type="text" value="0"/>
Staff Development:	<input type="text" value="0"/>
Teacher Quality:	<input type="text" value="0"/>
Indirect Cost:	<input type="text" value="0"/>
Neglected Children Services:	<input type="text" value="0"/>
ELL/LEP Children:	<input type="text" value="0"/>
Homeless Children:	<input type="text" value="0"/>
Parent Involvement:	<input type="text" value="0"/>
Program Improvement-District 10% PD:	<input type="text" value="0"/>
Program Improvement-Sch. Choice:	<input type="text" value="0"/>
Program Improvement-Sup. Serv. :	<input type="text" value="0"/>
Cooperative Agreement:	<input type="text" value="0"/>
Other Reserved:	<input type="text" value="0"/>

- * All districts must reserve:
 - Funds for homeless – See guidance
- * Neglected and Delinquent:
 - See guidance for set aside requirements
- * Districts that receive an allocation of \$500,000 or more must reserve:
 - 1% for parental involvement
- * Districts that have been identified for program improvement must reserve:
 - 10% for professional development – Required for years one and two only
 - 20% for choice-related transportation cost and to provide supplemental educational services

Welcome Patty Carmichael

Exit Report

Title I Targeting


Title I Targeting Buildings

District Targeting Options 

Building Budgets

Functions

-
-
-
-
-

-  [Print Page](#)
-  [Help](#)

District Targeting Options

[Targeting Worksheet \[Part 5\]](#) | [District Reserves \[Part 4\]](#)

The Targeting Worksheet helps the State Title I staff more accurately determine the targeting spreadsheet indicating the building allocations within the district.

1. The intent in your district is to provide Title I Services to which grade spans?
 - Elementary Program Only
 - Elementary - Middle School Program
 - Elementary – Middle – High School Program

2. If your intent is to serve Middle or High School students and those buildings are not eligible, would you like the state office to try using the feeder pattern to make those buildings eligible?
 - Yes
 - No

If yes, provide a list of elementary schools that feed into the building you would like the state office to try using the feeder pattern for:

3. Which option would you like the state office to use in ranking eligible Title I Schools?
 - Grade Span Grouping
 - District Wide Grouping
 - Use the same method as last year

4. Do you want the same per pupil allocation, as determined by District Reserves [Part 4], used for every eligible building receiving a Title I allocation?
 - Yes
 - No

If no, provide us with specific details as to what per pupil amount you'd like for each building remembering that you must meet or exceed the per pupil amount determined on District Reserves [Part 4]. In addition, you must allocate a higher per pupil to schools with higher poverty rates than to schools with lower poverty rates.

Targeted Assistance
 Schoolwide

Title I Budget For Individual School Buildings

District:			
School Building:			
Building Allocation	Carry Over Allocation	Parent Involvement Set-Aside	Total Building Allocation

Object Codes	Title I (a)	Title I Parent Involvement (b)
Salaries		
110 Professional	\$	\$
120 Non-Professional		
200 Benefits		
300 Purchased Prof. &Tech. Services		
400 Maintenance		
580 Travel		
600 Materials/Supplies		
730 Equipment >\$750/unit		
800 Dues/Memberships/Registration Fees		
810		
900 Indirect Costs		
Unobligated		
Total	\$	
Building Principal's Signature		Date
District Coordinator's Signature		Date
Authorized Representative's Signature		Date

Copies of signed building budgets must be maintained at the district for auditing purposes.

Overview of the Title I Targeting Process

TITLE I TARGETING PROCESS STEPS INVOLVED

- Collect poverty data from both public and private school buildings within the district. **April**
- Title I estimated allocations posted on the Department of Public Instruction website. www.dpi.state.nd.us/grants/NCLB.shtml. **Late April**
- Determine district reservation amounts. **April**
- Electronically complete and input targeting parts 1-5 (Targeting Report) on the State Automated Reporting System (STARS). DO NOT CLICK ON SUBMIT! **April-May**
- School district personnel will not click on "SUBMIT" until the entire Title I section of the consolidated application has been approved by the Title I state office. If you click submit, your application will be locked and you will not be able to make any further changes.
- When you have finished inputting parts 1-5 (Targeting Report) on the STARS, email and inform Patty Carmichael at pcarmichael@nd.gov in the state Title I office. **April-May**
- The state Title I office calculates a preliminary targeting spreadsheet for each district. **May**
- Districts receive preliminary spreadsheet via email. If acceptable, initial in the box indicating acceptance and fax to state Title I office. If changes are needed, describe in detail or call and submit to the state Title I office. **May**
- The district needs to provide all Title I buildings with their building budgets. (This needs to occur before school is dismissed for the year.)**
- Title I building principals and staff determine how Title I funds and parent involvement set asides are going to be used in their building. The intent is for individual schools to build a budget that meets the needs of their particular school. The building descriptions should be individualized to reflect the initiatives within each building.
- Final Title I allocations are generated and posted. **May**
- When final allocations have been determined, the state Title I office will generate a final targeting spreadsheet and email a copy to the Title I authorized representative. If acceptable, initial the box indicating acceptance and fax to State Title I office. **May-June**
- District personnel need to collect budget and narrative information from all Title I buildings. All Title I buildings must submit a signed budget page and narrative forms to appropriate district personnel. **District personnel will input authorized activities for each Title I building on the STARS in addition to inputting the district activities.** The budgeted amounts for activities at each building will automatically drop into the appropriate column on the Title I budget page of the consolidated application.. **May-August**
- When the final financial report has been processed and the Title I carryover amount has been determined, complete **Appendix A** and submit it to the state Title I office, incorporating carryover funds into the targeting process. **July-August**
- State Title I office generates carryover spreadsheet and disseminates to districts. **July-August**
- Please note that if the district inputted data into the consolidated application before the final allocations and final carryover amounts were determined, then adjustments must be made to ensure that building information matches the information on the final targeting spreadsheets. **August**
- Districts submit consolidated applications for federal Title funding for the 2011-2012 school year. **August**
- The Department of Public Instruction approves consolidated applications for federal Title funding for the 2011-2012 school year. **August-September**
- Final Title I building allocations, which include carryover amounts, are computed by the state Title I office and a chart (Form B) is created. These final charts are mailed to all Title I buildings by the state Title I office. When school districts receive Form B from the state Title I office, the Title I targeting process is complete. **August-September**

Allocation	0.00	Total Allocation Divided By Total Poor Children	0.00	Per Pupil Allocation
Admin. Serv.	0.00	Serving Schools Below 35%, 1.25% per Pupil Required	1.25	
Staff Dev.	0.00		0.00	
Teacher Quality-5%	0.00	0% is Set Aside of Your Total Allocation		
Indirect Cost	0.00			
N/D	0.00			
LEP	0.00			
Homeless	0.00			
Parent Inv.	0.00			
Other	0.00			
Program Imp.	0.00			
Net for Prog.	0.00			

<u>SCHOOL NAME</u>	<u>GRADE SPAN</u>	<u>ENROLLMENT</u>			<u>CHILDREN FROM LOW INCOME FAMILIES</u>			<u>PERCENT POOR</u>	<u>ELIG. SCH 1=YES 0=NO</u>	<u>Attendance Area Allocation</u>	<u>Running Total Allocation</u>	<u>Allocation Generated By Public School Poor Children</u>	<u>Allocation Generated By Private School Poor Children</u>
		Public	Private	Total	Public	Private	Total						
DISTRICT TOTALS		10380	1000	11380	2032	9	2041	18%		0.00		0.00	0.00
School A	K-6	109	1	110	76	0	76	69%	1	0.00	0.00	0.00	0.00
School B	K-6	406	10	416	222	0	222	53%	1	0.00	0.00	0.00	0.00
School C	K-6	276	12	288	115	0	115	40%	1	0.00	0.00	0.00	0.00
School D	K-6	267	16	283	97	1	98	35%	1	0.00	0.00	0.00	0.00
School E	K-6	338	41	379	87	1	88	23%	1	0.00	0.00	0.00	0.00
School F	K-6	486	90	576	125	0	125	22%	1	0.00	0.00	0.00	0.00
School G	K-6	438	28	466	100	1	101	22%	1	0.00	0.00	0.00	0.00
School H	K-6	148	33	181	36	2	38	21%	1	0.00	0.00	0.00	0.00
School I	K-6	298	29	327	51	0	51	16%	0	0.00	0.00	0.00	0.00
School J	K-6	512	68	580	84	0	84	14%	0	0.00	0.00	0.00	0.00
School K	K-6	238	17	255	36	0	36	14%	0	0.00	0.00	0.00	0.00
School L	K-6	616	43	659	77	2	79	12%	0	0.00	0.00	0.00	0.00
School M	K-6	505	93	598	57	0	57	10%	0	0.00	0.00	0.00	0.00
School N	K-6	524	44	568	48	0	48	8%	0	0.00	0.00	0.00	0.00
School O	K-6	150	20	170	11	1	12	7%	0	0.00	0.00	0.00	0.00
School P	7-9	845	59	904	232	0	232	26%	0	0.00	0.00	0.00	0.00
School Q	7-9	805	41	846	179	1	180	21%	0	0.00	0.00	0.00	0.00
School R	7-9	827	105	932	82	0	82	9%	0	0.00	0.00	0.00	0.00
School S	10-12	1346	141	1487	228	0	228	15%	0	0.00	0.00	0.00	0.00
School T	10-12	1105	109	1214	89	0	89	7%	0	0.00	0.00	0.00	0.00
School U	11-12	141	0	141	0	0	0	0%	0	0.00	0.00	0.00	0.00

Targeting Spreadsheet Acceptable



Mail or fax to (701) 328-4770 to state Title I office



ALLOCATING TITLE I CARRYOVER FUNDS INTO THE TARGETING PROCESS

School districts will not know carryover amounts until final financial reports have been submitted. When your carryover has been established, you will need to include those funds in your targeting process. The following options are available to school districts in allocating carryover funds:

1. The district may decide to use carryover for district-wide endeavors for eligible Title I schools supported by the reservations outlined in §200.77 of the Title I regulations. (Note that if an LEA adds carryover funds to a reservation to which equitable services apply (e.g., parental involvement), the LEA must also calculate and provide equitable services from the carryover funds.)
2. The districts may add carryover funds to the LEAs current year allocation and distributing them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of private school children.
3. The districts may allocate the carryover to schools with the highest concentrations of poverty in the LEA, thus providing a higher per-pupil amount to those schools, ensuring equitable participation of private school children.
4. The district may allow the individual schools that generated the carryover to retain the funds.

LEAs may not use carryover funds to provide services in an ineligible school. LEAs may not simply provide carryover funds to schools whose allocations are minimal. The process to distribute carryover must reflect one of the four options list on this handout.

After your carryover has been established, you need to do the following:

- a) Determine which of these options listed above, you would like to use to reallocate your carryover funds.**
- b) Submit Appendix A, to the state Title I office indicating where your carryover dollars funds will go.**

Once the Title I office receives Appendix A, we will generate a carryover spreadsheet and disseminate it to each district.

When final allocations have been posted, the state Title I office will rerun each district's targeting spreadsheet and disseminate electronically.

The state Title I office then creates Form B which combines allocations by building and carryover by building to outline final building allocations.

Appendix A

District Name: _____

Regular Title I Funds

Title I CARRYOVER FUNDS

Our Title I carryover from the 2010-2011 school year is \$_____. The following indicates how we would like these funds incorporated into our 2011-2012 targeting budgets.

Carryover Options: (Check all that apply)

Option 1

The district will use carryover Title I funds for district-wide endeavors. (Specify amounts for each category)

Funds:

Administrative Services:	_____
Staff Development:	_____
Teacher Quality:	_____
Indirect Cost:	_____
Neglected Children Services:	_____
LEP Children:	_____
Homeless Children:	_____
Parent Involvement:	_____
PI Professional Development:	_____
PI School Choice:	_____
PI Supplemental Educational Services:	_____
Cooperative Agreement:	_____
Other Reserved:	_____
Total	_____

Option 2

The district will distribute the carryover Title I funds to eligible Title I schools in rank order through the targeting process.

Option 3

The district will allocate their Title I carryover funds to schools with the highest concentrations of poverty in the LEA, thus providing a higher per-pupil amount to those schools. Please list buildings to receive funds and define the per pupil amount for each building.

Option 4

The district will allow the individual schools that generated the Title I carryover to retain the funds. (District must submit accounting ledger showing building carryover amounts).

Signature – Title I Authorized Representative

Date

Attendance Area Allocation Budgets

School District

Attendance Area Allocations for the 2011-2012 School Year

Per the targeting process, the following buildings in your district are eligible for Title I funds. Listed below are the final building allocations for 2011-2012 school year. Their budgets include the addition of carryover funds from the 2010-2011 school year distributed per your instructions.

Building	Building Allocation	+Carryover Funds	+Parent Involvement	+Total (with carryover)
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non Public				\$0.00
Program Improvement set aside				\$0.00
Reservations (i.e. administration, staff development, indirect costs)				\$0.00
Unobligated				\$0.00
Total	\$0.00	\$0.00	\$0.00	\$0.00
Total Funds Available=				\$0.00

Title I Targeting Guidance And Available Options

Guidance Pertaining To the Title I Targeting Process

1. Federal regulations require Title I funds to be allocated at the **building** level based on the number of low-income children residing in each attendance area.
2. Federal regulations require districts to have an accounting process in place that documents Title I expenditures by building.
3. The intended budget for each building needs to meet or exceed the targeted building allocation.
4. Districts may not take funds from a building that has a larger allocation and distribute it to buildings that have smaller allocations.
5. An LEA may not allocate a greater per-pupil amount to schoolwide program schools than to targeted assistance schools even though schoolwide programs serve all children in the school. The Title I statute requires allocations to be based on the total number of low-income children in a school attendance area or school.
6. School districts serving only schools at or above 35 percent poverty must allocate funds on the basis of the total number of low-income children in each school.
7. School districts serving schools below the 35 percent poverty level are required to allocate to all of its participating schools an amount for each low-income child that is at least 125 percent of the district's allocation per low-income child.
8. School districts must allocate at least this amount for each low-income child in every school the district serves, not just for those schools below the 35 percent poverty level.
9. An LEA calculates 125 percent of its allocation per low-income child before the LEA reserves any funds.
10. Before allocating funds, an LEA shall reserve funds, off the top, that are reasonable and necessary to conduct other authorized activities such as preschool programs, summer school and intersession programs, professional development, program improvement, and coordinated services.
11. There is no maximum amount that an LEA may reserve for administration, staff development, or other reservations. However, please bear in mind that Title I funds are primarily to be used to enable participating children to make adequate progress towards meeting the challenging State standards.
12. If remaining funds are not sufficient to fully fund the lowest ranked eligible school attendance area, the school district may serve the school if it determines the funds are sufficient to enable children to make adequate progress toward meeting the State's challenging performance standards. If the district has carryover funds, they may use them to serve eligible schools whose allocations are insufficient.
13. School districts are not required to allocate the same per-child amount to each school. However, the school district must allocate a higher per-child amount to schools with higher poverty rates than it allocates to schools with lower poverty rates. In addition, if you have private school children from different attendance areas, you would have to calculate the various per pupil amounts for each attendance area to determine the private school allocation.
14. School districts are allowed to use any month's data to determine their free and reduced eligible child count. Use the month that is most advantageous for your school district. However, one month must be used uniformly for all buildings within the district.
15. LEAs that receive an allocation of \$500,000 or more must reserve 1% for parent involvement. Of that 1%, 95% must be distributed and spent at the local building level. Districts must have a process in place to track the parent involvement expenditures at the building level.
16. The "Grandfather Provision" allows a district to serve a school that is not eligible, but was eligible and served the preceding year, but only for one additional year.
17. A district **must** reserve funds as necessary to provide services for homeless children and neglected or delinquent children.
18. Districts that have schools that have been identified for program improvement must:
 - Reserve annually 10% of their Title I funds for professional development. (Years one and two only – otherwise optional)
 - Reserve 20% of their Title I funds to pay for choice-related transportation costs and to provide supplemental educational services.

District Targeting Options

Two Options for Ranking

The LEA has the option to rank schools using:

- **Districtwide ranking**

Or

- **Ranking areas by grade span groupings**

(For ranking by grade span groupings, the LEA may use (1) the districtwide poverty average or (2) the districtwide grade span poverty averages for the respective grade span groupings.)

Title I Targeting for the 2011-2012 School Year

ALLOCATIONS	1288474.00	TOTAL ALLOCATION DIVIDED BY TOTAL POOR CHILDREN	397.93 PER PUPIL ALLOCATION
RESERVATIONS		NOT SERVING BELOW 35%, 1.25% PER PUPIL NOT REQUIRED	1.25
OTHER	70000.00		
Indirect Cost	30537.00		497.41
1% PARENT	60000.00		
STAFF DEV.	30000.00		
ADMINISTRATION	181500.00		
NET FOR PROGRA	916437.00		

SCHOOL NAME	GRADE SPAN	ENROLLMENT			CHILDREN FROM LOW INCOME FAMILIES			PERCENT POOR	ELIG. SCH 1=YES 0=NO
		PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL		
DISTRICT TOTALS		7829	257	8086	2258	45	2303	28.48%	
School A	1-5	367	38	405	274	17	291	71.85%	1
School B	9-12	85	0	85	45	0	45	52.94%	1
School C	1-5	132	26	158	76	6	82	51.90%	1
School D	1-5	226	10	236	114	0	114	48.31%	1
School E	1-5	330	0	330	155	0	155	46.97%	1
School F	1-5	168	41	209	85	13	98	46.89%	1
School G	1-5	214	23	237	103	2	105	44.30%	1
School H	6-8	517	0	517	225	0	225	43.52%	1
School I	1-8	460	2	462	189	0	189	40.91%	1
School J	1-5	193	14	207	74	1	75	36.23%	1
School K	1-5	271	25	296	87	2	89	30.07%	0
School L	1-5	317	24	341	82	3	85	24.93%	0
School M	1-5	1251	0	1251	281	0	281	22.46%	0
School N	6-8	526	0	526	100	0	100	19.01%	0
School O	1-5	419	17	436	80	0	80	18.35%	0
School P	6-8	596	0	596	92	0	92	15.44%	0
School Q	1-5	383	37	420	59	1	60	14.29%	0
School R	9-12	1374	0	1374	137	0	137	9.97%	0

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Title I Targeting for the 2011-2012 School Year

ALLOCATION	544181.00	TOTAL ALLOCATION DIVIDED BY TOTAL POOR CHILDREN	550.79	PER PUPIL ALLOCATION
RESERVATIONS		SERVING SCHOOLS BELOW 35%, 1.25% PER PUPIL REQUIRED	1.25	
INDIRECT COST	3000.00		688.49	
1% PARENT HOMELESS ADMINISTRATION	5452.00			
NET FOR PROGRAM	12886.00			
	522843.00			

SCHOOL NAME	GRADE SPAN	ENROLLMENT			CHILDREN FROM LOW INCOME FAMILIES			PERCENT POOR	ELIG. SCH 1=YES 0=NO
		PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL		
DISTRICT TOTALS		2717	674	3391	901	87	988	29.14%	1
School A	1-6	271	68	339	166	0	166	48.97%	1
School B	1-6	274	39	313	131	0	131	41.85%	1
School C	1-6	241	62	303	115	0	115	38.00%	1
School D	1-6	274	85	359	80	54	134	38.00%	1
School E	1-6	265	66	331	69	0	69	20.85%	0
		1325	320	1645	561	54	615	38.00%	
School F	7-8	424	118	542	128	23	151	27.86%	1
School G	9-12	968	236	1204	212	10	222	18.44%	1

Targeting Spreadsheet Acceptable



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Rule on Differentials for Master Level Teachers

If a district has Master level teachers at the high end of the salary scale, which in some cases would absorb the entire building allocation, there is an option. The district would need to determine the average salary of Title I personnel. That average salary amount could be used as the salary for all Title I personnel at each building. Any amount above the average would be taken off the top and included in reservations. If you use this option for one school, you must use it across the district. However, this option may have some negative effects. The individual building allocations will decrease if you hold funds off the top. Therefore, if you have buildings that do not have enough funds currently, this rule would not be effective.

FEEDER PATTERN USED TO MAKE AN INELIGIBLE SCHOOL ELIGIBLE

If a junior high/middle school or senior high school building has been determined ineligible, then using the feeder pattern may make that building eligible.

To use the feeder pattern, the district would provide the Title I office with a list of elementary schools that feed into the school building they hope to make eligible. The average percent of poverty for those elementary schools would be applied to that building giving it a new poverty percentage.

However, applying this feeder pattern will drastically increase the low-income number and percent for the building you are making eligible causing their allocation to be inflated and subsequently causing all other building allocations to be reduced.

Per-Pupil Amounts for Funding

School districts are not required to allocate the same per-child amount to each school. However, the school district must allocate a higher per-child amount to schools with higher poverty rates than it allocates to schools with lower poverty rates. In addition, if you have private school children from different attendance areas, you would have to calculate the various per pupil amounts for each attendance area to determine the private school allocation.

On the targeting worksheet Part 5 (Question 4), each district will indicate whether they want the same per pupil amount applied to all building allocations, or whether the district would like to indicate separate amounts for each building keeping in mind that the higher per pupil amounts must be applied to higher poverty buildings.

Title I Targeting for the 2011-2012 School Year

Date:

Allocation	590571.00
Admin. Serv.	30000.00
Staff Dev.	10000.00
Teacher Quality-5%	29529.00
Indirect Cost	10000.00
N/D	500.00
LEP	0.00
Homeless	1000.00
Parent Inv.	6000.00
Other - Program Imp.	0.00
Net for Program	503542.00

Total Allocation Divided By Total Poor Children

514.86

Per Pupil Allocation

Serving schools above 35%, 1.25% per pupil not required.
See actual Per Pupil in Table Below

14.736% is Set Aside of Your Total Allocation

<u>SCHOOL NAME</u>	<u>GRADE SPAN</u>	<u>ENROLLMENT</u>			<u>CHILDREN FROM LOW INCOME FAMILIES</u>			<u>PERCENT POOR</u>	<u>ELIG. SCH</u> 1=YES 0=NO	<u>Attendance Area Allocation</u>	<u>Running Total Allocation</u>	<u>Allocation Generated By public School Poor Children</u>	<u>Allocation Generated By Private School Poor Children</u>
		Public	Private	Total	Public	Private	Total						
DISTRICT TOTALS		1875	164	2039	635	34	669	32.81%		503541.50		461587.20	41954.30
Adams Elem	K-4	121	34	155	72	2	74	47.74%	1	155400.00	155400.00	151200.00	4200.00
Bates Elem	K-4	199	44	243	83	7	90	37.04%	1	162000.00	317400.00	149400.00	12600.00
Charlestown Elem	K-4	298	39	337	96	15	111	32.94%	1	186141.50	503541.50	160987.20	25154.30
Central Middle	5-8	621	47	668	243	10	253	37.87%	0	0.00	0.00	0.00	0.00
Boston HS	9-12	636	0	636	141	0	141	22.17%	0	0.00	0.00	0.00	0.00

Per Pupil Building Allocations

<u>School</u>	<u>Per Pupil</u>
Adams	2100
Bates	1800
Charlestown	Remaining (1676.95)

Targeting Spreadsheet Acceptable



Mail or fax to (701) 328-4770 to state Title I office

Title I District Level Reservations

Required Reservations

- * Parent Involvement 1%
(If allocation is over \$500,000)
- Neglected and Delinquent
(See Guidance)
- Homeless
(See Guidance)

Optional Reservations

- Administrative Costs
- * Teacher Quality -5%
- * Preschool
- * Summer School
- Indirect Costs
- * Professional Development
- LEP Title I Program
(See Addendum)

Program Improvement

- 10% Professional Development – Required for years one and two.
- 5% - 20% School Choice – Required for year on and beyond.
- 5% - 20% Supplemental Education Service – Required for years two and beyond.
- 20% Choice/Supplement Services – Districts

The amounts reserved off the top of the Title I allocation should be listed on the district Title I budget on the consolidated application.

* Please note, if funds are reserved for those items with an asterisk (*), the district will also need to provide private schools with an equitable share of the amount reserved.

Parent Involvement Set Aside



If a district's allocation is \$500,000 or more, then they are required to set aside 1% of their district's Title I allocation for parent involvement.

Only 5% of these funds may be used at the district level, 95% must be given to the participating schools.

- Districts must document on their consolidated application that they have reserved, at a minimum, the 1% for parent involvement and specifically outline how these funds will be spent.
- Districts that target need to identify on the individual building budgets and the district wide budget how the funds will be disseminated.
- In addition, districts need to track the parent involvement expenditures at the building level.
- Districts can distribute funds to buildings by need. Distribution of funds does not need to be equal between each building.
- According to federal requirements, all districts are required to document parent input and approval if they plan to use any parent involvement reservations funds on a parent involvement staff member.

Different Scenarios

Set aside Only 1%		Set aside Only 1%-All at Building Level		Set aside More Than Required 1%	
Explanation: Our 1% set aside for parent involvement is \$160,000. $\$160,000 \times .95 = \$152,000$ to be spent at the building level. This leaves \$8,000 to be spent at the district level. The following breakdown documents where these funds will be allocated.		Explanation: Our 1% set aside for parent involvement is \$160,000 which will be spent entirely at the building level. The following breakdown documents where these funds will be allocated.		Explanation: Our 1% setaside for parent involvement is \$160,000. We have chosen to set aside \$200,000, more than the required amount. The required amount to be set aside at the building level equals $\$160,000 \times .95 = \$152,000$. The following breakdown documents where these funds will be allocated.	
<u>Identify Where Spent</u>	<u>Amount</u>	<u>Identify Where Spent</u>	<u>Amount</u>	<u>Identify Where Spent</u>	<u>Amount</u>
School Building A	\$38,000	School Building A	\$40,000	School Building A	\$38,000
School Building B	\$38,000	School Building B	\$40,000	School Building B	\$38,000
School Building C	\$38,000	School Building C	\$40,000	School Building C	\$38,000
School Building D	\$38,000	School Building D	\$40,000	School Building D	\$38,000
School District	\$8,000			School District	\$48,000
Total	\$160,000	Total	\$160,000	Total	\$200,000

REQUIREMENTS

Neglected and Delinquent

Jacki Harasym
Assistant Director
Neglected & Delinquent
Email: jharasym@nd.gov
Phone: (701) 857-7770

Homeless

Tara Bitz
Assistant Director
Homeless Program
Email: tbitz@nd.gov
Phone: (701) 328-4646

Private School

Ann Ellefson
Assistant Director
Private School Reporting
Email: aelfefson@nd.gov
Phone: (701) 328-2488

Summary of Obligation of Funding for Neglected and Delinquent (N&D) Children

Title I Law

Under the Title I, Part A regulations, requirements exist for Local Education Agencies (LEAs) to assist neglected and delinquent children within their district boundaries.

It is specifically cited in Title I, Part A regulations (Sec. 1113, c, 3 – Reservation) that:

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

Funding Scenarios

There are different scenarios that LEAs may encounter:

- A. LEAs with local delinquent facilities generate funding that is placed into a funding reserve in which LEAs with delinquent facilities must apply for a grant on a competitive basis using a formal application process. LEAs with local delinquent facilities are not required to reserve a set aside of their Title I funding.
- B. LEAs with local neglected facilities that have an aggregate unit of 10.0 or greater will automatically generate a separate Title I N&D allocation. This amount, along with funding generated from other federal programs, must be applied for through a formal application process.
- C. LEAs with local neglected facilities that have aggregate units less than 10.0 do not generate a separate Title I N&D allocation. These LEAs must set aside a portion of their Title I funds to serve neglected students.

For those required to reserve set aside funds, the state Title I office has established a minimal formula amount to ensure fair and equitable distribution of funding to meet the federal compliance requirements. The formula used is \$1,000 per aggregate unit. The state Title I office provides each district with a chart listing their aggregate units.

Action Needed as Part of the Targeting/Consolidated Application Process for Option C

The check sheet below provides a brief overview of this process:

- STEP ONE: Determine your required reservation of set aside funding for neglected youth. (Aggregate unit x \$1,000)
- STEP TWO: List the amount of set aside funding for neglected students in section four of the targeting report.
- STEP THREE: Determine the allowable services to be provided for neglected students.
- STEP FOUR: Input information into the Consolidated Application for Federal Title Funding on the STARS. This includes information in the 'Activities' and 'N&D Addendum' sections.

North Dakota Guidance for Neglected and Delinquent Programs

The state Title I office would also like to make you aware of N&D guidance for districts on the Title I, N&D and Part A reservation set aside funding. The document entitled “*Guidance on the Obligation of Federal Title Funding for Neglected and Delinquent Children*” is available on the Title I, Neglected and Delinquent (N&D) website at www.dpi.state.nd.us/title1/neglect/guidance.shtm. Here you will find more information on specific N&D requirements.

Questions

For questions on the set-aside regulations, you may contact Jacki Harasym at jharasym@nd.gov or (701) 857-7770 or Laurie Matzke at lmatzke@nd.gov or (701) 328-2284.

**Guidance on the Obligation of Federal Title I Part A
Funding for
Children Experiencing Homelessness**

Title I Law

All districts reporting homeless children and youth on the 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, Part 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

(A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live.”

Explanation of McKinney-Vento Funding under the No Child Left Behind Act

McKinney-Vento funding is also available to school districts through a competitive grant. Additional information on this competitive grant process can be accessed at

<http://www.dpi.state.nd.us/title1/homeless/grant/index.shtm> on the department website.

Definition of Homelessness

Children eligible to benefit from the Title I homeless set-aside amount would include those children in situations that meet one of the following definitions:

1. **Shelters** – includes children and youth living in emergency shelters, transitional living programs, and children and youth awaiting foster care placement.
2. **Doubled-up** – sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. This category includes children, youth, and unaccompanied youth who live with relatives, friends, boyfriends, girlfriends, etc., because they can not afford housing on their own.
3. **Hotels/Motels** – children, youth, and unaccompanied youth who are temporarily living in hotels and motels because they can not afford permanent housing.
4. **Unsheltered** – children and youth or unaccompanied youth who live in abandoned buildings or apartments, bus and train stations, airports, campgrounds, cars, parks, public spaces, dilapidated trailer parks, children abandoned in hospitals, and children and youth who live in substandard or inadequate housing.

Use of Funds

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

1. To improve educational services for homeless children and youth by assisting children and youth in meeting social and academic challenges.
2. To provide homeless children and youth with the services needed to make a successful transition from their state of homelessness to school or employment.

3. 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.
- * A more detailed breakdown of the allowable uses of Title I funds for assisting children and youth experiencing homelessness can be accessed at www.dpi.state.nd.us/title1/targeted/general/facts/setaside.pdf on the Title I Fast Facts entitled “Issue: Using your Title I Homeless Set Aside Funds.” Additional information on serving children and youth experiencing homelessness can be accessed at www.dpi.state.nd.us/title1/targeted/general/facts/homeless.pdf on the Title I Fast Facts entitled “Issue: Serving Homeless Children and Youth – the McKinney-Vento Act.”

Calculating Reservation of Set-Aside Funds

The NCLB Act states that a reservation of funds must take place as necessary 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 and **must be determined on a calculated basis**. The following summarizes five options for districts to use to determine their set-aside amount.

1. Obtain a count of the number of children and youth experiencing homelessness as reported on the STARS and multiply this number by the Title I, Part A per-pupil amount on your targeting spreadsheet.
 2. Obtain a count of the number of children and youth experiencing homelessness as reported on the STARS and multiply this number by a minimum of \$500.00 per pupil identified.
 3. Reserve an amount of funds to support the McKinney-Vento grant request awarded to the facility (i.e., provide a supplemental amount of Title I, Part A funds to the homeless amount awarded).
 4. Reserve a specific percentage based on the district’s Title I, Part A allocation (i.e., a district may set aside between one and five percent of its total allocation).
 5. 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 i.e., supplemental education services, materials and supplies for those services, costs associated with successful transition, etc.).
- * If no homeless children or youth were reported on the STARS for the 2010-2011 school year it is not mandatory that you set-aside Title I funds for homeless children. However, if at any time during the 2011-2012 school year a homeless child resides in the district, you are required by law to assist this child through the use of Title I funds and/or other district funding to provide services that are comparable to those provided to other children of the district to ensure the academic and social success of the child. A budget revision may be necessary to meet this requirement.

Reserving Set-Aside Funds

1. LEAs identifying homeless children and youth in their attendance area participate by setting aside funding of the top of their Title I allocation using one of the methods described above.
2. 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. For example, if you choose to spend additional funding for transitional services for homeless children and youth, then you will choose the appropriate activity from the list and obligate the estimated set-

aside under the appropriate object code. Be sure to thoroughly explain your district's intentions in the explanation section.

Title Program	Activity Total
Title I District Admin	\$428.00
Title I 5% Teacher Quality	\$0.00
Title I Targeted	\$15,250.00
Title I Schoolwide	\$7,150.00
Title I Nonpublic	\$0.00
Title I Cooperatives	\$0.00
Title I PI Choice/Supp_Ser	\$1,500.00
Title I Corr Act/Alt_Gov	\$3,900.00
Title I PI Prof. Dev.	\$3,500.00
Title I Total	\$31,728.00
Title II Part A	\$0.00
Title II Part D	\$0.00
Title III Part A	\$0.00
Title IV Part A	\$0.00
Title V Part A	\$0.00
REAP Title I Part A	\$2,000.00
REAP Title II Part A	\$0.00
REAP Title II Part D	\$0.00
REAP Title III	\$0.00
REAP Title IV Part A	\$0.00
REAP Title IV Part B	\$0.00
REAP Title V Part A	\$0.00

- The LEA must also complete the Homeless addendum section of the consolidated application. In the first section entitled "Description of services to homeless children and youth," include the method of calculating the homeless set-aside amount. The district should note the total amount of funding set-aside for the number of children and youth reported as homeless within the district and indicate how this set-aside funding was determined. In a second paragraph, the district must also specify how the district is assisting homeless children and youth with additional services, either through the use of these funds or through other programs within the district. If staff is being hired to assist children and youth at the local level, this information must also be entered under "Title I Homeless Staff."

Name	Email	FTE	Description of Position
No homeless staff found.			

Your assigned Title I staff member will be cross-checking the obligation of the funds generated for the homeless when reviewing the consolidated application.

Questions

For questions on the set-aside regulations, you may contact Tara Bitz at tbitz@nd.gov or (701) 328-4646 or Laurie Matzke at lmatzke@nd.gov or (701) 328-2284. Additional resources on assisting children and youth experiencing homelessness can be accessed at www.dpi.state.nd.us/title1/homeless/resources/index.shtm on the Department of Public Instruction website.

PRIVATE SCHOOL REPORTING

Private School Reporting

1. To begin the targeting process each year, school districts must send *Worksheet G -Private School Target Area Selection Data* to all private schools within the district that indicated they wish to receive Title I services to complete and return. This should be done immediately as school districts cannot proceed to the next step until this worksheet is complete.
 - ✓ School districts need to decide which month they will use to report free and reduced data. The law allows districts to select any month during the current school year that would be most advantageous; however, districts must use the same month consistently to report the free and reduced data for all buildings. Indicate on the worksheet which month is being used for reporting purposes.
 - ✓ School districts need to pre-populate the first two columns before sending the worksheet to each private school.
2. In prior years, before the targeting process was completed electronically, we did not list the private school buildings on our targeting spreadsheet. Districts reported private school numbers by indicating how many were present within each attendance area. Only private school free and reduced students in an eligible attendance area generate funds for private school services. In the past, it was clear to our office which private school numbers to use in generating your spreadsheet.
3. On the STARS districts are given a choice between listing each private school separately, along with enrollment and free and reduced numbers (Option 1), or listing private school students within each public school attendance area as in the past (Option 2). Many districts choose to list each private school building separately (Option 1) as including them in the public school attendance tends to skew the public school poverty percentage. However, choosing this option can result in inflating private school allocations because they include all private schools' free and reduced numbers, not just those from eligible attendance areas.
4. For the 2011-2012 targeting process, districts will again be able to choose their method of reporting private school students on the STARS. However, all district will be required to submit *Worksheet G* to the Title I office. The completed worksheet can be faxed to Patty Carmichael in the Title I office at (701) 328-0203.
5. Regardless of which method districts choose to use, all districts must use *Worksheet G* to collect poverty information from each private school so that documentation exists to support the numbers reported to the department for auditing purposes.

Title I Equitable Set Aside for Private School

Section 200.64(a)(2)(i)(A) of the Title I regulations requires that, if an LEA reserves funds for instructional and related activities for public elementary or secondary school students at the district level, the LEA must also provide from these funds, as applicable, equitable services to eligible private school children. The amount of funds available to provide equitable services from the applicable reserved funds must be proportional to the number of private school children from low-income families residing in participating public school attendance areas.

The following instructional services are included in the equitable services provision of off-the-top costs:

- Set aside for teacher quality
- Professional development (excluding requirements for program improvement)
- Parental involvement
- Instructional Programs (Preschool, Jumpstart, Summer School)

The following worksheets and sample worksheets are available to assist districts in planning for equitable set asides.

The STARS Consolidated Application also has a section that requests this information.

SAMPLE

Title I Equitable Services for Private School Students

1. Instructional Program(s) Reservation – Districtwide
 - Summer School Program \$40,000
 - Jump Start into Kindergarten Program \$10,000
 - Districtwide Instructional Coaches \$10,000

2. Parental Involvement Reservation
 - Parental Involvement \$50,000

3. Professional Development Reservation
 - Districtwide Curriculum Mapping \$30,000
 - Districtwide Literacy Training \$40,000
 - Attendance at Title I Summer Symposium \$10,000

4. Set aside for Teacher Quality
 - Reserve to help ELL teachers obtain endorsement \$20,000
 - Reserve to help paraprofessionals become highly qualified \$40,000

District _____

**Worksheet
Title I Equitable Services**

1. Instructional Program(s) Reservation (i.e. summer school)

In **participating** public school attendance areas:

# of Private School Low Income Children		# District Low Income Children		Proportion of Reservation
16	÷	2,042	=	.0078
<hr/>				
Proportion of Reservation		Total District Reservation		Equitable Set-Aside Amount
.0078	x	\$60,000	=	\$468.00
<hr/>				

2. Parental Involvement Reservation

In **participating** public school attendance areas:

# of Private School Low Income Children		# District Low Income Children		Proportion of Reservation
16	÷	2,042	=	.0078
<hr/>				
Proportion of Reservation		Total District Reservation		Equitable Set-Aside Amount
.0078	X	\$50,000	=	\$390.00
<hr/>				

3. Professional Development Reservation
(Excluding Professional Development requirements for program improvement)

In **participating** public school attendance areas:

# of Private School Low Income Children		# District Low Income Children		Proportion of Reservation
16	÷	2,042	=	.0078
<hr/>				
Proportion of Reservation		Total District Reservation		Equitable Set-Aside Amount
.0078	x	\$80,000	=	\$624.00
<hr/>				

4. Set-Aside for Teacher Quality (i.e. professional development at private school)

In **participating** public school attendance areas:

# of Private School Low Income Children		# District Low Income Children		Proportion of Reservation
16	÷	2,042	=	.0078
<hr/>				
Proportion of Reservation		Total District Reservation		Equitable Set-Aside Amount
.0078	x	\$60,000	=	\$468.00
<hr/>				

* This form may need to be revised throughout the school year as public schools record reallocated, REAP, transfer, or budget revisions. Any of the above district activity must provide the private school with an equitable share.