Business Manager Workshop

Bus Driver Update
School Level reporting
Changes to Federal Motor Carrier Safety Administration (FMCSA): Regulations that will effect Bus Drivers

87686 Federal Register- Effective January 4, 2017, FMCSA has established requirements for the Commercial Driver’s License Drug and Alcohol Clearinghouse (Clearinghouse), a database under the Agency’s administration that will contain information about violations of FMCSA’s drug and alcohol testing program for the holders of commercial driver’s licenses (CDL’s).

“The purpose of the Clearinghouse is to maintain records of all drug and alcohol program violations in a central repository and require that employers, query the system to determine whether current and prospective employees have incurred a drug or alcohol violation that would prohibit them from performing safety-sensitive functions and receive the required evaluation and treatment before resuming safety-sensitive functions.” FMCSA will establish a ‘Return-to-Duty’ process that will also be recorded in the Clearinghouse, so School Districts can query if/when a driver is ‘cleared’ to resume driving after a violation. The compliance date for this rule change is January 6, 2020.

What this means for Districts: By January 6, 2020, districts will need to establish a login and password, in order to login to the Clearinghouse. Districts will need to ensure all current driver’s and prospective drivers are in the Clearinghouse and have been approved for operating a school bus. They will also need to ensure that a driver that has had a violation, has successfully completed all ‘Return-to Duty’ requirements, before resuming bus driving duties.

88732 Federal Register- Effective February 6, 2017, FMCSA establishes new minimum training standards for certain individuals applying for their CDL for the first time or upgrading their CDL. “These individuals are subject to the entry-level driver training (ELDT) requirements and must complete a prescribed program of instruction provided by an entity that is listed on FMCSA’s Training Provider Registry (TPR). FMCSA will submit training certification information to State driver licensing agencies (SDLA’s), who may only administer CDL skills tests to applicants for the Class A and B CDL, and/or the P or S endorsements.”

What this means for Districts: By February 7, 2020, all driver’s seeking a CDL and all driver’s seeking to upgrade their CDL endorsements to Passenger (P), or School bus (S), will need to attend these new prescribed programs. As stated, these courses must be received from an FMCSA training provider. If a current district CDL driver seeks and obtains the P and/or S endorsement before February 7, 2020, they are exempt from this ruling. If those drivers holding CDL Learners Permit, seek and obtain their CDL with the P and/or S endorsements within one year of the February 7, 2020 compliance date, they will also be exempt from this ruling.

Since these are both new rulings, more guidance will be needed to meet all requirements by the compliance date(s). Any updates and information will be forthcoming. Meanwhile if you have questions or concerns, please contact me at dmwilliams@nd.gov or call me at (701) 328-2236.
Entry Level Driver Training Requirements

**Basic Facts:**

3. An individual who must complete the CDL skills test requirements under § 383.77 prior to receiving a Class A or Class B CDL for the first time, upgrading to a Class B or a Class A CDL, or obtaining a P, S, or H, endorsement for the first time.
4. Any driver with a CLP prior to the compliance date would not be subject to ELDT requirements if the acquire the CDL prior to the expiration of the CLP or renewed CLP.
5. A CDL driver applying for removal of a restriction in accordance with § 383.135(b)(7) would not be subject to ELDT requirements.

**6. All training must be completed prior to skills test**

7. Curricula required – Class B, Passenger, and School Bus
8. Training required
   a. Theory – no set hours but all curriculum topics
      i. Assessment 80% pass rate
   b. Behind the Wheel (BTW)
      i. No hour minimums – but hours must be documented
      ii. Demonstrated proficiency
         1. Assessments – no specifics
      iii. No particular sequence
      iv. Completed within one year
      v. No simulators
      vi. Both range and road must be by the same TRP
9. Training Providers
   a. Training Provider Registry (TPR)
   b. Separate TPRs can provide theory and BTW training
   c. Transmit documentation of completed training to FMCSA by to midnight of the second business day following the individual’s completion of the training
d. Biennial updates to the Training Provider Registration Form, as well as any reports of changes in key information, must be transmitted electronically through the TPR Web site.

10. Trainers
   a. Theory
      i. No CMV violations 2 years prior to doing instruction
      ii. 2 years CMV driving experience or 2 years BTW CMV instructor experience
      iii. Exception for theory instructor that is a non-CDL holder that has held a CDL previously
   b. BTW
      i. No CMV violations 2 years prior to doing instruction
      ii. Same or higher CDL as vehicle providing training on
      iii. 2 years CMV driving experience or 2 years BTW CMV instructor experience
      iv. Exception for range training on a private range can be non-CDL holder
Definitions:

*Behind-the-wheel (BTW) instructor* means an experienced driver as defined in this section and who provides BTW training involving the actual operation of a CMV by entry-level driver on a range or a public road. These instructors must have completed training in the public road portion of the curriculum in which they are instructing, except that instructors utilized by training providers that train, or expect to train, three or fewer drivers annually do not need to meet this additional requirement.

*Behind-the-wheel (BTW) range training* means training provided by a qualified driver-instructor when driver-trainees have actual control of the power unit during a driving lesson conducted on a range. BTW range training does not include time driver-trainees spend observing the operation of a CMV when he/she is not in control of the vehicle.

*Behind-the-wheel (BTW) public road training* means training provided by a qualified driver-instructor when driver-trainee has actual control of the power unit during a driving lesson conducted on a public road. BTW public road training does not include the time that driver-trainees spend observing the operation of a CMV when he/she is not in control of the vehicle.

*Entry-level driver* means a person an individual who must complete the CDL skills test requirements under § 383.77 prior to receiving a Class A or Class B CDL for the first time, upgrading to a Class B or a Class A CDL, or obtaining a P, S, or H, endorsement for the first time.

*Entry-level driver training* means training that an entry-level driver receives from an entity listed on the TPR prior to taking the CDL skills test required to receive a Class A or Class B CDL for the first time or upgrade to a Class B or a Class A CDL; taking the CDL skills test required to obtain a P and/or S endorsement for the first time; or taking the CDL knowledge test required to obtain the H endorsement for the first time.

*Experienced driver* means a driver who holds a CDL of the same (or higher) class and with all endorsements necessary to operate the CMV for which training is to be provided and who:
(1) Has at least 1 year of experience driving a CMV requiring a CDL of the same or higher class and/or the same endorsement; or
(2) Has at least 1 year of experience as a BTW CMV instructor; and
(3) Meets all applicable State training requirements for CMV instructors.

Range means an area that must be free of obstructions, enables the driver to maneuver safely and free from interference from other vehicles and hazards, and has adequate sight lines.

Refresher training means training a CDL holder who has been disqualified from operating a CMV must take.

Theory instruction means knowledge instruction on the operation of a CMV and related matters provided by a theory instructor through lectures, demonstrations, audio-visual presentations, computer-based instruction, driving simulation devices, online training, or similar means.

Theory instructor means instructors who provide knowledge instruction on the operation of a CMV and are either an experienced driver as defined in this section or have previously audited or instructed that portion of the theory training course that they intend to instruct.

Training provider is defined as an entity listed on the TPR; training providers include, but are not limited to, training schools, educational institutions, rural electric cooperatives, motor carriers, State/local governments, school districts, joint labor management programs, owner operators, and individuals.
Appendix B to Part 380—Class B—CDL Training Curriculum

Theory Instruction

Section B1.1 Basic Operation
   Unit B1.1.1 Orientation
   Unit B1.1.2 Control Systems/Dashboard
   Unit B1.3 Pre- and Post-Trip Inspections
   Unit B1.1.4 Basic Control
   Unit B1.1.5 Shifting/Operating Transmissions
   Unit B1.1.6 Backing and Docking

Section B1.2 Safe Operating Procedures
   Unit B1.2.1 Visual Search
   Unit B1.2.2 Communication
   Unit B1.2.3 Distracted Driving
   Unit B1.2.4 Speed Management
   Unit B1.2.5 Space Management
   Unit B1.2.7 Extreme Driving Conditions

Section B1.3 Advanced Operating Practices
   Unit B1.3.1 Hazard Perception
   Unit B1.3.2 Skid Control/Recovery, Jackknifing, and Other Emergencies
   Unit B1.3.3 Railroad-Highway Grade Crossings

Section B1.4 Vehicle Systems and Reporting Malfunctions
   Unit B1.4.1 Identification and Diagnosis of Malfunctions
   Unit B1.4.2 Roadside Inspections
   Unit B1.4.3 Maintenance

Section B1.5 Non-Driving Activities
   Unit B1.5.1 Handling and Documenting Cargo
Unit B1.5.2 Environmental Compliance Issues
Unit B1.5.3 Hours of Service Requirements
Unit B1.5.4 Fatigue and Wellness Awareness
Unit B1.5.5 Post-Crash Procedures
Unit B1.5.6 External Communications
Unit B1.5.7 Whistleblower/Coercion
Unit B1.5.8 Trip Planning
Unit B1.5.9 Drugs/Alcohol
Unit B1.5.10 Medical Requirements

**Behind-the-Wheel Range**

Unit B2.1 Vehicle Inspection Pre-Trip/ Enroute/Post-Trip
Unit B2.2 Straight Line Backing
Unit B2.3 Alley Dock Backing (45/90 Degree)
Unit B2.4 Off-Set Backing
Unit B2.5 Parallel Parking Blind Side
Unit B2.6 Parallel Parking Sight Side

**Behind-the-Wheel Public Road**

Unit B3.1 Vehicle Controls Including: Left Turns, Right Turns, Lane Changes, Curves at Highway Speeds, and Entry and Exit on the Interstate or Controlled Access Highway
Unit B3.2 Shifting/Transmission
Unit B3.3 Communications/Signaling
Unit B3.4 Visual Search
Unit B3.5 Speed and Space Management
Unit B3.6 Safe Driver Behavior
Unit B3.7 Hours of Service (HOS) Requirements
Unit B3.8 Hazard Perception
Unit B3.9 Railroad (RR)-Highway Grade Crossing
Unit B3.10 Night Operation
Unit B3.11 Extreme Driving Conditions
Unit B3.12 Skid Control/Recovery, Jackknifing, and Other Emergencies

**Part 380—Passenger Endorsement Training Curriculum**

**Theory Instruction**

Unit C1.1 Post-Crash Procedures
Unit C1.2 Other Emergency Procedures
Unit C1.3 Vehicle Orientation
Unit C1.4 Pre-Trip, Enroute, and Post-Trip Inspection
Unit C1.5 Fueling
Unit C1.6 Idling
Unit C1.7 Baggage and/or Cargo Management
Unit C1.8 Passenger Safety Awareness Briefing
Unit C1.9 Passenger Management
Unit C1.10 Americans With Disabilities Act (ADA) Compliance
Unit C1.11 Hours of Service (HOS) Requirements
Unit C1.12 Safety Belt Safety
Unit C1.13 Distracted Driving
Unit C1.14 Railroad (RR)-Highway Grade Crossings and Drawbridges
Unit C1.15 Weigh Stations
Unit C1.16 Security and Crime
Unit C1.17 Roadside Inspections
Unit C1.18 Penalties and Fines

**Behind the Wheel—Range and Public Road**

Unit C2.1 Vehicle Orientation
Unit C2.2 Pre-Trip, Enroute, and Post-Trip Inspection
Unit C2.3 Baggage and/or Cargo Management
Unit C2.4 Passenger Safety Awareness Briefing
Unit C2.5 Passenger Management
Unit C 2.6 Railroad-Highway Grade Crossings

Appendix D to Part 380—School Bus Endorsement Training Curriculum

Theory Instruction

Unit D 1.1 Danger Zones and Use of Mirrors
Unit D 1.2 Loading and Unloading
Unit D 1.3 Vehicle Orientation
Unit D 1.4 Post-Crash Procedures
Unit D 1.5 Emergency Exit and Evacuation
Unit D 1.6 Railroad-Highway Grade Crossings
Unit D 1.7 Student Management
Unit D 1.8 Special Safety Considerations
Unit D 1.9 Pre- and Post-Trip Inspections
Unit D 1.10 School Bus Security
Unit D 1.11 Route and Stop Reviews

Behind the Wheel—Range and Public Road

Unit D 2.1 Danger Zones and Use of Mirrors
Unit D 2.2 Loading and Unloading
Unit D 2.3 Emergency Exit and Evacuation
Unit D 2.4 Special Safety Considerations
Unit D 2.5 Pre- and Post-Trip Inspections
Unit D 2.6 Railroad-Highway Grade Crossings
Training Providers

(a) Training Provider Registry (TPR)
   (1) Follow a curriculum that meets criteria
   (2) Utilize facilities that meet criteria
   (3) Utilize vehicles that meet criteria
   (4) Utilize driver training instructors that meet criteria
   (5) Allow FMCSA or its authorized representative to audit
   (6) Submit to FMCSA an Entry-Level Driver Training Provider Identification Report
      (A) More than one training location, report for each training location
      (B) Unique TPR number for each location.
   (7) Create and maintain driver-trainee records

Entry-level training provider

(a) All applicants for public road training meet minimum U.S. DOT regulations—as well as other Federal, State, and/or local laws
(b) (BTW) driving (range and public road), must include the required driving maneuvers
(c) Ensure all BTW applicants hold valid CDL or CLP
(d) Theory and range instruction must include all elements
(e) Providers must provide training materials to each driver-trainee that address the applicable curriculum identified

(f) Separate training providers may deliver the theory and BTW portions of the training

   (1) Both portions of BTW must be delivered by same TRP

Facilities

(a) The training provider’s classroom and range facilities must comply with all applicable Federal, State, and/or local statutes and regulations
(b) Training providers who teach the range portion of the curriculum must have an instructor present on site to demonstrate applicable skills and correct deficiencies of individual students.
(c) The range must be free of obstructions, enable the driver to maneuver safely and free from interference from other vehicles and hazards, and have adequate sight lines.

**Equipment**
(a) All vehicles used in the BTW range training must be in safe mechanical condition.
(b) Vehicles used for BTW road training must comply with applicable Federal and State safety requirements.
(c) Training vehicles must be in the same class (A or B) and type (bus or truck) that driver-trainees intend to operate for their CDL skills test.

**Driver-instructor qualifications/requirements**
(a) Theory training providers must utilize instructors who are either an experienced driver or a theory instructor:
   a. No CMV violations 2 years prior to doing instruction
   b. 2 years CMV driving experience or 2 years BTW CMV instructor experience
   c. Exception for theory instructor that is a non-CDL holder that has held a CDL previously.
(b) BTW training providers must utilize experienced drivers:
   a. No CMV violations 2 years prior to doing instruction
   b. Same or higher CDL as vehicle providing training on
   c. 2 years CMV driving experience or 2 years BTW CMV instructor experience
   d. Exception for range training on a private range can be non-CDL holder.
Assessments
(a) Training providers must use assessments (in written or electronic format) for theory requirements

(1) The driver-trainee must receive an overall score of 80% or above on the assessment.

(b) Training instructors must assess driver-trainee proficiency on BTW driving skills in accordance with curricula

Training certification
After an individual successfully completes training administered by a provider on the TPR, that provider must, by midnight of the second business day after the driver-trainee completes the training, upload the training certification including the following:
(a) Driver-trainee name, CDL/CLP number, and State of licensure
(b) Vehicle class and/or endorsement training the driver-trainee received
(c) Total number of clock hours on BTW training
(d) Name of the training provider and its unique TPR identification number
(e) Date of successful training completion

Requirements for continued listing on the training provider registry
(a) To be eligible for continued listing on the TPR, a provider must:
(1) Meet the requirements of this subpart
(2) Biennially provide an updated Entry-Level Driver Training Provider Identification Report to FMCSA.
(3) Report to FMCSA changes to key information within 30 days of the change.
   (i) Key information
      (A) Training provider name
      (B) Address
      (C) Phone number
      (D) Type of training offered
(E) Training provider status
(F) Any change in State licensure, certification, or accreditation status.
(ii) Changes reported electronically on Entry-Level Driver Training Provider Identification Report to FMCSA
(4) Be licensed, certified, registered, or authorized to provide training
(5) Maintain documentation of State licensure, registration, or certification
(6) Allow an audit or investigation FMCSA or its authorized representative
(7) Ensure that all required documentation is available upon request to FMCSA or its authorized representative within 48 hours of the request.
What is in the Law

ESSA requires that SEAs report:

“The per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”
Status of the financial transparency requirement

**ESSA LAW**
Statue requires SEAs to report expenditures by school

**Accountability REGULATIONS:**
Written by DoEd but mandatory
Creates a requirement for a uniform procedure for attributing spending in LEAs.
Clarifies exclusions. Extends deadline, defines student count, etc.

**GUIDANCE**
Written by DoEd.
Offers examples and clarifications.
Guidance is not mandatory

All SEAs must comply in order to receive Title I funds

Signed into law 12/2015

Released 11/2016

Published 1/2017

Process of withdrawing regulations initiated 1/2017, passed both houses and likely to be signed by president this week. 3/2017

DoEd withdraws guidance immediately when regs are pulled.

DoED announces that new simple guidance will be released this week. (3/2017) – No Mention of Financial Transparency in any guidance.
Dear Colleague letter was written extending financial reporting to the 2018-19 school year.
What’s changed by pulling regs and guidance?

Vastly increased choice by states on how/what to report:
• Regulations about a “uniform” procedure are gone.
• Definitions of numerator and denominator are gone (including what can be excluded and how to “count” students.

Note: requirement for REAL salaries remains in the law
School Level Collection

• Districts will be required to track building level expenditures through the chart of accounts.

• Organization Code will be required starting in the 2018-19 school year.

• Focus is on the cost of education
  • Instructional Salary/Benefits
  • Support Salary/Benefits
  • Other Instructional
  • School Administration
  • General Administration
  • Operation and Maintenance of Plant
School Level Collection

• Expenditures are tracked to the building where the student is counted.
  • Busing students to a different school building
  • Administration sharing building space with a school
  • Offsite education (CTE, Gym, Other)
  • Teachers that serve multiple plants
  • Serves provided for another LEA
    • 000-3600 Serves Provided for Another LEA does not count towards a schools cost of education
School Level Collection

• Special Education and CTE Units
  • Will be able to code expenditures to school districts and buildings that belong to their unit.
  • If providing services to a building outside of the unit
    • Use 200-3600 Services Provided for Another LEA
    • LEA where the student is counted would code the expenditure as a purchased service
  • Will consider ‘N’ values for small schools so there is no student identifying data
  • Need to communicate with school districts to determine who will be reporting expenditures to avoid duplicate counting
School Level Collection

• Districts/Units will want to direct code as much as possible
  • Teachers, Support Staff, Administrators, Supplies
• Not all expenditures can be identified to a building
• Districts have the ability to allocate expenditures how they see fit
  • Professional Development by teachers/administrators
  • Operation and Maintenance of Plant by building count, square footage, service calls
• Central Office Expenditures can be coded to 000 and will be allocated to each school by DPI using ADM or student count
School Level Collection

• We will use an additional upload into the system to collect this information
• There will still be a Business Manager Report upload as always done
  • There may be some tweaks to the report to ensure consistency between the school report and district report.
• DPI is working with software vendors to ensure an upload is available for the report
  • Can use multiple organizational codes to one building code
  • Cannot use one organizational code to track to multiple buildings
• Districts will either need to use the DPI building Code in their chart or a crosswalk from an organization code to the DPI building code
ND Insights

• North Dakota Dashboard for Schools and School Districts

• Key Elements
  • Enrollment
  • Graduation Rate
  • Proficiencies
  • Teacher/Administrator Data
  • Academic Progress
  • Financial Data (Coming Soon)
  • DPI Website
<table>
<thead>
<tr>
<th>Fund1 Cost of Education</th>
<th>Expenditures</th>
<th>Cost per Student</th>
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</thead>
<tbody>
<tr>
<td>Federal</td>
<td>11,649,909.20</td>
<td>882.45</td>
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<tr>
<td>State and Local</td>
<td>132,456,426.30</td>
<td>10,033.20</td>
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<tr>
<td></td>
<td>144,106,335.50</td>
<td>10,915.65</td>
</tr>
<tr>
<td>1. Regular Programs</td>
<td>83,704,325.42</td>
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<td>2. Special Education Programs</td>
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<td>3. Career &amp; Tech Ed Programs</td>
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<tr>
<td>4. Federal Programs</td>
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<td>5. Other</td>
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<td>A. Improvement of Instr. Service</td>
<td>824,325.82</td>
<td>62.44</td>
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<td>B. Instr. Media Service</td>
<td>2,786,808.68</td>
<td>211.09</td>
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<td>C. Other Staff Support Service</td>
<td>151,432.00</td>
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<td>D. School Board Services</td>
<td>263,542.74</td>
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<td>E. Exec. Admin. - Supt. Office</td>
<td>984,475.00</td>
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<td>F. Special Area Admin. Service</td>
<td>602,556.38</td>
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<td>G. Support Service - Business</td>
<td>997,670.79</td>
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<td>H. Operation &amp; Maintenance of Plant</td>
<td>13,831,515.42</td>
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<td>I. Support Service - Central</td>
<td>4,932,952.99</td>
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<td>J. Other Support Service</td>
<td>610,887.91</td>
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<td>Total Expenditures</td>
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<td>ADM</td>
<td>13,201.81</td>
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<tr>
<td>Average Cost Per Pupil</td>
<td></td>
<td>10,915.65</td>
</tr>
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</table>
TRACKING FEDERAL and LOCAL FUNDS

All districts receiving federal funds and federal competitive grants must expend funds as intended. Districts outline their intent for these funds through an application for federal funds and budget revisions. The budget information the district has on record must reflect what the state office has approved for that particular program.

Each program funding source must be tracked separately. When districts submit financial reports to the School Finance office, it is critical the local and federal expenditures be reported separately for the funding to roll-up correctly into the corresponding programs. The federal UGG requires the Department of Public Instruction to ensure federal funds are expended in the programs in which they were approved. Local and federal funds cannot be combined into one budget. Further codes and information can be found in NDSFARM at [www.nd.gov/dpi/SchoolStaff/SchoolFinance/Resources](http://www.nd.gov/dpi/SchoolStaff/SchoolFinance/Resources).

### Using FEDERAL Funds to Support Expenditures

<table>
<thead>
<tr>
<th>Fund</th>
<th>Project Code</th>
<th>Instructional Organization</th>
<th>Program Code</th>
<th>Function</th>
<th>Object Code</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>068</td>
<td>20 Elementary 30 Middle 40 Secondary</td>
<td>261 Title I 270 Title III 290 Title IIA 285 Title IV 298 Other Federal Program</td>
<td>1000 Instruction 2000 Support Services</td>
<td>110 Professional Salary 120 Non-professional Salary 200 Employee Benefits 300 Purchased Prof. &amp; Technical Services 430 Maintenance 580 Travel 600 Supplies &amp; Materials 730 Equipment ≥ $750 800 Dues, Memberships, &amp; Registration Fees 900 Indirect Costs 950 Unobligated</td>
</tr>
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### Using LOCAL Funds to Support Expenditures

<table>
<thead>
<tr>
<th>Fund</th>
<th>Project Code</th>
<th>Instructional Organization</th>
<th>Program Code</th>
<th>Function</th>
<th>Object Code</th>
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<td>01</td>
<td>068</td>
<td>20 Elementary 30 Middle 40 Secondary</td>
<td>000 Unassigned 110 Kindergarten 120 Elementary 130 Middle 140 Secondary</td>
<td>1000 Instruction 2000 Support Services</td>
<td>110 Professional Salary 120 Non-professional Salary 200 Employee Benefits 300 Purchased Prof. &amp; Technical Services 430 Maintenance 580 Travel 600 Supplies &amp; Materials 730 Equipment ≥ $750 800 Dues, Memberships, &amp; Registration Fees 900 Indirect Costs 950 Unobligated</td>
</tr>
</tbody>
</table>
Revised Codes for Federal Title Funding

With the reauthorization of the ESEA and roll out of the Every Student Succeeds Act (ESSA), it was time to revisit guidance provided to districts regarding the receipt and tracking of federal formula and competitive grants. Districts receiving federal funds and federal competitive grants must expend funds as intended. Districts outline their intent for these funds through an application for federal funds and budget revisions. The budget information the district has on record must reflect what the state office has approved for that particular program.

Each program funding source must be tracked separately. When districts submit financial reports to the School Finance office, it is critical the local and federal expenditures be reported separately for the funding to roll-up correctly into the corresponding programs. The federal UGG requires the Department of Public Instruction to ensure federal funds are expended in the programs in which they were approved. Local and federal funds cannot be combined into one budget. Further codes and information can be found in NDSFARM at www.nd.gov/dpi/SchoolStaff/SchoolFinance/Resources.

The above image highlights the updated Project Codes for Title IV Student Support & Academic Enrichment Grants, Transferability (formerly REAP) and Reallocated funding. Additionally, a Program Code for The Title IV grant was created.

Districts will use these project codes to establish their approved budgets within their local accounting system and track their funding expenditures throughout the school year. Outlined below are a few examples of how these funds might be budgeted and coded.

**Example 1:** In the example below, the district generated formula allocations for Title I, Title II, and Title IV. The district budgeted all of its funds for Title I by utilizing the Transfer program flexibility.

<table>
<thead>
<tr>
<th>Allocation/Carryover</th>
<th>Budgeted on Consolidated Application</th>
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<tbody>
<tr>
<td>Title I: $35,000</td>
<td>Title I: $35,000 01-068-020-261-1000-XXXX</td>
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<tr>
<td>Title II: $15,000</td>
<td>Transfer Title I: $25,000 01-082-020-261-1000-XXXX</td>
</tr>
<tr>
<td>Title IV: $10,000</td>
<td></td>
</tr>
</tbody>
</table>

**Example 2:** In the example below, the district generated formula allocations for Title I, Title II, and Title IV. The district budgeted the majority of its funds for Title I by utilizing the Transfer program flexibility and kept some funding for Title IV. The district will use the associated codes to track its funds.

<table>
<thead>
<tr>
<th>Allocation/Carryover</th>
<th>Budgeted on Consolidated Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I: $45,000</td>
<td>Title I: $45,000 01-068-020-261-1000-XXXX</td>
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<tr>
<td>Title II: $25,000</td>
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</tr>
</tbody>
</table>
Example 3: In the example below, the district generated formula allocations for Title I, Title II, and Title IV. The district budgeted its funds in Title I, Transfer Title I, Transfer II and Transfer Title IV. Additionally, the district sought additional Title I and II funds through the reallocated funds process. The district will use the associated codes to track its funds.

<table>
<thead>
<tr>
<th>Allocation/Carryover</th>
<th>Budgeted on Consolidated Application</th>
<th>Reallocated Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I: $70,000</td>
<td>Title I: $70,000 01-068-020-261-1000-XXXX</td>
<td>Reallocated Title I: $15,000 01-083-020-261-1000-XXXX</td>
</tr>
<tr>
<td>Title II: $50,000</td>
<td>Transfer Title I: $5,000 01-082-020-261-1000-XXXX</td>
<td>Reallocated Title II: $5,000 01-083-020-290-1000-XXXX</td>
</tr>
<tr>
<td>Title IV: $10,000</td>
<td>Transfer Title II: $45,000 01-082-020-290-1000-XXXX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfer Title IV: $10,000 01-082-020-285-1000-XXXX</td>
<td></td>
</tr>
</tbody>
</table>

The Tracking Federal and Local Funds document can be found on the department’s website and is a great resource to share with administrators, principals and business managers.