



Completing the Consolidated Application

Objectives



To demonstrate the streamlined Consolidated Application process.

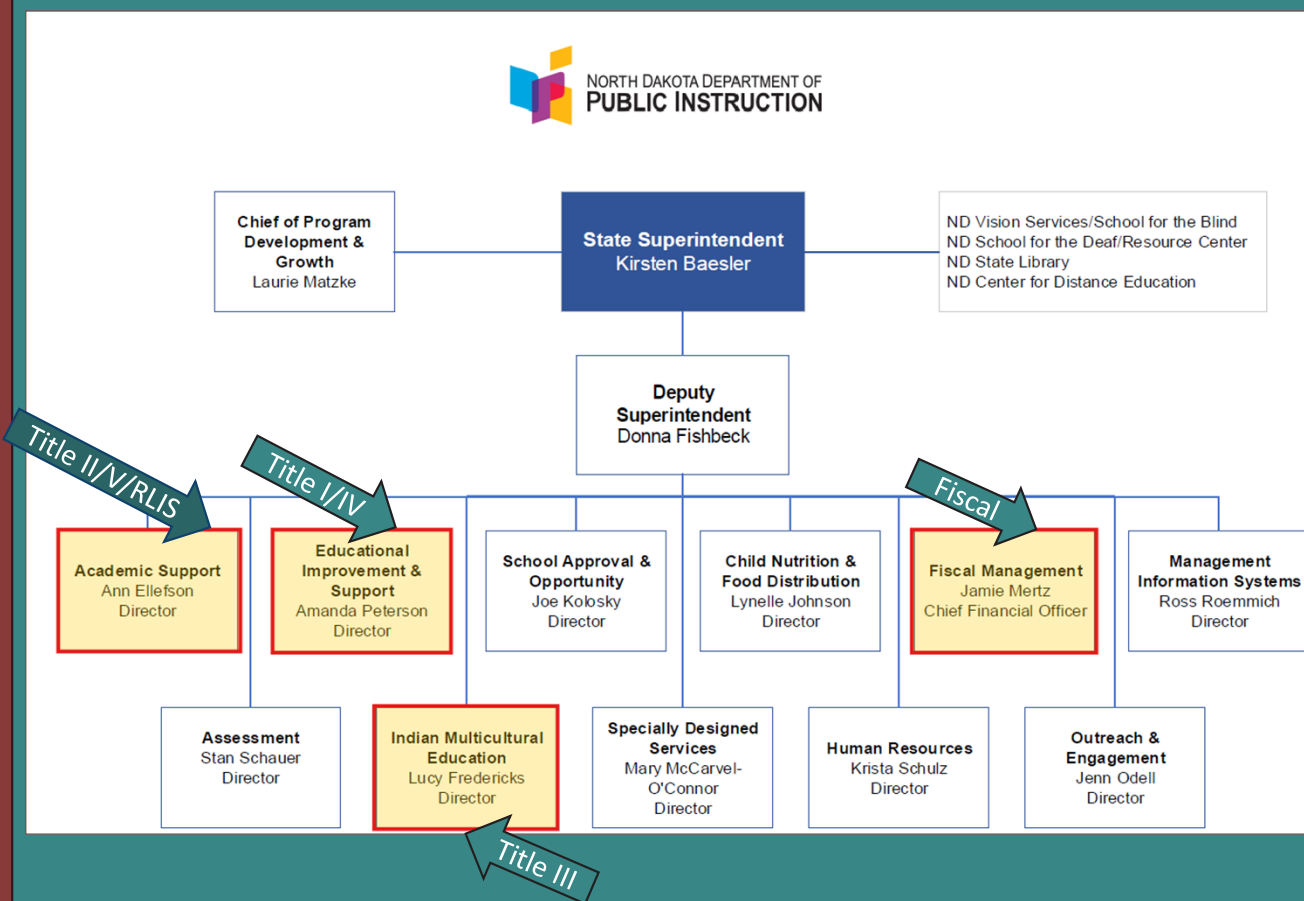


To build a shared understanding of the alignment of the use of district funds, strategic planning, and the Consolidated Application.



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

Federal Title Programs are administered by several NDDPI offices



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 | North Dakota Department of Public Instruction \(nd.gov\)](https://www.nd.gov/dpi/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.



[Monitoring Resources](#)

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](#)

www.nd.gov/dpi/



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**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**



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 Process Timeline

April 21 – Intent to Apply opens in WebGrants

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

May – Estimated allocations typically released by the USED

•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.

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 – Consolidated Application narrative opens in WebGrants

Last Thursday of June – 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 USED

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 2025-2026 school year will be notified in late October.



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](#).

Title I Parent & Family Engagement 1%

- Required for allocations of \$500,000 or more
- Review jointly developed plans and policies to allow for activities

Title I Neglected and Delinquent

- Title I – For neglected, the district reserves an amount sufficient to provide Title I services

Title I Homeless

- Required if the district identified one or more students
- Amount is determined by a needs assessment

Nonpublic Equitable Services

- Title I – amount for services is based on low-income students in Title I attendance areas
- Title II – amount for services is based on total enrollment of public and nonpublic
- Title III – amount for eligible EL services is based on the district's Title III allocation
- Title IV – amount for services is based on total enrollment of public and nonpublic

Set-Aside Requirements

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



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:

Describe how the investment of ESEA funds (Title I, II, III, IV, Transfer) aligns with these priorities. (5000 characters)

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 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
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

OUTCOMES, MEASURES, AND GOALS

☑ **Long-Term Outcome:** Increase students who graduate Choice Ready

Approved aspirational goal: By the 2029/30 school year, all students graduating high school with the traditional diploma will graduate Choice Ready. The Choice Ready rate will increase 5.4% each school year for 10 years to match the traditional graduation rate.

Current Choice Ready rate: 45%

☑ **Long-Term Outcome:** Increase students who demonstrate reading proficiency in 3rd grade

Approved aspirational goal: By the 2025/26 school year, the percentage of students who are proficient or above on the NDSA reading subdomains will double from the 2020/21 school year.

Current North Dakota Reading Subdomain: 43%

☑ **Long-Term Outcome:** Increase students who meet expected learning gains each year

Approved aspirational goal: By the 2025/26 school year, the percentage of students who meet expected learning gains in ELA and math will increase by 10 percentage points. In 2021/22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed.

Current NDSA Math: 39%; Current NDSA ELA: 29%



OUTCOMES, MEASURES, AND GOALS

☑ **Long-Term Outcome:** Reduce the disparity in achievement for students with disabilities, living in poverty, and for Native American students

Approved aspirational goal: Reduce the number of students in Novice and Partially Proficient for Native American and Low-Income students by 25% each year for 5 years.

Current Math (ALL): 62%

Novice: 28%
Partially Proficient: 34%

NA Math: 86%

Novice: 56%
Partially Proficient: 30%

Poverty Math: 78%

Novice: 45%
Partially Proficient: 33%

Current ELA (ALL): 57%

Novice: 31%
Partially Proficient: 26%

NA ELA: 79%

Novice: 53%
Partially Proficient: 26%

Poverty ELA: 72%

Novice: 46%
Partially Proficient: 26%

OUTCOMES, MEASURES, AND GOALS

☑ **Long-Term Outcome: Increase students who engage in learning**

Approved aspirational goal: By the 2025/26 school year, the statewide behavioral engagement score will be 150 points. In 2021/22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed.

Current percentage of Committed students: 44%

Current percentage of Compliant students: 43%

Current percentage of Disengaged students: 13%

☑ **Long-Term Outcome: Increase students who enter kindergarten prepared to learn, and increase number of kindergarten classrooms that meet the needs of every learner**

Proposed recommendation: At this time, a measurable goal cannot be recommended for this long-term outcome due to a lack of a system of reliable and valid statewide measure to assess students who enter kindergarten prepared to learn, as well as a system to monitor early childhood experiences in the state. The ND K–12 Coordination Council encourages the ND Department of Human Services – Early Learning Division to build a system of reliable and valid measures to aid kindergarten teachers in meeting the needs of any learner.

District and School Instructional Decisions

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

Federal

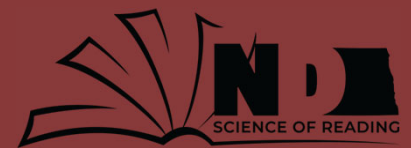
- ESEA emphasizes the use of evidence-based activities, strategies, and interventions. Section 8101(21)(A) of the ESEA defines an evidence-based intervention as being supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale. Some ESEA programs **encourage** 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](#)
- [Contrary Practices in Literacy Instruction](#)



Completing the Consolidated Application via WebGrants

Steps in WebGrants

**Step
1**

Intent to Apply

Due May 20

**Step
2**

Narrative

Due last Thursday of June

**Step
3**

Budget

Due last Thursday of August



COMPLETING THE CONSOLIDATED APPLICATION

www.nd.gov/dpi/

The screenshot displays the NDDPI web application interface. At the top, the header includes the NDDPI logo and the text 'Completing the Consolidated Application'. Below the header, the user is logged in as 'DPI Tester' with the role 'clientTester, Contract Signature - Level 2'. The main navigation menu on the left includes links to Dashboard, Funding Opportunities, Applications (highlighted), Grants, Reports, and My Profile. The main content area is titled 'Submitted Applications' and shows a list of applications. The selected application is '57647 - NDDPI 2025-2026', which is in 'Editing' status. The application details include: Stage: Pre-Application, Pre-Application Due Date: May 20, 2025 5:00 PM, Program Area: Federal Title Programs, Funding Opportunity: 57645-Consolidated Application 2025-2026, Organization: ND Department of Public Instruction (NDDPI), and Requested Total. Below the details, there is a section for 'Application Details' with a green banner stating 'Application is in compliance and is ready for Submission!'. The application components are listed as: Component, General Information, and Intent to Apply, Assurances, and Certifications 25-26.

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



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:

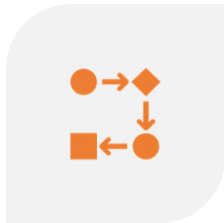
- Title VI of the Civil Rights Act of 1964 (42 U.S.C. §2000d-2000d-4) which states no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination (34 CFR Part 100)
- Section 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:

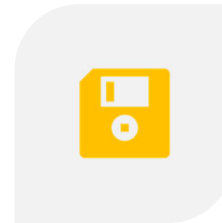
- Fiscal
- Evidence-Based
- Supplement, Not Supplant
- Early Childhood, Title I
- Civil Rights (e.g., Title VI (Race, Color, National Origin), Title IX (Gender), Americans with Disabilities, 504, Homeless, Foster Care, English Learners, Neglected and Delinquent students, etc.)



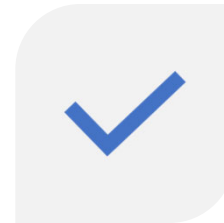
FOLLOW
INSTRUCTIONS AT THE
BEGINNING OF EACH
FORM.



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.

Funding Opportunities
List of all current Funding Opportunities

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

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: 57645

ID	Status	Agency	Program Area	Title	Posted Date	Pre-Application Due Date	Final-Application Due Date
57645	Posted	North Dakota Department of Public Instruction	Federal Title Programs	Consolidated Application 2025-2026	Apr 21, 2025 12:06 PM	May 20, 2025 5:00 PM	Jun 26, 2025 5:00 PM

- 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

Consolidated Application: At-a-Glance

<div>  Application Details </div> <div>Preview Application</div>		
Application cannot be Submitted Currently <ul style="list-style-type: none"> Application components are not complete 		
Component	Complete?	Last Edited
General Information	✓	May 14, 2025 1:15 PM - DPI Tester
Authorized Representative and School Board Approval 25-26		-
Corrective Actions 25-26		-
Set-Asides (Title I) 25-26		-
Rank and Serve 25-26		May 14, 2025 1:17 PM - DPI Tester
Equitable Services Participation and Consultation 25-26		-
Alignment of Funds 25-26		-
Consultation and Evaluation 25-26		-
Targeted Assistance 25-26		-
Schoolwide 25-26		-
Title III Part A		-
Title IV Part A		-



NEW SECTION: CORRECTIVE ACTIONS

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:

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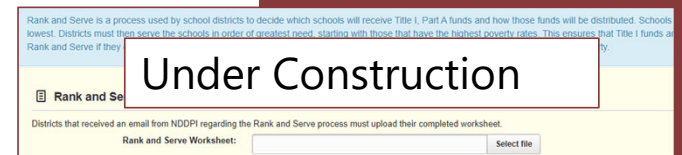
NEW SECTION: RANK AND SERVE

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.



NEW 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

Save Form

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:

Yes

No

Save Form

Staffing Upload

Save Form

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:

Select file

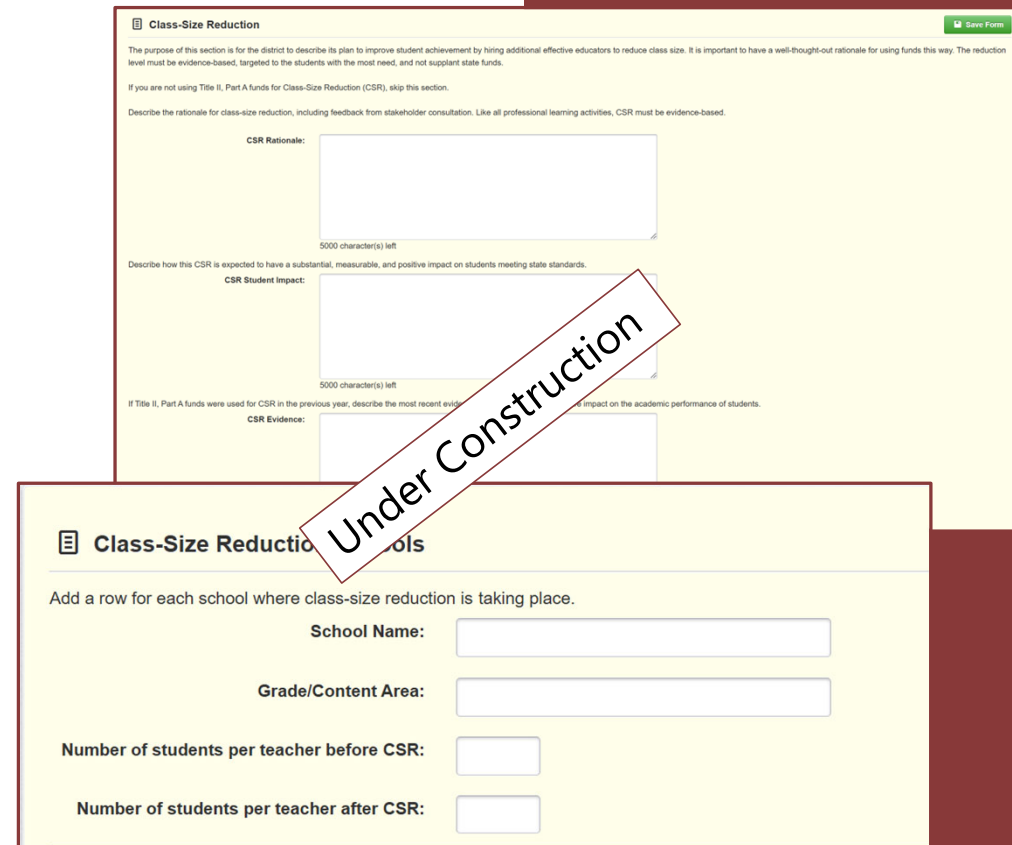
NEW SECTION: CLASS-SIZE REDUCTION

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.



The image shows two overlapping screenshots of a web application form titled "Class-Size Reduction". A large, diagonal, semi-transparent watermark reading "Under Construction" is placed over the screenshots. The top screenshot shows the introductory text and three text input fields: "CSR Rationale:", "CSR Student Impact:", and "CSR Evidence:". Each field has a "5000 character(s) left" indicator. The bottom screenshot shows a table with the heading "Class-Size Reduction Schools" and a row for each school where class-size reduction is taking place. The table includes fields for "School Name:", "Grade/Content Area:", "Number of students per teacher before CSR:", and "Number of students per teacher after CSR:". A "Save Form" button is visible in the top right corner of the top screenshot.



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.

www.nd.gov/dpi/

Describe the district's process (i.e., determining the reality, using academic and behavioral data and evidence, exploring the future, and synthesizing results) for conducting a comprehensive needs assessment (i.e., the "envisioning" phase of the Cognia Continuous Improvement Plan), including the types of support and guidance provided to schools throughout the process. (5000 characters)

The investment of accepted ESEA funds must align with the district's local strategy map and/or strategic planning. Provide a narrative to summarize the strategic plan that highlights critical initiatives, goals, action planning, and the trends and needs identified in the district's comprehensive needs assessment, leading to investments using federal funds. This narrative must encompass all accepted federal funds (i.e., Titles I, II, IV, and Transfer funds). (5000 characters)



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

Describe the district's consultation process in the development of this plan. (5000 characters)

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?

Describe how the district will use data and ongoing consultation to continually update and improve activities, focusing on student outcomes and program effectiveness. This narrative is required for Titles I, II, III, IV, and Transfer funds. The response should discuss all accepted federal funds. (2500 characters)

Program-Specific Guidance

Title I

The purpose of Title I 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.

[Title I, Part A | North Dakota
Department of Public Instruction](#)



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Title II/Transfer Title V

The purpose of Title II funds is to:

- 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

[Title II, Part A - Supporting Effective Instruction | North Dakota Department of Public Instruction \(nd.gov\)](#)



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Title III

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.

[Title III A - English Learner and Immigrant Children and Youth | North Dakota Department of Public Instruction](#)



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Title IV

The purpose of Title IV 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.

[Title IV, Part A - Student Support and Academic Enrichment \(SSAE\) | North Dakota Department of Public Instruction](#)

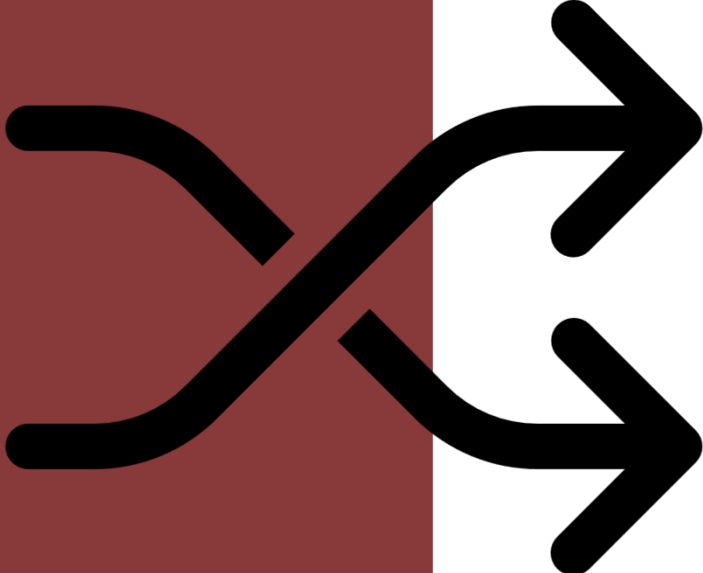


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Transferability

- 
- 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/ConsolidatedApplication)

Monthly email bulletins from NDDPI:

- [NDDPI Messenger](#) (formerly the Weekly Blast)
- Educator's Edge



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QUESTIONS