



Completing the Consolidated Application



www.nd.gov/dpi/

Objectives



To demonstrate the streamlined Consolidated Application process.



To build a shared understanding of the alignment of the use of district funds, strategic planning, and the Consolidated Application.



To illustrate the alignment between the Consolidated Application and Federal Title Programs monitoring.



Consolidated Application Process Timeline

March – Estimated allocations released by the U.S. Department of Education

- *As part of the strategic planning process, districts conduct a Needs Assessment to determine where resources should be directed based on a variety of data.*

April 21– Intent to Apply opens in WebGrants

- *Note: Consultation with stakeholders must occur before making the decision to Transfer or Comingle.*

May 20 – Intent to Apply due – Districts complete to indicate whether funds are needed

- *Use estimated allocations to determine potential uses of funds from each program to support the strategic plan.*

May 28 – Consolidated Application narrative opens in WebGrants

June 30 – Consolidated Application narrative due

- *Use the above strategic planning and intended use of funds to complete the narrative outlining where resources will be directed and the processes that support the district's decisions.*

July – Final allocations are typically released by the U.S. Department of Education

July – Consolidated Application budgets open in WebGrants AFTER Final Allocations are released

Last Thursday of August – Consolidated Application budgets due

- *Note: The NDDPI only requires school board approval of the application itself. If a district's school board needs to approve Federal Title budgets, minutes do not need to be submitted.*

Mid-October – Anticipate all budgets will be approved

- *Districts that will be monitored for the 2026-2027 school year will be notified in late October.*

WebGrants

District fiscal year-end processes and future applications are completed via WebGrants



Helpful training videos and login information can be found on the NDDPI website: [WebGrants](#)

Purpose of Consolidated Application & Federal Title Programs Monitoring



To create a plan (Consolidated Application narrative) and assure that the use of federal funds will be used to support the plan

Goal: To ensure districts are “Funding the Plan” instead of “Planning for Funds”.



NDDPI [monitors](#) work in partnership with districts and schools to provide information and technical assistance that ensures compliance with program requirements

Goal: To help districts and schools reach performance goals and student outcomes.

Funding Your Plan

Funding Your Plan: Best Practices to Sustain Investments

- This resource is designed to help financial decision-making teams identify solutions to disappearing federal funds
- Includes concrete action steps school leaders can take to align funding with state policy priorities and promote sustainability

Additional Resources

- [Return on Investment Planning Tool Instructions](#)
- [Return on Investment Planning Tool Worksheet](#)





Supplement, Not Supplant

Title I

- Districts must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all the state and local money (or resources) it would receive if it did not participate in the Title I program
- If the activity was provided in prior years with non-federal funds or if the activity is provided to non-Title I students with non-federal funds, supplanting does not apply to uses of Title I funds in a schoolwide program.

Titles II, III, and IV

Title II, III, and IV, supplanting is generally presumed when:

- A district uses Title II, III, or IV funds to pay for an activity that is required by state, local, or other federal law or policy.
- A district uses Title II, III, or IV funds to pay for an activity it supported with state or local funds the year before.
- A district may overcome a presumption of supplanting if it has written documentation (such as legislative, budget, or other materials) that it does not have the funds necessary to implement the activity and would not carry out the activity absent Title II, III, or IV funds.
- Given the first presumption above, districts may not use Title III funds to meet their legal obligations to ensure English learners can meaningfully and equally participate in educational programs and services.



CONSOLIDATED APPLICATION APPROVAL PROCESS

NDDPI personnel approve Con App narratives and use approved applications to determine allowable uses of funds, budget approvals, and future contract amendments.

Budgets will be created in WebGrants based on intents to comingle (schoolwide process) and transferability requests after the Con App narrative is approved and final allocations are released by the USED.

Districts receive Contracts (i.e., grant awards) via WebGrants, and the Authorized Representative must sign before any claims can be paid.

District Allocations

Allocations are located on the Consolidated Application webpage in the [Federal Allocations for Titles I, II, III, and IV accordion](#).

Planning for the Consolidated Application Narrative

Federal Title Program Guidance - Alignment

- Districts must **prioritize** the distribution of funds to schools that:
 - have the greatest needs (as determined by the district),
 - have the highest percentages or numbers of low-income children,
 - are identified for targeted support, and
 - are identified as a comprehensive support school OR are identified as a persistently dangerous school.
- **Necessary and Reasonable:** All costs charged to federal education grants must be necessary and reasonable, considering the amount of money being spent
- **Included in Application:** Activities supported by Title I, Title II, Title III, Title IV, and Transfer funds must be consistent with the district's application as well as data and needs
- **Evidence-Based:** ESSA requires investments to be spent on activities that are supported by evidence and are demonstrated to be effective



District and School Instructional Decisions

Both federal and state law put parameters in place that local school districts need to follow.

Federal

- ESEA emphasizes the use of evidence-based activities, strategies, and interventions. Section 8101(21)(A) of the ESEA defines an evidence-based intervention as being supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale. Some ESEA programs **encourage** the use of evidence-based interventions, and others **require** the use of evidence-based interventions that meet higher levels of evidence. It is critical you understand the required tiers when making instructional decisions.

North Dakota

- ND has passed legislation in reading and math that should inform future curriculum and professional learning decisions.

Reviewers will ask questions, so please review the links below for clarity.

- [Evidence-Based | North Dakota Department of Public Instruction](#)
- [ND Science of Reading | North Dakota Department of Public Instruction](#)

Completing the Consolidated Application via WebGrants

Steps in WebGrants

**Step
1**

Intent to Apply

Due May 20

**Step
2**

Narrative

Due June 30

**Step
3**

Budget

Due September 1

Step 1: Intent to Apply

- Intent to Apply is due **May 20** and is necessary to complete the Consolidated Application
- Helps to determine final allocations
- If this is not completed by the due date, a district is indicating a lack of need for Title funds

The screenshot shows the 'Submitted Applications' page in the NDDPI system. The user is logged in as 'DPI Tester' (clientTester, Contract Signature - Level). The page title is 'Submitted Applications' with a subtitle 'List of all current submitted Applications'. Navigation options include Back, Print, Online Help, Saved Search, and Log Out. The main content area displays details for application '66666 - NDDPI 2026-2027 Test'. The status is 'Editing' (highlighted in yellow), and the stage is 'Pre-Application'. The pre-application due date is 'May 20, 2026 5:00 PM'. Other details include Program Area: 'Federal Title Programs', Funding Opportunity: '66253-Consolidated Application 2026-2027', and Organization: 'ND Department of Public Instruction (NDDPI)'. Below the details, there is a message: 'See all application components below. Click on the component that you would like to edit or see in more detail. You can click the...'. There are tabs for 'Application Preview', 'Attachments', 'Alert History', and 'Map'. The 'Application Details' section shows a green message: 'Application is in compliance and is ready for Submission!'. Below this, there are sections for 'Component', 'General Information', and 'Intent to Apply, Assurances, and Certifications 2026-2027'.

General Assurances

This form includes general assurances from the Every Student Succeeds Act (ESSA), as well as assurances required of all recipients of Federal funds. These are statutorily required assurances for the receipt of Federal funds under the specifically designated programs. In addition, recipients are required to fulfill all statutory, regulatory, and program plan requirements inherent in the application and approval process for each program. Recipients are subject to all state and federal assurances, program provisions and requirements, program non-regulatory guidance, and statutory guidelines established by the [Elementary and Secondary Education Act \(ESEA\)](#), [Uniform Grant Guidance \(UGG\)](#), [Education Department General Administrative Regulations \(EDGAR\)](#), [Code of Federal Regulations \(CFR\)](#), [United States Code \(USC\)](#), [North Dakota Century Code \(NDCC\)](#), and [North Dakota Administrative Code \(NDAC\)](#).

Compliance with these assurances constitutes a condition of continued receipt of Federal financial assistance and is binding upon the district for the duration of the programs. In the event of failure to comply with these assurances, it is understood that funds can be terminated and the right to receive further assistance can be denied.

The signed assurances must be kept on file for review upon request by independent auditors, or State or Federal officials. Staff responsible for grants administration or fiscal management should either have a copy of the document or be informed of the location and contents of the document.

The school district assures it is, or will take action to become, compliant with the following programs or activities receiving Federal financial assistance:

- administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications (§8306(a)(2)(B))
- use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program (§8306(a)(6)(A)-(B))
- cooperate in carrying out evaluations conducted by the NDDPI or the USED, make reports to the NDDPI or USED to enable them to perform their duties and that the school district will maintain and provide access to such records, and correct any deficiencies in program operations identified through audits, monitoring, or evaluations (§8306(a)(3)(4)(5))
- provide reasonable opportunities for the consultation and participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for the education of children and operation of each federal program; hear public comments, and consider such comments, pertaining to programs within the Consolidated Application before the application is submitted (§8306(a)(7))
- adopt (or has adopted) effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research; demonstrations and similar projects; and for adopting, where appropriate, promising educational practices developed through such projects (20 U.S.C. §1232e)

The school district shall adhere to:

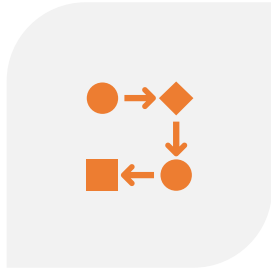
- Title VI of the Civil Rights Act of 1964 (42 U.S.C. §2000d-2000d-4) which states no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination (34 CFR Part 100)
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794), which prohibits discrimination based on handicap (34 CFR Part 104)
- Title II of the Americans With Disabilities Act (42 U.S.C. §12131-12134) which prohibits discrimination on the basis of disability by public entities (28 CFR Part 35), or with Title III of the Americans with Disabilities Act (42 U.S.C. §12181-12189) which prohibits discrimination on the basis of disability and requires places of public accommodation to be designed, constructed, and altered in compliance with accessibility standards (28 CFR Part 36)
- Title IX of the Education Amendments of 1972 (20 U.S.C. §1681-1683), which prohibits discrimination based on sex in education (34 CFR Part 106)
- All contractors, or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities, are not discriminating in violation of statutes, regulations, guidelines, and standards associated with Title IX of the Education Amendments of 1972 (34 CFR Part 106.4)
- Age Discrimination Act of 1975 (42 U.S.C. §6101), which prohibits discrimination based on age (34 CFR Part 110)
- Compliance under the Gun-Free Schools Act ensures the LEA has: (1) implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school; and 2) policy for possession of weapons and firearms and one year expulsion as set forth in NDCC 15.1-19-10 and 3) submitted the required data

Reminder: Assurances

Although leaders merely check the box of assurances in the Intent to Apply pre-application, it is important to remember assurances do require actions on the part of the school district, and districts are held accountable to those assurances through monitoring.

Assurances cover topics that are highlighted below:

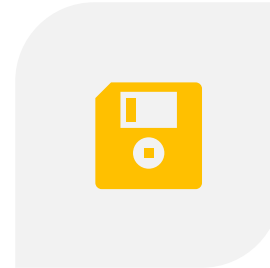
- Fiscal
- Evidence-Based
- Supplement, Not Supplant
- Early Childhood, Title I
- Civil Rights (e.g., Title VI (Race, Color, National Origin), Title IX (Gender), Americans with Disabilities, 504, Homeless, Foster Care, English Learners, Neglected and Delinquent students, etc.)



FOLLOW
INSTRUCTIONS AT THE
BEGINNING OF EACH
FORM.



NOTE CHARACTER
COUNT.



CLICK ON "EDIT
FORM" AND "SAVE
FORM" THROUGHOUT
APPLICATION
PROCESS.



WHEN EVERY SECTION
WITHIN EVERY FORM
IS COMPLETE, "MARK
AS COMPLETE", AND
"SUBMIT".

General Instructions

Step 2: Consolidated Application Narrative

- Districts will find the posted Consolidated Application under the Funding Opportunity tab on the left hand of the screen.

NDDPI NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION ND CTE

DPI Tester
Tester
clientTester, Contract Signature - Level

Funding Opportunities
List of all current Funding Opportunities

Dashboard > Funding Opportunities > Applications > Grants > Reports > My Profile >

Back Print Online Help Saved Search Log Out

Currently Posted Funding Opportunities

All currently posted opportunities appear below. The Application Deadline indicates the due date for the application submission. You will be unable to submit your application after this date.

Search: 66253

ID	Status	Agency	Program Area	Title	Posted Date	Pre-Application Due Date	Final-Application Due Date
66253	Posted	North Dakota Department of Public Instruction	Federal Title Programs	Consolidated Application 2026-2027	Apr 29, 2026 9:27 AM	May 20, 2026 5:00 PM	Jun 30, 2026 5:00 PM

Showing 1 to 1 of 1 entries (filtered from 8 total entries)

- Click on the "Posted" funding opportunity, then select "Create Final Application" from the Intent to Apply Pre-Application.

Pre-Application

NDDPI 2025-2026

ND Department of Public Instruction (NDDPI)

Submitted

Create Final Application



SECTION: CORRECTIVE ACTIONS

Only districts with corrective actions from the previous school year's Federal Title Programs Monitoring must upload requested documentation/evidence or provide narrative responses to address monitoring findings in the district's final monitoring memo and final monitoring report.

If your district was not monitored last year, disregard this section.

Federal Title Programs Corrective Actions Save Form

Districts with corrective actions from the previous school year's Federal Programs Monitoring must upload requested documentation/evidence or provide narrative responses to address monitoring findings in the district's final monitoring memo and final monitoring report.

Corrective Action Upload: Select file

Corrective Action Upload: Select file

Corrective Action Upload: Select file

Corrective Action Upload: Select file

Corrective Action Upload: Select file

Corrective Action Narrative:

5000 character(s) left

SECTION: SET-ASIDE REQUIREMENTS

Title I Parent Family Engagement 1%

- Required for districts whose total Title I, Part A allocation is \$500,000 or more, including funds that are transferred into or comingled with Title I.
- Supports jointly developed parent & family engagement polices and activities
- Builds meaningful school–family partnerships that support student achievement and academic success

Title I Neglected and Delinquent

- District reserves sufficient funds to provide Title I services to eligible neglected children
- Required for districts with eligible residential facilities within district boundaries

Title I Homeless

- Required if the district identified one or more students as experiencing homelessness during the previous school year
- Set-aside amount is determined through the needs assessment

Nonpublic Equitable Services

- **Title I**
Proportionate share determination: Nonpublic low-income students in Title I attendance areas
Funds are used for: instructional services for eligible students who live in a Title I area and are most at risk of not meeting academic standards
- **Title II**
Proportionate share determination: total enrollment (public + nonpublic)
Funds are used for: professional development for eligible staff (teachers, principals, and other educators in participating nonpublic schools)
- **Title III**
Proportionate share determination: district allocation and eligible ELs in nonpublic schools
Funds are used for: services for eligible participants (English Learners and their educators in participating nonpublic schools)
- **Title IV**
Proportionate share determination: total enrollment (public + nonpublic)
Funds are used for: program activities for eligible participants (students and educators in participating nonpublic schools, based on needs)

SECTION: RANK AND SERVE

Districts with more than 1,000 students or that have multiple buildings in a grade span must Rank and Serve.

Rank and Serve is a process used by school districts to decide which schools will receive Title I, Part A funds and how those funds will be distributed.

- Schools are ranked by poverty level (highest to lowest) using an approved measure (like free/reduced lunch data or direct certification).
- Districts must serve schools in order of need, starting with the highest-poverty schools.
- The goal is to ensure that Title I funds support the students most in need.

If a district is required to complete the Rank and Serve process, this section must be completed.

Required Narrative: Alignment to PK-12 Strategic Vision

The NDDPI has aligned the focus of ESEA funds to the PK-12 Education Strategic Vision Framework to guide district efforts toward achieving long-term outcomes for students:



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful

We will make progress toward this vision by achieving these **long-term outcomes** for students

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who demonstrate math proficiency in 8th grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate Choice Ready
- Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students

We will drive improvement on these outcomes through focused effort within these **strategic themes**

- Quality early childhood experiences
- Support for safe and healthy behaviors
 - Reduce chronic absenteeism and increase attendance
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

SECTION: STAFFING

Increasingly, federal funds are being used for personnel needs. While this can be allowable, more information is needed to justify the expense and prove supplement, not supplant.

If a district is planning to budget federal funds for staff, this section must be completed.

Staffing

Add a row for each staff member paid with federal funding (Title I, Title II, Title III, Title IV, Transfer, Comingle Title I). If districts have a large number of staff members, there is an option below to upload a compiled spreadsheet of staff rather than adding rows.

Position/Role:

Location:

FTE:

Title Program Funding Source:

Class-Size Reduction:

[Save Form](#)

Staffing Upload

If the district has a large number of staff members paid with federal funding (Title I, Title II, Title III, Title IV, Transfer, Comingle Title I), upload a compiled staff spreadsheet in place of adding staff in the table above.

District Staff List:

[Save Form](#)

SECTION: CLASS-SIZE REDUCTION

Class Size Reduction (CSR) is one of many strategies a district might implement to address needs in student academic achievement.

CSR as a strategy has conflicting findings about effectiveness; districts must do their research to find a study consistent with their planned implementation and must track their local return on investment.

Federal Title funds used to implement CSR must supplement non-federal funds that would otherwise be used to reduce class size or fund staff.

If a district is planning to budget federal Title funds for class-size reduction, these sections must be completed.

Class-Size Reduction Save Form

The purpose of this section is for the district to describe its plan to improve student achievement by hiring additional effective educators to reduce class size. It is important to have a well-thought-out rationale for using funds this way. The reduction level must be evidence-based, targeted to the students with the most need, and not supplant state funds.

If you are not using Title II, Part A funds for Class-Size Reduction (CSR), skip this section.

Describe the rationale for class-size reduction, including feedback from stakeholder consultation. Like all professional learning activities, CSR must be evidence-based.

CSR Rationale:

5000 character(s) left

Describe how this CSR is expected to have a substantial, measurable, and positive impact on students meeting state standards.

CSR Student Impact:

5000 character(s) left

If Title II, Part A funds were used for CSR in the previous year, describe the most recent evidence that CSR is having a positive impact on the academic performance of students.

CSR Evidence:

Class-Size Reduction Schools

Add a row for each school where class-size reduction is taking place.

School Name:

Grade/Content Area:

Number of students per teacher before CSR:

Number of students per teacher after CSR:

Required Narrative: Comprehensive Needs Assessment

Summarize how activities, supports, and practices are aligned to challenging State academic standards and funds are prioritized to schools that have the greatest need (as determined by the district), have the highest percentage of low-income children, are identified for TSI or CSI, and are identified as a persistently dangerous school.

Districts that accept Title IV funds must conduct a current (within the past three years) comprehensive needs assessment, which must address the following:

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

Required Narrative: Consultation with Stakeholders

It is the district's responsibility during the development, review, and revision of the district's consolidated application to meaningfully engage with all stakeholders, including teachers, principals, school leaders, homeless liaisons, foster care liaisons, at-risk liaisons, parents, families, institutions, and community organizations that are representative of the following students served by the district:

- Low-income students
- English learners
- Children with disabilities
- Children and youth in foster care
- Migratory children
- Children and youth experiencing homelessness
- Neglected, delinquent, and at-risk students identified under Title I, Part D
- Immigrant children and youth
- American Indian and Alaska Native students

Required Narrative: Annual Evaluation

All programs or activities must be evaluated annually. The response should discuss all accepted federal funds. Questions to consider addressing may include:

- What are the intended goals of the ESEA programs?
- How does the district evaluate its return on investment and effectiveness for the programs supported by ESEA funds?
- What elements are considered for modifying, continuing, or terminating ESEA programs?
- How does the district periodically evaluate program objectives and intended outcomes for activities of each program?

Program-Specific Guidance

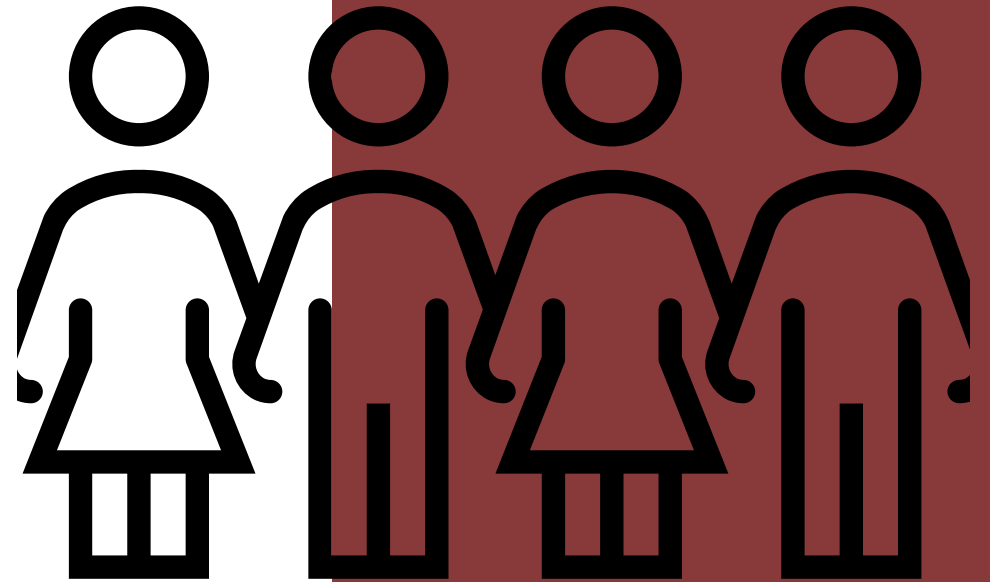
Title I

RESOURCES: TITLE I, PART A

The **purpose** of Title I, Part A is to ensure all students have the opportunity to receive a high-quality education, close achievement gaps, and help students meet state standards.

Title I funds support a wide range of activities to:

- Supplement educational opportunities for students in higher poverty schools,
- Provide professional learning for school staff, and
- Implement other strategies for raising student academic achievement.



Targeted Assistance Programs - Multi-List

✓ Mark as Complete

+ Add Row

If there are Title I Targeted Assistance programs (including nonpublic) within your district, please add each Targeted Assistance building by clicking "Add Row." For each Title I Targeted Assistance school, enter the building name, building grade span, and school status.

Please Note:
All schools planning to offer a Preschool Program need to request approval from HHS no later than June 1.
If a school is in the schoolwide planning year, the school is considered a Targeted Assistance program and must be entered in this section.

If there are no Title I Targeted Assistance programs (including nonpublic), this section does not need to be completed.

School Building Name Building Grade Span (Check all that apply)

App List Genera Author Correc Progra Allgmn Consul Target School Title Title Equita

Schoolwide 26-27 - Current Version

A schoolwide model supports high-poverty schools with flexibility to implement comprehensive school improvement strategies, not limited only to add-on services for consistent with the school's comprehensive needs assessment. Schoolwide programs allow a school to consolidate its federal, state, and local funds to upgrade the routes to certification and Title I paraprofessional certificates.

Schoolwide Programs

Only approved Title I schoolwide programs may comingle funds from all federal programs whose intent and purpose align with their schoolwide plan.

Districts that elect to comingle funds are not permitted to transfer funds.

Large districts required to complete the Title I Rank and Serve process are not eligible to comingle funds.

If the district is requesting to comingle funds, this section must be completed.

If the district is not requesting to comingle funds, this section does not need to be completed.

"Mark As Complete" must be selected in each section before the Intent to Apply can be submitted.

Does your district operate Title I Schoolwide program(s)?:

Schoolwide Programs - Multi-List

If your district contains any Title I Schoolwide buildings, please select "Add Row" and enter each building individually. For every Title I Schoolwide building, provide

Please Note: Any school intending to operate a Preschool Program must obtain approval from HHS no later than June 1.

If your district does not have any Title I Schoolwide buildings, this section may remain blank.

School Building Name Building Grade Span (Check all that apply)

← Previous

Title I Con App Section: Key Reminders:

- Make sure you fill out ALL applicable sections in both the Schoolwide and/or Targeted Assistance sections.
 - Click [here](#) for more information on the Targeted Assistance Program
 - Click [here](#) for more information on the Schoolwide Program
- Don't forget to include any nonpublics!
- For the **Building Grade Span section**, check **all** grade levels served by your building.
- For both Targeted Assistance and Schoolwide, ensure that your narrative fully aligns with the activities and services you plan to include in your Title I budget, as reviewers use this information to approve.
- For Targeted Assistance, the **Eligibility Criteria and Process section** must describe the process used to illustrate how students qualify for Title I programming.
- For Schoolwide, your narrative should clearly explain how the program supports and improves the entire system, not individual students.

+ Add Row

Edit Form

Edit Form

+ Add Row

+ Add Row

Next →

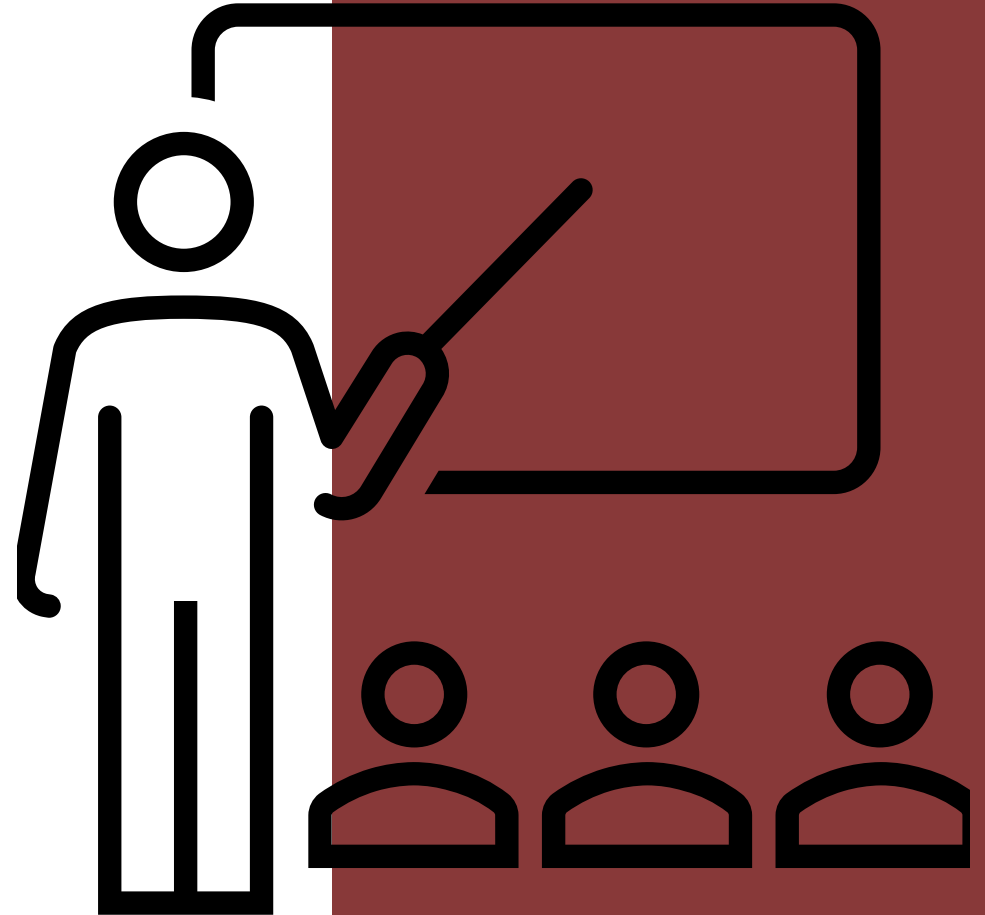
Title II, Part A

RESOURCES: TITLE II, PART A

The **purpose** of Title II, Part A is to do the following:

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

**** There is no additional narrative section for Title II, but the narratives throughout the entire application need to fully align with the activities and services you plan to include in your Title II budget, as reviewers use this information to approve.***

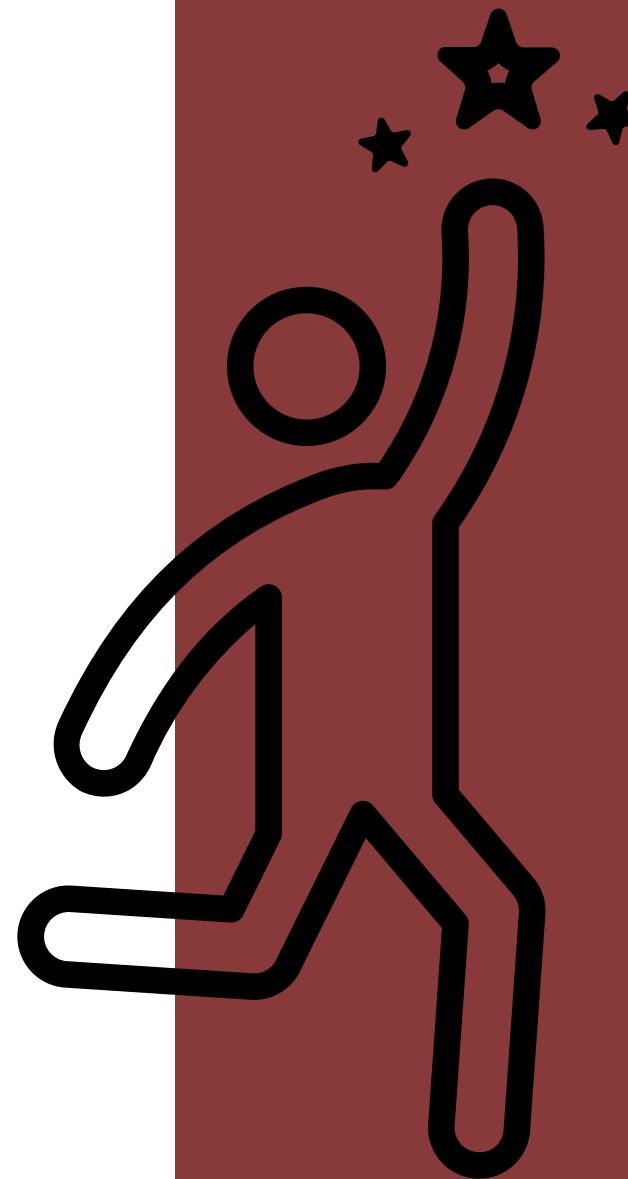


Title III, Part A

RESOURCES: TITLE III, PART A

The **purpose** of Title III funds is to:

- Ensure English learners (EL) attain English proficiency and develop high levels of academic achievement in English;
- Assist all ELs to achieve at high levels to meet the state academic standards;
- Assist educators, state educational agencies, school districts, and schools in establishing, implementing, and sustaining effective English language development (ELD) programs;
- Assist states and school districts in developing and enhancing educator capacity; and
- Promote parental, family, and community participation in ELD programs.



Status: **Editing**
Stage: Final Application
Application Due Date: Jun 30, 2026 5:00 PM
Associated Application: 66768 - NDDPI 26-27 Intent to Apply
Program Area: Federal Title Programs
Funding Opportunity: 66253-Consolidated Application 2026-2027
Organization: ND Department of Public Instruction (NDDPI)
Requested Total:

Title III Part A - Current Version

This section is required for all districts (fiscal agents) receiving a Title III A allocation and provides details of the district/consortium Title III program activities required by Title III law.

If the district is in a Title III consortium but is not the fiscal agent, then this section does not need to be completed. "Mark As Complete" must be checked before the Consolidated Application can be submitted.

Title III: Districts or consortia receiving Title III funds must spend the funds in the following required areas:

1. Increase the English proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate successes in increasing English language proficiency.
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and paraprofessionals.

Effective Programs and Activities

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered using Title III funds (Title III, section 3116(b)(1)).

2500 character(s) left

Achieving English Proficiency

Describe how the eligible entity will assist English learners in achieving English proficiency, based on the State's English language proficiency assessment, consistent with the State's long-term goals and interim progress measures, and meeting the State academic standards.

2500 character(s) left

Parent, Family, and Community Engagement

Describe how the eligible entity will promote parent, family and community engagement in the education of English learners (Title III, section 3116(b)(3)).

2500 character(s) left

Title III, Part A Con App Section:

Key Reminders:

- The narratives provided here should fully align with the activities and services you plan to include in your Title III budget, as reviewers use this information to approve.
- Only the **Title III Fiscal Agent** fills this section out!
- Narratives:
 - *Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered using Title III funds.*
 - *Describe how the eligible entity will assist English learners in achieving English proficiency, based on the State's English language proficiency assessment, consistent with the State's long-term goals and interim progress measures, and meeting the State academic standards.*
 - *Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.*

Save Form

Save Form

Save Form

Save Form

Save Form

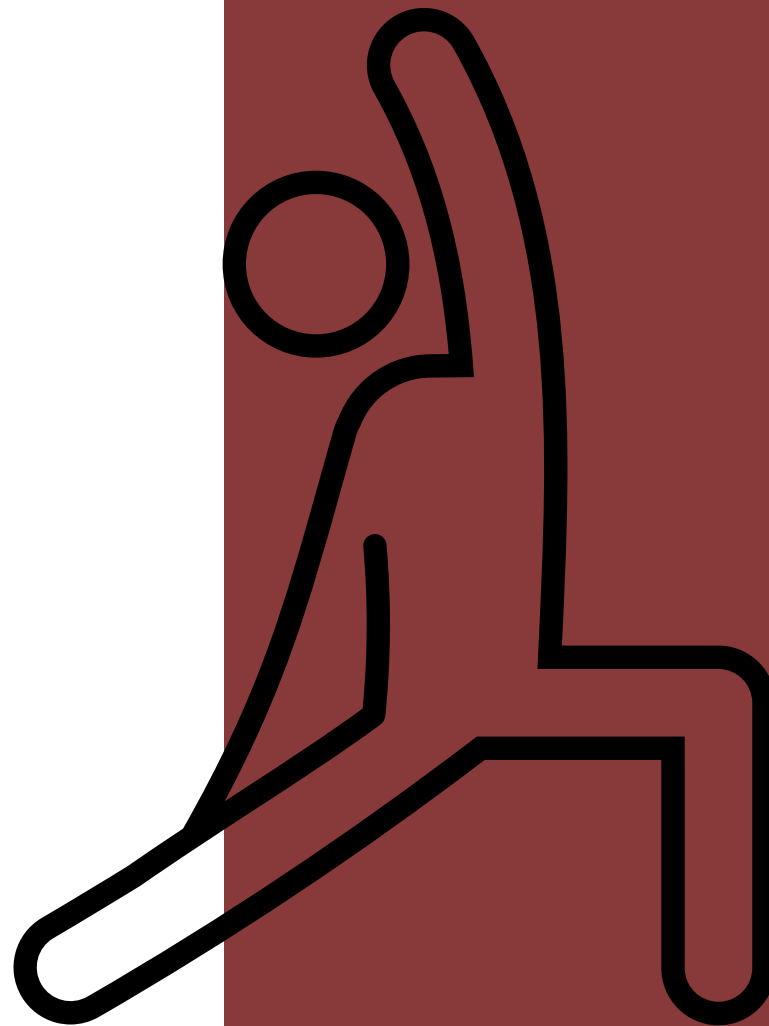
Save Form

Title IV, Part A

RESOURCES: TITLE IV, PART A

The **purpose** of Title IV, Part A funds is to:

- Improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.



ESEA SEC. 4106. [20 U.S.C. 7116] requires the following information regarding Title IV funds.

- any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity;
- how funds will be used for activities related to supporting well-rounded education under section 4107;
- how funds will be used for activities related to supporting safe and healthy students under section 4108;
- how funds will be used for activities related to supporting the effective use of technology in schools under section 4109; and
- the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of local educational agencies, will evaluate the effectiveness of the program.

Complete this section **ONLY** if accepting and utilizing Title IV funds within Title IV or Transfer Title IV.
 This section **DOES NOT** apply to those districts that comeingle or transfer their Title IV funds to another allowable program.
 Please click "Add Row" to list each Title IV-funded activity or program.

Area:

Description on Activity or Program:

5000 character(s) left

Objective or Desired Outcomes:

5000 character(s) left

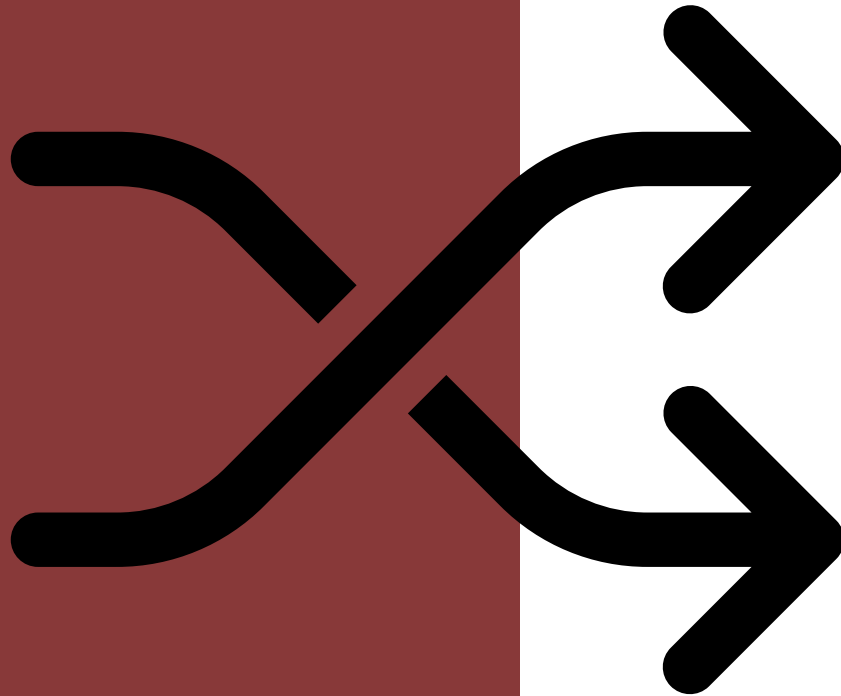
Evaluation Method and Frequency:

5000 character(s) left

Title IV, Part A Con App Section: Key Reminders:

- The narratives provided in this section must fully align with the activities and services included in your Title IV budget, as reviewers rely on this information when approving the budget.
- Complete this section only if you are accepting and utilizing Title IV funds, either directly under Title IV or through a Title IV transfer.
- Add a separate row for each Title IV area in which you have planned activities (Safe and Healthy Students, Well-Rounded Education, and Effective Use of Technology). For each area, describe the objective, the planned activities, and how you will evaluate the anticipated outcomes.

Transferability



- Transferability allows a district to transfer its Title II and/or Title IV funds and repurpose them toward other Title program priorities in which allocations are generated
- The transfer exists throughout the entire project period until funds are expended.
- Keep in mind, if a district transfers into multiple programs, all need to be tracked in separate ledgers
- NDDPI recommends transferring to fewer programs to simplify the tracking process
- The awarded grant is going to remain open and underway until all funds are expended, so it is important to implement activities
- Note: [Eligible districts](#) can transfer **Title II** and **Title IV** to **Title V**

Consolidated Application Information and Resources

Updated information on the Consolidated Application is on the NDDPI website:

[Consolidated Application | North Dakota Department of Public Instruction \(nd.gov/dpi\)](https://nd.gov/dpi/consolidated-application)


Monthly email bulletins from NDDPI:

- [NDDPI Messenger](#)





Amanda Peterson
Director
amandapeterson@nd.gov
328-3545



Ann Ellefson
Director
aellefson@nd.gov
328-2488



Angie Richter
Title I & Equitable Services
amrichter@nd.gov
328-2287



Shannon Sorenson
Title IV
sjsorenson@nd.gov
328-2265



Brenda Ehrmantraut
Title II
blehrmantraut@nd.gov
328-1809



Michelle Siegfried
Schoolwide & Foster Care
msiegfried@nd.gov
328-3544



Deb Pilon
Title IV Fiscal Officer
dpilon@nd.gov
328-2753



Davonne Eldredge
Title II
deldredge@nd.gov
328-4525



Jen Withers
Homeless
jwithers@nd.gov
328-4612



Lucy Fredericks
Director
lkfredericks@nd.gov
328-1718



Taylor Olsen
Title II
tolsen@nd.gov
328-2629



Melanie Pudwill
Program Coordinator
mmpudwill@nd.gov
328-2282



Cami Bauman
Title III Fiscal Officer
crbauman@nd.gov
328-2254



Kate Waechter
Title II & RLS
kwaechter@nd.gov
328-2132



Sashay Schettler
Title III/English Learners
ssschettler@nd.gov
328-1876



Jane Gratz
Title II & Transfer Fiscal Officer
jmgratz@nd.gov
328-2292

Consolidated Application Contacts



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**



QUESTIONS