

# CONSOLIDATED STATE PERFORMANCE REPORT PART II

SCHOOL YEAR 2019-2020

NORTH DAKOTA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

## Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

## **2.1 ACCOUNTABILITY**

### **2.1.4 Section 1003 of the ESEA School Improvement Funds**

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

#### **2.1.4.1 Section 1003 of the ESEA Allocations to LEAs**

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

#### **2.1.4.2 Section 1003 of the ESEA Allocations to Schools**

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
NORTH DAKOTA	All students	S	7486	89.0
NORTH DAKOTA	American Indian or Alaska Native	S	733	73
NORTH DAKOTA	Asian	S	174	90
NORTH DAKOTA	Native Hawaiian or Other Pacific Islander	S	28	75
NORTH DAKOTA	Black or African American	S	427	82
NORTH DAKOTA	Hispanic or Latino	S	341	78
NORTH DAKOTA	White	S	5783	92.2
NORTH DAKOTA	Children with Disabilities (IDEA)	S	875	72
NORTH DAKOTA	English Learners	S	282	83
NORTH DAKOTA	Economically disadvantaged students	S	2092	77
NORTH DAKOTA	Children in foster care	S	26	73
NORTH DAKOTA	Children who are homeless	S	179	65

#### Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

## 2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
NORTH DAKOTA	All students	4643	S	2313	S
NORTH DAKOTA	American Indian or Alaska Native	276	S	313	S
NORTH DAKOTA	Asian	93	S	41	S
NORTH DAKOTA	Native Hawaiian or Other Pacific Islander	12	S	10	S
NORTH DAKOTA	Black or African American	212	S	137	S
NORTH DAKOTA	Hispanic or Latino	140	S	151	S
NORTH DAKOTA	White	3910	S	1661	S
NORTH DAKOTA	Female	2498	S	925	S
NORTH DAKOTA	Male	2145	S	1388	S
NORTH DAKOTA	Children with Disabilities (IDEA)	242	S	512	S
NORTH DAKOTA	English Learners	96	S	80	S
NORTH DAKOTA	Economically disadvantaged students	876	S	890	S

## 2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
NORTH DAKOTA	Children with disabilities (IDEA)	6451
NORTH DAKOTA	English learners	2051
NORTH DAKOTA	Homeless students	1333
NORTH DAKOTA	Migrant students	145

### 2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
NORTH DAKOTA	American Indian or Alaska Native	6359
NORTH DAKOTA	Asian	612
NORTH DAKOTA	Black or African American	2512
NORTH DAKOTA	Hispanic or Latino	2993
NORTH DAKOTA	Native Hawaiian or Other Pacific Islander	123
NORTH DAKOTA	Total	39002
NORTH DAKOTA	Two or more races	1720
NORTH DAKOTA	White	24683

### 2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	363	8	0	0	371
NORTH DAKOTA	Age Birth through 2	0	0	0	0	0
NORTH DAKOTA	Grade 1	4543	454	4	57	5058
NORTH DAKOTA	Grade 10	722	.	28	0	750
NORTH DAKOTA	Grade 11	649	.	19	0	668
NORTH DAKOTA	Grade 12	593	.	7	0	600
NORTH DAKOTA	Grade 2	4455	477	3	41	4976
NORTH DAKOTA	Grade 3	4308	435	5	14	4762
NORTH DAKOTA	Grade 4	4233	406	4	19	4662
NORTH DAKOTA	Grade 5	3939	370	8	27	4344
NORTH DAKOTA	Grade 6	2632	289	6	11	2938
NORTH DAKOTA	Grade 7	2083	84	13	3	2183
NORTH DAKOTA	Grade 8	2024	84	20	0	2128
NORTH DAKOTA	Grade 9	779	.	33	0	812
NORTH DAKOTA	Kindergarten	4828	244	0	45	5117
NORTH DAKOTA	Total	36151	2851	150	217	39369
NORTH DAKOTA	Ungraded	0	0	0	0	0

## 2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

### 2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

**FAQs on Child Count:**

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
The child counts were reviewed multiple times for accuracy and there are no concerns at this time. North Dakota uses MIS2000 and MSIX to cross-check data as well as review of COE data and our state STARS enrollment report for quality assurance. Any questions or discrepancies were revisited and resolved before the final count was tabulated. The EDFacts Student List (formally called the Eden Report) also was used to check data for accuracy

### 2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	54
NORTH DAKOTA	Kindergarten	37
NORTH DAKOTA	Grade 1	31
NORTH DAKOTA	Grade 2	25
NORTH DAKOTA	Grade 3	39
NORTH DAKOTA	Grade 4	32
NORTH DAKOTA	Grade 5	26
NORTH DAKOTA	Grade 6	26
NORTH DAKOTA	Grade 7	30
NORTH DAKOTA	Grade 8	37
NORTH DAKOTA	Grade 9	39
NORTH DAKOTA	Grade 10	25
NORTH DAKOTA	Grade 11	30
NORTH DAKOTA	Grade 12	22
NORTH DAKOTA	Ungraded	0
NORTH DAKOTA	Out of school	1
NORTH DAKOTA	Total	454

### 2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
North Dakota's Category 1 count for Summer 2020 did not have an increase or decrease greater than 10% compared to the Category I count for Summer 2019.

### 2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NORTH DAKOTA	Age Birth through 2	30

## 2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	29
NORTH DAKOTA	Kindergarten	14
NORTH DAKOTA	Grade 1	11
NORTH DAKOTA	Grade 2	10
NORTH DAKOTA	Grade 3	11
NORTH DAKOTA	Grade 4	14
NORTH DAKOTA	Grade 5	12
NORTH DAKOTA	Grade 6	8
NORTH DAKOTA	Grade 7	16
NORTH DAKOTA	Grade 8	13
NORTH DAKOTA	Grade 9	16
NORTH DAKOTA	Grade 10	11
NORTH DAKOTA	Grade 11	13
NORTH DAKOTA	Grade 12	2
NORTH DAKOTA	Out of school	1
NORTH DAKOTA	Ungraded	0
NORTH DAKOTA	Total	181

### 2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
North Dakota's Category 2 child count for Summer 2020, did not show an increase or decrease greater than 10% from the Category 2 child count from Summer 2019.

### 2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NORTH DAKOTA	Age Birth through 2	11

## 2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

### 2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

## Comments

Child count is calculated through the review of the COE. Recruiters or trained liaisons complete the interviews and COE's. COE's are then sent to the State Migrant Administrator for further migrant history verification and quality checks on the COE. Once verified, the information is entered into the state MIS2000 system. A variety of reports, including the ED Facts Student List (formally titled the Eden Report), ED Facts File Reports 121, 122, 054, 145 and 165 are run to cross-check data for quality assurance. The MIS2000 system has a report designed to not duplicate child count. (ED Facts Student List, formally titled the Eden Report). Our state STAR'S system is also another cross-check for migrant student data from the schools. North Dakota also relies on the Child Count Reconciliation reports in MSIX to verify accuracy. Eligibility is first checked with recruiters. School liaisons help recruiters and the State Administrator locate possible migrant students in their schools. The State Administrator and recruiters use MSIX, MIS2000, phone and personal interviews with families to determine eligibility. When interviewed, and a COE is completed, the data is entered into the State MIS2000 system. Reports are run and enrollment cross-checks are performed with the STARS data system and the previous history of moves in the State MIS2000 system and MSIX. Final checks are referenced to the Child Reconciliation reports located in MSIX, using the Included and Excluded count reports. Any unanswered questions by the above process, would be checked by contacting the MSIX Help Desk for further clarification and then possibly with the school or parent if further checking is necessary to resolve data issues. The child count is calculated when the student information is entered into the MIS2000 information system. MIS2000 has edit functions to separate the Category 1 and Category 2 counts. For the Category 1 count, a date range is used to get the count (example 09/01/19 -08/31/20). This report also includes an "R" representing Fall enrollment. After running a printout of all the students who are in the date range, our state compares results with school districts who reported migrant students during the regular school year to see if the LEA count and the SEA count align. The report used is called the STARS report. For the Category 2 count, the date that is used, for example, might be 6/1/20 - 08/31/20. This report also includes an "S" for Summer enrollment. After the MIS2000 report is run on this count, a comparison is made from the MIS2000 report to the State's student enrollment report (STARS report) that was run throughout the North Dakota Summer program. MSIX Child Reconciliation reports are also used to cross-check accuracy for both Fall and Summer enrollment using their Included and Excluded reports. The Category 1 and Category 2 counts are enrollment-based reports. This means that a student's enrollment must meet the report's criteria in-order-to be counted. For example, students who have graduated will not have enrollments in the migrant database for subsequent years; therefore, those students would not be included in the count. MIS2000 also has a termination code for students who graduated in our database. However, this is used to indicate that a student's graduation is associated with a specific enrollment. This wouldn't be brought forward to new enrollments that were created after a student graduated. The MIS2000 information system is set up to include children ages 3-21 years of age. The system also automatically checks to see if a student meets the three-year eligibility requirement. The recruiters are informed at the yearly spring recruiter workshop what the eligibility years are for the upcoming Summer migrant education program. For example: For the 2020 year, the eligibility years would be: If a family made a move in 2018, 2019 or 2020, any move after September 1, 2017, a student would be eligible if all other eligible specifications are met. Using the three-year eligibility rule, MIS2000 generates a printout of our A-1 count. In addition, they run a copy of the number of students who were documented with a C.O.E who were in the State during the period 9/1/19 - 8/31/20. Our data entry specialist then contacts our two migrant centers, by email/phone or both, to verify whether the students who represented the difference between two counts were still residents of North Dakota. The MIS2000 information system for the 9/1/19 -8/31/20 performance period is set up to include children ages 3-21 years of age. MIS2000 has updated the age/grade value for students who turn 3 during the reporting period. They are counted as 3to5NotK if they have a date that establishes residency verification in the performance period after they turn three. Otherwise, they are counted as Under3. At any time during the performance year, reports in MIS2000, may be run to find students who may have moved from age 2 to 3 during the performance period. MIS2000 has reports to calculate the Category 1 count and the Category 2 count. Edit checks are built into MIS2000 to determine which students qualify for Category 1 and Category 2. Each student record in the database has a unique number assigned to it. This number is called the studentseq in the database and represents a student. No two student records in the database will have the same studentseq. This allows North Dakota to create "unduplicated" reports by only listing or counting each student record (studentseq) once.

" Made separate reports for each EdFacts file that produced EdFacts file with an option to print the student list "

Updated how children who turn 3 during the performance period are counted 3to5NotK vs Under3. Only counting them as 3to5NotK if they have a date that verifies residency in the performance period after they turn three. Otherwise, they will be counted as Under3.

Updated pickoff to more closely match MSIX as follows: " Viewable Enrollments.USER\_ID = !UserID " School History.Type is not null (School History.Type = S for 122) " School History.Approvalstatus, Student.Approvalstatus, and SH COE.Approvalstatus = A " Student.Twentysecondbday >= !StartDate " Student.BIRTHDATE <= !EndDate " SH COE.QA3Date = !StartDate " School History.Contsvsreason = 01 or is null " A date that establishes residency meets all of the criteria below: A date that establishes residency will be School History.ENROLLDATE, School History.WITHDRAWDATE, School History.RESDATE, School History.RES\_VER\_DATE; except for 122 where School History.ENROLLDATE is the only date that establishes residency. " Student.BIRTHDATE<= Date that establishes residency " Student.TWENTYSECONDBDAY >= Date that establishes residency " Student.GRAD\_HSE\_DATE >= Date that establishes residency or Student.GRAD\_HSE\_DATE is null " SH COE.QA3Date >= Date that establishes residency " SH COE.QADATE <= Date that establishes residency " Date that establishes residency is between !StartDate and !EndDate

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

**The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.**

Yes

**Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?**

Yes

If MSIX is utilized, please explain how.

**Comments**

North Dakota uses MSIX to verify quality data from COE□s and our State MIS2000 system. The State Administrator checks data verification in MSIX using these: MSIX and State ID□s, MSIX Child Count reports, enrollment from multiple states to help check for migrant history, course history and assessments, potential duplicates and near matches to avoid duplication, child reconciliation reports to match my MIS2000 report data to the MSIX data and also review the COE□s as another cross-check, MDE validity report is checked to be sure data issues are resolved, Category 1 and 2 data matches with the State MIS2000 system data. The MSIX Help Desk staff have also been very helpful guiding me with guidance on how data is pulled for MSIX reports, so I can determine any discrepancies in data I pulled from the State MIS2000 system and the COE□s. Access to course history and assessments also helps our Summer Program teachers develop a learning plan for students. MSIX is also used to send and receive move notices to help improve recruitment identification.

<b>Data Quality Comments</b>

### 2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	25
The number of eligibility determinations sampled for which a re-interview was completed.	25
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	25

**What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.**

2019-20

#### Comments

Independent re-interviews have been conducted yearly by our collaborating neighbor state of MN, as part of North Dakota's commitment to quality data assurance.

**FAQ on independent prospective re-interviews:**

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Both
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments
North Dakota works with Christine Young, ID&R Recruitment Manager, Tri-Valley Opportunity Council, Inc., Apple Valley, MN. Christine engages a team of certified recruiters from MN to do our independent re-interviews. All recruiters conducting re-interviews are state certified in MN and do NOT conduct original interviews. We have collaborated with MN for re-interviewing for many years.

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
<p>The results of this year's re-interviews were 25 conducted. 25 were found eligible. 0 were found to be ineligible. Copies of the COE's were randomly selected. The data entry specialist sent them through secured file transfer to Ms. Young, in MN. She then contacted MN recruiters to begin the re-interviewing process. Recruiters contacted families and used a North Dakota re-interviewing questionnaire to gather the comparable information. Re-interviews were conducted mostly by phone this year, due to COVID-19, though there were some face-to-face re-interviews. Attempts made to contact were documented. Re-interviewed questionnaires were studied for data accuracy to the original COE. All documentation, with results, were returned to the North Dakota State Migrant Office after the re-interviewing process was completed. If any details needing updating or questions on the process were found, a zoom meeting with MN staff and the ND Administrator would be held to discuss further clarification. A survey was also given to allow parent feedback on their experiences regarding the 2020 Summer program.</p>

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

## 2.4.4 Eligible Migratory Children

### 2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having "Priority for Services." The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

**FAQ on priority for services:**

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

**2.4.4.2 English Learners (ELs)**

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	.
NORTH DAKOTA	Kindergarten	5
NORTH DAKOTA	Grade 1	2
NORTH DAKOTA	Grade 2	4
NORTH DAKOTA	Grade 3	2
NORTH DAKOTA	Grade 4	9
NORTH DAKOTA	Grade 5	10
NORTH DAKOTA	Grade 6	3
NORTH DAKOTA	Grade 7	8
NORTH DAKOTA	Grade 8	7
NORTH DAKOTA	Grade 9	8
NORTH DAKOTA	Grade 10	3
NORTH DAKOTA	Grade 11	4
NORTH DAKOTA	Grade 12	2
NORTH DAKOTA	Out of school	.
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Total	67

### 2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

<b>State</b>	<b>Age Grade</b>	<b>Children with Disabilities (IDEA) During the Performance Period</b>
NORTH DAKOTA	Age Birth through 2	.
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	1
NORTH DAKOTA	Kindergarten	1
NORTH DAKOTA	Grade 1	1
NORTH DAKOTA	Grade 2	3
NORTH DAKOTA	Grade 3	.
NORTH DAKOTA	Grade 4	.
NORTH DAKOTA	Grade 5	2
NORTH DAKOTA	Grade 6	1
NORTH DAKOTA	Grade 7	5
NORTH DAKOTA	Grade 8	3
NORTH DAKOTA	Grade 9	6
NORTH DAKOTA	Grade 10	1
NORTH DAKOTA	Grade 11	2
NORTH DAKOTA	Grade 12	.
NORTH DAKOTA	Out of school	.
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Total	26

#### 2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
NORTH DAKOTA	Age Birth through 2	18
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	40
NORTH DAKOTA	Kindergarten	30
NORTH DAKOTA	Grade 1	23
NORTH DAKOTA	Grade 2	19
NORTH DAKOTA	Grade 3	24
NORTH DAKOTA	Grade 4	21
NORTH DAKOTA	Grade 5	23
NORTH DAKOTA	Grade 6	20
NORTH DAKOTA	Grade 7	25
NORTH DAKOTA	Grade 8	27
NORTH DAKOTA	Grade 9	28
NORTH DAKOTA	Grade 10	18
NORTH DAKOTA	Grade 11	23
NORTH DAKOTA	Grade 12	8
NORTH DAKOTA	Out of school	1
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Total	348

## 2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

### 2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
NORTH DAKOTA	Grade 7	0
NORTH DAKOTA	Grade 8	0
NORTH DAKOTA	Grade 9	0
NORTH DAKOTA	Grade 10	0
NORTH DAKOTA	Grade 11	0
NORTH DAKOTA	Grade 12	1
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Total	1

#### FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

### 2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

## 2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

### FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
NORTH DAKOTA	Age Birth through 2	17
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	37
NORTH DAKOTA	Kindergarten	14
NORTH DAKOTA	Grade 1	11
NORTH DAKOTA	Grade 2	10
NORTH DAKOTA	Grade 3	11
NORTH DAKOTA	Grade 4	14
NORTH DAKOTA	Grade 5	12
NORTH DAKOTA	Grade 6	8
NORTH DAKOTA	Grade 7	16
NORTH DAKOTA	Grade 8	13
NORTH DAKOTA	Grade 9	16
NORTH DAKOTA	Grade 10	11
NORTH DAKOTA	Grade 11	13
NORTH DAKOTA	Grade 12	2
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Out of school	1
NORTH DAKOTA	Total	206

### 2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

<b>State</b>	<b>Age Grade</b>	<b>Priority for Services During the Performance Period</b>
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	5
NORTH DAKOTA	Kindergarten	8
NORTH DAKOTA	Grade 1	1
NORTH DAKOTA	Grade 2	5
NORTH DAKOTA	Grade 3	1
NORTH DAKOTA	Grade 4	5
NORTH DAKOTA	Grade 5	6
NORTH DAKOTA	Grade 6	4
NORTH DAKOTA	Grade 7	10
NORTH DAKOTA	Grade 8	6
NORTH DAKOTA	Grade 9	7
NORTH DAKOTA	Grade 10	1
NORTH DAKOTA	Grade 11	3
NORTH DAKOTA	Grade 12	.
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Out of school	.
NORTH DAKOTA	Total	62

## 2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	37
NORTH DAKOTA	Kindergarten	14
NORTH DAKOTA	Grade 1	11
NORTH DAKOTA	Grade 2	10
NORTH DAKOTA	Grade 3	11
NORTH DAKOTA	Grade 4	14
NORTH DAKOTA	Grade 5	12
NORTH DAKOTA	Grade 6	8
NORTH DAKOTA	Grade 7	16
NORTH DAKOTA	Grade 8	13
NORTH DAKOTA	Grade 9	16
NORTH DAKOTA	Grade 10	11
NORTH DAKOTA	Grade 11	13
NORTH DAKOTA	Grade 12	2
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Out of school	1
NORTH DAKOTA	Total	189

### FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

### 2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
NORTH DAKOTA	Age Birth through 2	17
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	37
NORTH DAKOTA	Kindergarten	14
NORTH DAKOTA	Grade 1	11
NORTH DAKOTA	Grade 2	10
NORTH DAKOTA	Grade 3	11
NORTH DAKOTA	Grade 4	14
NORTH DAKOTA	Grade 5	12
NORTH DAKOTA	Grade 6	8
NORTH DAKOTA	Grade 7	16
NORTH DAKOTA	Grade 8	13
NORTH DAKOTA	Grade 9	16
NORTH DAKOTA	Grade 10	11
NORTH DAKOTA	Grade 11	13
NORTH DAKOTA	Grade 12	2
NORTH DAKOTA	Ungraded	.
NORTH DAKOTA	Out of school	1
NORTH DAKOTA	Total	206

## 2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	24	24	.
NORTH DAKOTA	Age Birth through 2	.	.	.
NORTH DAKOTA	Grade 1	11	11	.
NORTH DAKOTA	Grade 10	11	11	10
NORTH DAKOTA	Grade 11	13	13	13
NORTH DAKOTA	Grade 12	2	2	1
NORTH DAKOTA	Grade 2	10	10	.
NORTH DAKOTA	Grade 3	11	11	.
NORTH DAKOTA	Grade 4	14	14	.
NORTH DAKOTA	Grade 5	12	12	.
NORTH DAKOTA	Grade 6	8	8	.
NORTH DAKOTA	Grade 7	16	16	.
NORTH DAKOTA	Grade 8	13	13	.
NORTH DAKOTA	Grade 9	16	16	15
NORTH DAKOTA	Kindergarten	14	14	.
NORTH DAKOTA	Out of school	1	1	.
NORTH DAKOTA	Total	176	176	39
NORTH DAKOTA	Ungraded	.	.	.

### FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

## 2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
NORTH DAKOTA	Age 3 through 5 (Not Kindergarten)	33	.
NORTH DAKOTA	Age Birth through 2	17	.
NORTH DAKOTA	Grade 1	7	.
NORTH DAKOTA	Grade 10	6	.
NORTH DAKOTA	Grade 11	7	.
NORTH DAKOTA	Grade 12	.	.
NORTH DAKOTA	Grade 2	8	.
NORTH DAKOTA	Grade 3	9	.
NORTH DAKOTA	Grade 4	8	.
NORTH DAKOTA	Grade 5	8	.
NORTH DAKOTA	Grade 6	2	.
NORTH DAKOTA	Grade 7	8	.
NORTH DAKOTA	Grade 8	11	.
NORTH DAKOTA	Grade 9	9	.
NORTH DAKOTA	Kindergarten	11	.
NORTH DAKOTA	Out of school	.	.
NORTH DAKOTA	Total	144	.
NORTH DAKOTA	Ungraded	.	.

### FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counsees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

## 2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

### 2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
NORTH DAKOTA	64	396

### 2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

## **2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK**

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

### **2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

#### **2.5.1.1 Programs and Facilities - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	.	.
Juvenile corrections	3	89
Juvenile detention	1	14
Neglected programs	.	.
Other programs	.	.
Total	.	.

### FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

### 2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	.
Juvenile corrections	3
Juvenile detention	1
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

### 2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	Total Long-Term Students Served	0	2	40	0	0
NORTH DAKOTA	Total Unduplicated Students Served	0	84	106	0	0

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	Children with one or more disabilities (IDEA)	0	0	45	0	0
NORTH DAKOTA	English learner	0	0	1	0	0

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	American Indian or Alaska Native	0	24	27	0	0
NORTH DAKOTA	Asian	0	0	0	0	0
NORTH DAKOTA	Black or African American	0	10	10	0	0
NORTH DAKOTA	Hispanic or Latino	0	8	7	0	0
NORTH DAKOTA	Native Hawaiian or Other Pacific	0	0	1	0	0
NORTH DAKOTA	Total	0	84	106	0	0
NORTH DAKOTA	Two or more races	0	2	4	0	0
NORTH DAKOTA	White	0	40	57	0	0

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	Female	0	28	20	0	0
NORTH DAKOTA	Male	0	56	86	0	0
NORTH DAKOTA	Total	0	84	106	0	0

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	10 years old	0	0	0	0	0
NORTH DAKOTA	11 years old	0	0	0	0	0
NORTH DAKOTA	12 years old	0	1	0	0	0
NORTH DAKOTA	13 years old	0	11	3	0	0
NORTH DAKOTA	14 years old	0	6	14	0	0
NORTH DAKOTA	15 years old	0	19	23	0	0
NORTH DAKOTA	16 years old	0	24	32	0	0
NORTH DAKOTA	17 years old	0	22	26	0	0
NORTH DAKOTA	18 years old	0	1	8	0	0
NORTH DAKOTA	19 years old	0	0	0	0	0
NORTH DAKOTA	20 years old	0	0	0	0	0
NORTH DAKOTA	21 years old	0	0	0	0	0
NORTH DAKOTA	3 through 5	0	0	0	0	0
NORTH DAKOTA	6 years old	0	0	0	0	0
NORTH DAKOTA	7 years old	0	0	0	0	0
NORTH DAKOTA	8 years old	0	0	0	0	0
NORTH DAKOTA	9 years old	0	0	0	0	0
NORTH DAKOTA	Total	0	84	106	0	0

**FAQ on Unduplicated Count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

## 2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	Enrolled in local district school		S	S		

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
NORTH DAKOTA	Were accepted and/or enrolled into post-secondary education			S	S	9
NORTH DAKOTA	Obtained high school diploma			S	S	7
NORTH DAKOTA	Obtained employment			S	S	7
NORTH DAKOTA	Enrolled in job training courses/programs			S	S	14
NORTH DAKOTA	Enrolled in a GED program			S	S	11
NORTH DAKOTA	Earned high school course credits			84	S	92
NORTH DAKOTA	Earned a GED			S	S	5

<b>State</b>	<b>Outcomes</b>	<b>Juvenile Corrections - 90 Days After Exit</b>	<b>Adult Corrections - In Fac</b>	<b>Adult Corrections - 90 Days After Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days After Exit</b>
NORTH DAKOTA	Were accepted and/or enrolled into post-secondary education	S				
NORTH DAKOTA	Obtained high school diploma	S				
NORTH DAKOTA	Obtained employment	S				
NORTH DAKOTA	Enrolled in job training courses/programs	S				
NORTH DAKOTA	Enrolled in a GED program	S				
NORTH DAKOTA	Earned high school course credits	S				
NORTH DAKOTA	Earned a GED	S				

## 2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

### 2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	Negative change		S	S		
NORTH DAKOTA	No Change		S	S		
NORTH DAKOTA	More than one full grade		S	6		
NORTH DAKOTA	Up to one full grade		S	13		
NORTH DAKOTA	Total		S	21		

### 2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH DAKOTA	Negative change		S	S		
NORTH DAKOTA	No Change		S	S		
NORTH DAKOTA	More than one full grade		S	6		
NORTH DAKOTA	Up to one full grade		S	13		
NORTH DAKOTA	Total		S	21		

## 2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	.	.
Juvenile corrections	.	.
Juvenile detention	2	140
Neglected programs	.	.
Other programs	2	216
Total	.	.

#### FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

### 2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	.
Juvenile corrections	.
Juvenile detention	.
Neglected programs	.
Other programs	2
Total	.

Data Quality Comments

### 2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	Total Long-Term Students Served	0	0	89	0	32
NORTH DAKOTA	Total Unduplicated Students Served	0	0	109	0	43

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	Children with one or more disabilities (IDEA)	0	0	68	0	35
NORTH DAKOTA	English learner	0	0	0	0	0

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	American Indian or Alaska Native	0	0	28	0	5
NORTH DAKOTA	Asian	0	0	1	0	0
NORTH DAKOTA	Black or African American	0	0	4	0	2
NORTH DAKOTA	Hispanic or Latino	0	0	2	0	0
NORTH DAKOTA	Native Hawaiian or Other Pacific	0	0	0	0	0
NORTH DAKOTA	Total	0	0	109	0	43
NORTH DAKOTA	Two or more races	0	0	3	0	2
NORTH DAKOTA	White	0	0	71	0	34

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	Female	0	0	48	0	9
NORTH DAKOTA	Male	0	0	61	0	34
NORTH DAKOTA	Total	0	0	109	0	43

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	10 years old	0	0	1	0	1
NORTH DAKOTA	11 years old	0	0	3	0	0
NORTH DAKOTA	12 years old	0	0	7	0	3
NORTH DAKOTA	13 years old	0	0	13	0	5
NORTH DAKOTA	14 years old	0	0	11	0	7
NORTH DAKOTA	15 years old	0	0	22	0	10
NORTH DAKOTA	16 years old	0	0	31	0	6
NORTH DAKOTA	17 years old	0	0	18	0	7
NORTH DAKOTA	18 years old	0	0	3	0	1
NORTH DAKOTA	19 years old	0	0	0	0	0
NORTH DAKOTA	20 years old	0	0	0	0	0
NORTH DAKOTA	21 years old	0	0	0	0	0
NORTH DAKOTA	3 through 5	0	0	0	0	0
NORTH DAKOTA	6 years old	0	0	0	0	0
NORTH DAKOTA	7 years old	0	0	0	0	0
NORTH DAKOTA	8 years old	0	0	0	0	1
NORTH DAKOTA	9 years old	0	0	0	0	2
NORTH DAKOTA	Total	0	0	109	0	43

**FAQ on Unduplicated Count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

### 2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	Enrolled in local district school			40		10

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
NORTH DAKOTA	Were accepted and/or enrolled into post-secondary education					S
NORTH DAKOTA	Obtained high school diploma					S
NORTH DAKOTA	Obtained employment					7
NORTH DAKOTA	Enrolled in job training courses/programs					43
NORTH DAKOTA	Enrolled in a GED program					S
NORTH DAKOTA	Earned high school course credits					86
NORTH DAKOTA	Earned a GED					3

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
NORTH DAKOTA	Were accepted and/or enrolled into post-secondary education	S			S	S
NORTH DAKOTA	Obtained high school diploma	5			5	S
NORTH DAKOTA	Obtained employment	3			3	S
NORTH DAKOTA	Enrolled in job training courses/programs	6			17	S
NORTH DAKOTA	Enrolled in a GED program	S			11	S
NORTH DAKOTA	Earned high school course credits	37			30	7
NORTH DAKOTA	Earned a GED	S			S	S

### 2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	Negative change			5		5
NORTH DAKOTA	Up to one full grade			7		5
NORTH DAKOTA	No change			13		5
NORTH DAKOTA	More than one full grade			5		7
NORTH DAKOTA	Total			28		9

#### FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

### 2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH DAKOTA	Negative change			S		S
NORTH DAKOTA	No change			13		S
NORTH DAKOTA	Up to one full grade			S		8
NORTH DAKOTA	More than one full grade			9		8
NORTH DAKOTA	Total			28		18

## 2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

### 2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$167,290,606
Safe and Healthy Students	\$157,684,305
Effective Use of Technology	\$3,438,807

#### Data Quality Comments

The numbers above do not reflect the amount of funds spent by LEAs within the three content areas under Title IV, Part A of the ESEA. In the 2019-2020 school year, the NDDPI did not collect the amount of funds actually spent and requested under the above buckets. Instead, it collected the above information as part of the Consolidated Application and reflects the total amount of funds that LEAs obligated in each content area. The data above reflects the total amount obligated under Title IV, Part A, outside of any transfers, from July 1, 2019 - June 30, 2020. However, in school year 2020-2021, the NDDPI has instituted a budget worksheet to accompany any request for funds under Title IV, and this number will be able to be accurately reported with next year's data.

### 2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the "Any" category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	26
Safe and Healthy Students	24
Effective Use of Technology	19
Any Content Area	37

#### Data Quality Comments

Again, the numbers above do not reflect the number of LEAs that spent funds within the three content areas under Title IV, Part A of the ESEA. In the 2019-2020 school year, the NDDPI did not collect the total amount of funds actually spent and requested under the above buckets. Instead, it collected the above information as part of the Consolidated Application and reflects the total amount of funds that LEAs obligated in each content area. The data above reflects the number of LEAs that obligated funds under Title IV, Part A, within each content area, outside of any transfers, from July 1, 2019 - June 30, 2020. However, in school year 2020-2021, the NDDPI has instituted a budget worksheet to accompany request for funds under Title IV, and this number will be accurately reported with next year's data.

## 2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

### 2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
Yes

Data Quality Comments

### 2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
87

Data Quality Comments

### 2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	46
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	32
Student Support and Enrichment Grants (Title IV, Part A)	81	6
Supporting Effective Instruction (Title II, Part A)	83	18

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$134,448,599
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$875,219
Student Support and Enrichment Grants (Title IV, Part A)	\$2,058,934	\$624,939
Supporting Effective Instruction (Title II, Part A)	\$352,620,485	\$2,740,494

<b>Data Quality Comments</b>

## 2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

### 2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	6
Activities authorized under Part A of Title II	4
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	2
Parental involvement activities	1

Data Quality Comments

### 2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments**

LEAs receiving RLIS funds are encouraged to use these funds in partnership with other federal and state funding. LEAs are required to use funds available from the RLIS Program to support evidence-based strategies, which are driven by each LEAs Comprehensive Needs Assessment. North Dakota had 12 eligible LEAs that applied for the funding under the Rural and Low-Income School (RLIS) formula. These LEAs utilized the funds for authorized activities under several federal programs. These funds were used to provide support and services of federal title programs such as salary, benefits, and supplies which are a valuable tool for the academic achievement of their students.

### 2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
North Dakota provided technical assistance and trainings to all districts to support them in the completion of their consolidated application which included a contact person in each content program area. Technical assistance and support were also provided by the NDDPI through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences).

### 2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
The SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the state to award the RLIS funding.

## 2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	5

Data Quality Comments

## 2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments							
NCES LEA ID	LEA Name	RLIS Award Amount	3802530	Belcourt	\$35,573.00	3805460	
Dunseith	\$10,892.00	3807170	Ft Totten	\$3,733.00	3807200	Ft Yates	
\$2,591.00	3807850	Glenburn	\$5,556.00	3810980	Leeds	\$2,877.00	3813400
Mt Pleasant	\$5,270.00	3816050	Rolette	\$3,557.00	3816510	Selfridge	
\$1,866.00	3816980	Solen	\$4,326.00	3817460	St John	\$9,113.00	3819260
Warwick	\$4,743.00						

## 2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
NORTH DAKOTA	32	20.5