



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

**Completing the Consolidated Application
Federal Title Programs**

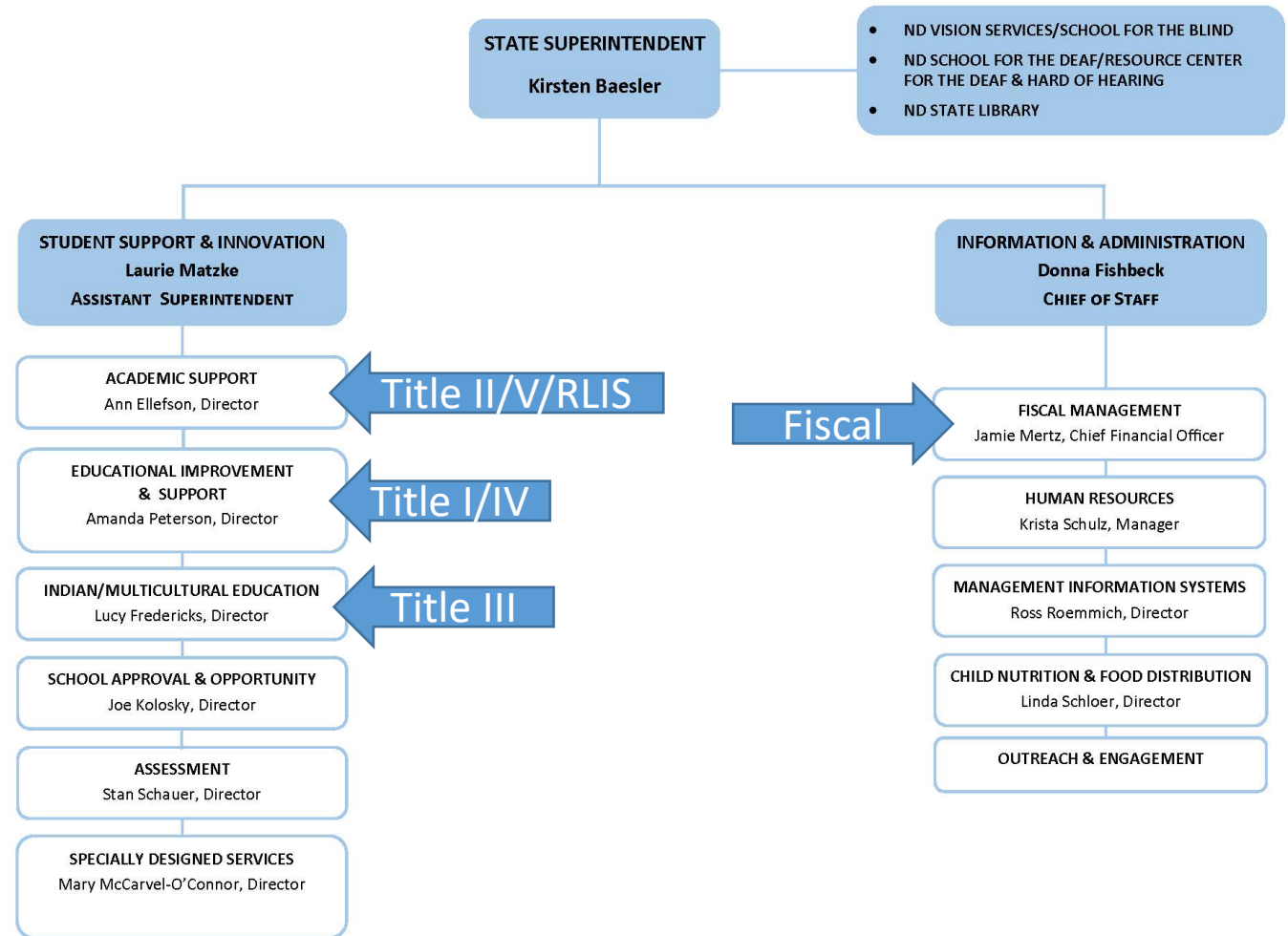


Objectives

- 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
out of several
NDDPI offices.


NDDPI ORGANIZATIONAL CHART



REVISED: 5/19/2023

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 \(nd.gov\)](#)

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](#)



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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](#)



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nd.gov/dpi



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 of 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.



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Supplement, Not Supplant Titles II, III, and IV

Title II 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

Consultation must occur & be documented

April 19 – Intent to Apply opens in WebGrants

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

May – Estimated Allocations 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 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 2024-2025 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](#).

Set-Aside Requirements

- **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


- **Title I Parent & Family Engagement 1% Set-Aside**

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

- **Nonpublic Equitable Services – Consultation is Key**

- 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

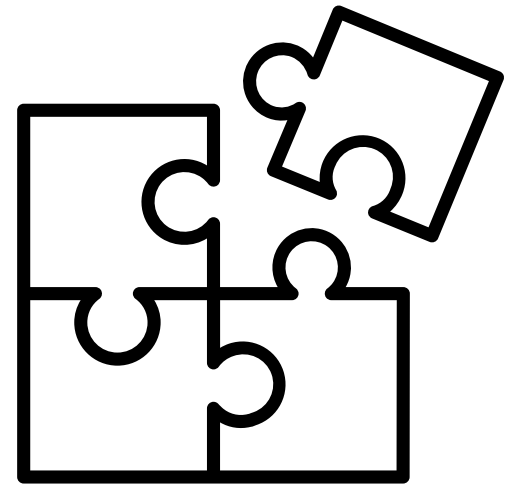
Note: If a district transfers funds, it must provide the same amounts calculated for equitable services, except for Transfer V, as there is no equitable services provision



Planning for the Consolidated Application Narrative

Federal Title Program Guidance – Alignment

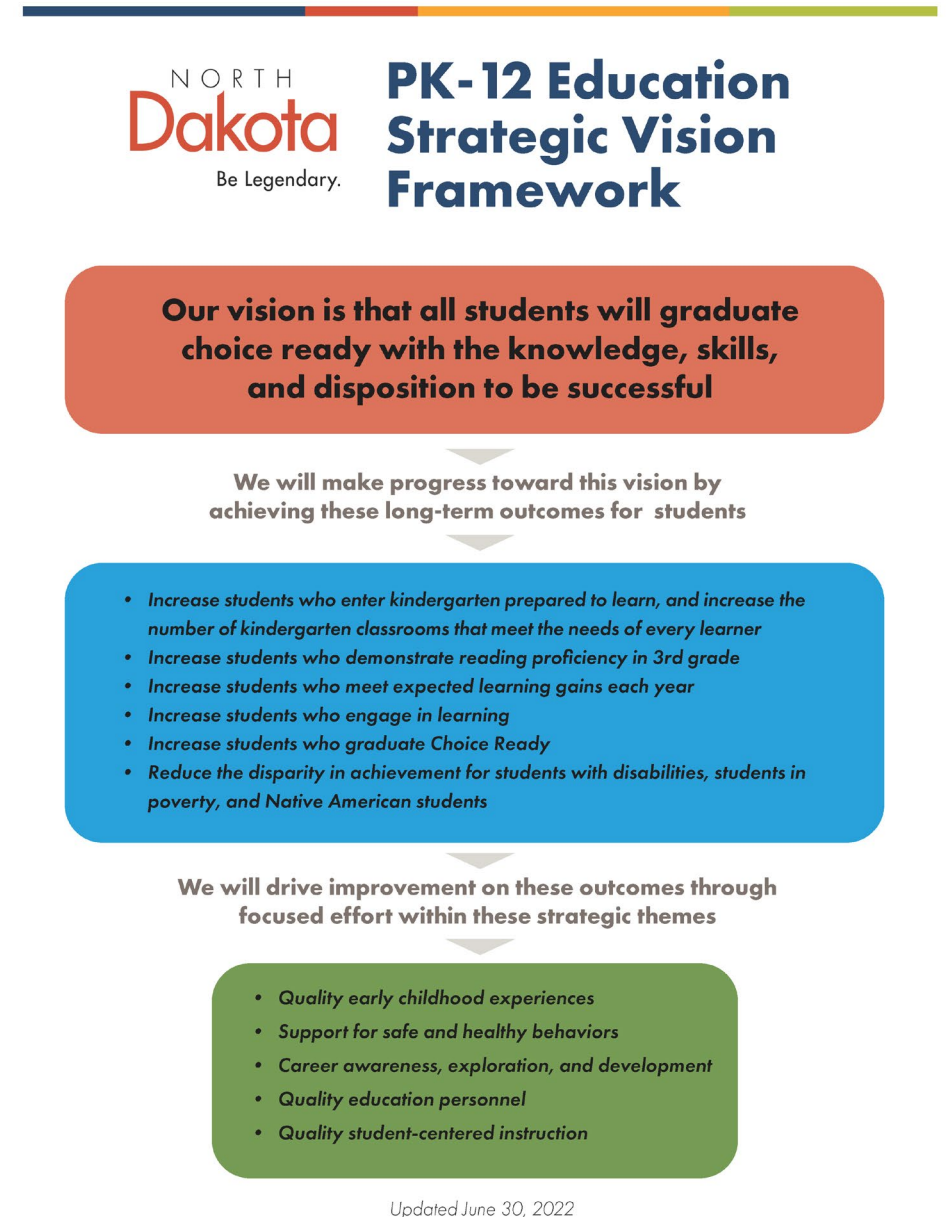
- Districts must **prioritize** the distribution of funds to schools that:
 - have the greatest needs (as determined by the district),
 - have the highest percentages or numbers of low-income children,
 - are identified for targeted support, and
 - are identified comprehensive support OR are identified 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. (2500 characters)



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.

Required Narrative: Comprehensive Needs Assessment

Districts must illustrate 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
- Are identified as a persistently dangerous school

In addition, 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 in order 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.

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

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: Equity Provisions

Section 427 of the General Education Provision Act (GEPA) requires all applicants for federal funds to provide a description of the steps the applicant proposes to ensure equitable access to and participation in these federal programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: Gender, race, national origin, color, disability, or age. The applicant would determine whether these or other barriers may prevent students, teachers, etc. from access and participation in program activities.

Describe the steps that will be taken to overcome the barriers identified. (2500 characters)

Required Narrative: Annual Evaluation

All programs or activities must be evaluated annually.

- **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 Purpose

- 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 Models

Title I supports eligible students in school using one of two models:

1.) **Schoolwide** – flexibility to implement comprehensive improvement strategies

- **Reminder:** schoolwide plan strategies need to be aligned to budget activities

2.) **Targeted Assistance** – additional supports to identified struggling students

- **Reminder:** rank students based on multiple, educationally-related objective criteria (student selection process)



Important Note: Early Childhood Title I

Always maintain the following records, even during a non-monitoring year, to ensure compliance:

- Your procedure for receiving preschool records
Examples: Special Education, Head Start, preschool, out-of-state
- Channels of communication – linkage to local Early Childhood partnerships
- Documentation of meetings regarding Early Childhood
Examples: agendas, meeting minutes, handouts, emails
- Documentation of joint trainings with your district and any Early Childhood education program

Updated USED Guidance February 2024:

[Non-Regulatory Guidance on Serving Preschool Children Through Title I, Part A \(Title I\) of the Elementary and Secondary Education Act \(ESEA\)](#)

Title I Allowable Activities

[Title I Funding | North Dakota Department of Public Instruction](#)

- Methods to provide eligible students with a well-rounded education
- Supplemental instructional supports to increase learning time
- School climate interventions such as behavior support, mentoring, counseling, and social-emotional learning
- Professional development for teachers, paraprofessionals, and other school personnel to improve instruction and use of data
- Activities shown to be effective for increasing parent and family engagement
- Educational materials, resources, equipment, programs, and devices to increase access to learning materials and accelerate learning

Key Reminders: Title I Program

- Districts with participating nonpublic schools must engage in ongoing consultation and calculate amounts for equitable services
- Title I teachers must meet state licensing in grade span and content area assigned to teach
- Large Districts
 - Allocate funds to eligible schools using poverty for rank and serve
 - Reserve funds to meet required set-asides, support the needs of disadvantaged student populations, and track funds separately on a detailed accounting ledger
- Annually review plan, strategies, and student progress to evaluate program effectiveness
- Title I has a 15% limit on unspent funds, and a waiver for excess funds is available once every 3 years. Districts with an allocation greater than \$50,000 have access to funds for 15 months (until September 30th) before the limitation of funds applies.

Title II Purpose

- 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 Allowable Activities

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

Key Reminders: 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
- Title II, Part A funds used to implement CSR must supplement non-federal funds that would otherwise be used to reduce class size or fund staff

Title III Purpose

The purposes of Title III funds are 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 Application Information

- Title III subgrants must generate a minimum \$10,000 allocation.
- Consortium Districts
 - Participation agreements are no longer collected.
 - All districts complete Intent to Apply
 - Only the Fiscal Agent districts complete the Title III application.
 - Member districts **MUST** agree to spending plan.
 - Narratives in the application must be relevant for **ALL** participating districts or include information for each district if funds are apportioned.
- Additional contacts section allows the addition of others who should receive Title III-related correspondence.

Title III Allocations

Regular Title III

- Based on EL enrollment from the previous year (includes nonpublic EL enrollment)
- Final allocations are based on the state's final allocation and participating districts

Immigrant Children & Youth

- Based on current school year enrollment data – November
- Calculated by the increase of current enrollment over the average of the past 2 years.

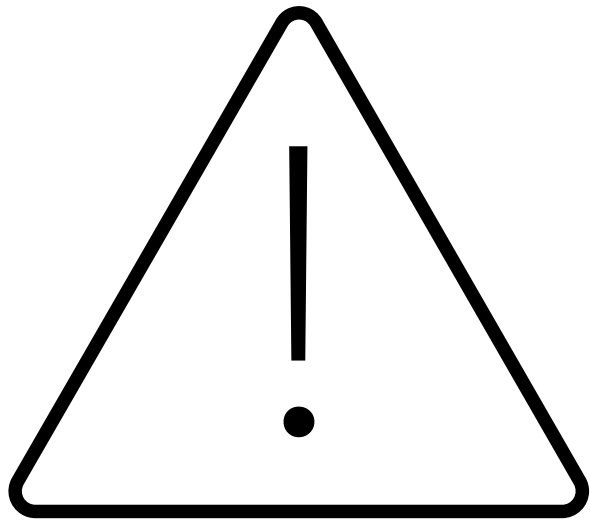
Title III Required Activities

Required uses of funds:

- Supporting effective English language development (ELD) programs
- Provide effective professional developments to classroom teachers and other school staff
- Parent, family, and community engagement activities

Title III Allowable Activities

- Supplemental instructional services
 - Supplemental staff
- Professional development
 - Training for all educators on effective methods for ELD instruction and assessment
 - Consultant/registration fees
 - Travel for conferences and workshops
 - Training materials
- Parent, family, and community engagement activities
 - Parent meetings/trainings
 - Home-school liaison or parental involvement activities
- Supplemental supplies/materials
 - EL curriculum materials
 - Computer assisted EL instructional materials



Title III Unallowable Activities

- Activities and materials for the core ELD program
- EL Teachers providing the core ELD instruction
- Paraprofessionals delivering core ELD instruction
- Paraprofessionals without a core EL teacher
- Supplies, materials, and/or equipment the district has provided with local funds for other classrooms or programs
- Non-instructional based social or psychological treatment for students and families
- English language proficiency screener or annual assessment for public school students

Title IV Purpose

- 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.

Allowable Activities

- Districts have a lot of flexibility with Title IV, as long as activities are aligned to the comprehensive needs assessment and meet the intent and purpose of the above three areas and have measurable outcomes.
- Please consult the Title IV Coordinators Toolkit for guidance.

Title IV Allocation

- District allocations are based on the district's relative share of Title I funds received through the Title I funding formula in the same proportion as the district's prior year Title I allocation (ESEA § 4105(a)(1)).
- If a district did not generate, receive, or accept a Title I allocation in the preceding year, it is not eligible to receive a Title IV subgrant award.
- No district may receive less than \$10,000 and, if the state's allocation is such that this requirement cannot be met, the federal statute includes language regarding ratable reductions.

Title IV Spending Requirements

- Districts that receive an allocation of \$30,000 or more must distribute their allocation among the three focus areas and according to the proportions described below.
 - At least 20% of funds for activities to support well-rounded educational opportunities;
 - At least 20% of funds for activities to support safe and healthy students; and
 - A portion of funds on activities to support the effective use of technology AND of this portion, no more than 15% (cap) can be used on technology infrastructure.

Title IV Spending Requirements (cont.)

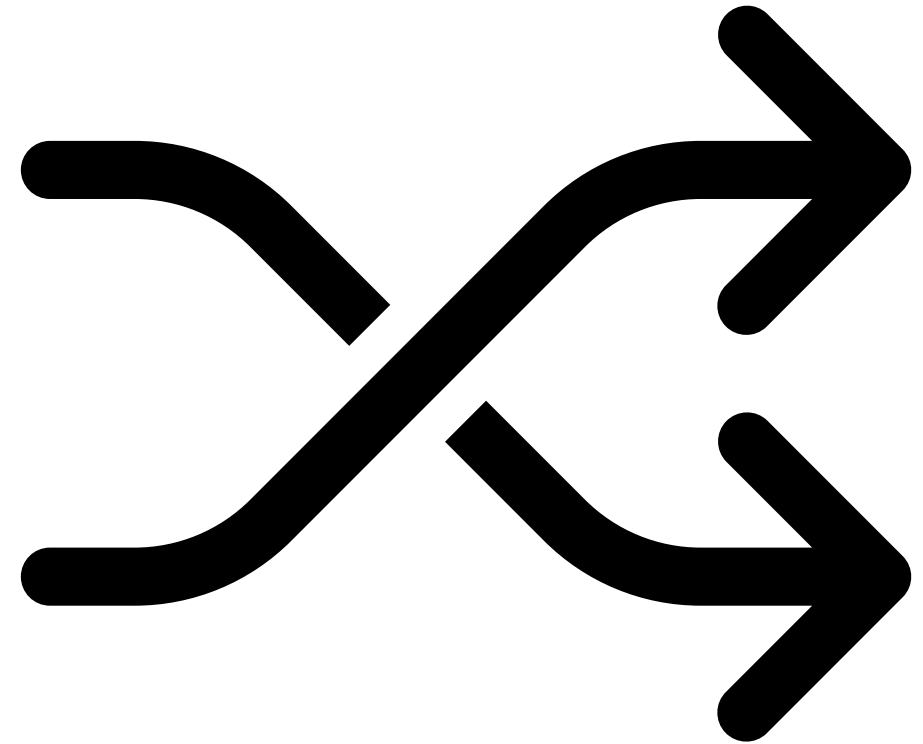
- School districts cannot spend more than 15% of the funds allocated for the Effective Use of Technology for purchasing technology infrastructure which includes:
 - Devices
 - Equipment
 - Software applications to address readiness shortfalls
 - Blended learning technology software and platforms
 - Digital instructional resources
 - One-time informational technology purchases

Title IV Reporting Requirements

- Districts are required to report on how funds made available under the Title IV subpart are being expended, including the degree to which the LEAs have made progress towards meeting the objectives and outcomes described in their Consolidated Application.
- LEAs can determine if they wish to establish objectives and outcomes for each activity, for a group of activities, or for the application as a whole.
- We recommend that the development of objectives and outcomes be driven by the LEA's identified needs.
- The detailed planned activities or programs outlined in the LEA application should also be aligned with their priorities outlined in their strategy map and the state's K-12 Strategic Plan.
- Outcomes will be measured by reporting the following:
 - Some measurable progress was made
 - Substantial measurable progress was made
 - All objectives and outcomes were complete


Transferability

- Transferability allows a district to transfer its Title II and/or Title IV funds and repurpose 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





The background of the slide features three large, overlapping circles in a medium blue color, set against a dark gray background. The circles are arranged horizontally, with the middle circle overlapping the other two. A white horizontal band runs across the center of the image, containing the title text.

Completing the Consolidated Application via WebGrants




NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION





DPI Tester
Tester
Client Tester, Contract Signature - Level 2




Submitted Applications

List of all current submitted applications

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46464 - NDDPI 2024-2025

Status: **Correcting**

Stage: Pre-Application

Pre-Application Due Date: May 20, 2024 5:00 PM


Program Area: Federal Title Programs

Funding Opportunity: 46405-Consolidated Application 2024-2025

Organization: ND Department of Public Instruction (NDDPI)

Requested Total:

[Application Preview](#)
[Attachments](#)
[Alert History](#)
[Map](#)



Application Details

- Application is in compliance and is ready for Submission!

Component

General Information

Intent to Apply, Assurances, and Certifications 24-25

Step I: Intent to Apply

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

Reminder: Assurances

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)

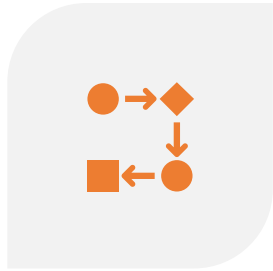
The school district shall adhere to:

- 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

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:

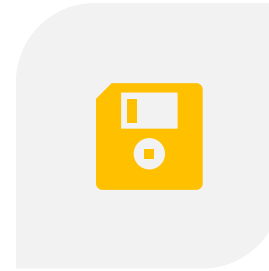
- Fiscal
- Evidence-Based
- Supplement, Not Supplant
- Early Childhood, Title I
- Civil Rights (e.g., Title VI (Race, Color, National Origin), Title IX (Gender), Americans with Disabilities, 504, Homeless, Foster Care, English Learners, Neglected and Delinquent students, etc.)



FOLLOW INSTRUCTIONS
AT THE BEGINNING OF
EACH FORM.



NOTE CHARACTER
COUNT.



CLICK ON “EDIT FORM”
AND “SAVE FORM”
THROUGHOUT
APPLICATION PROCESS.

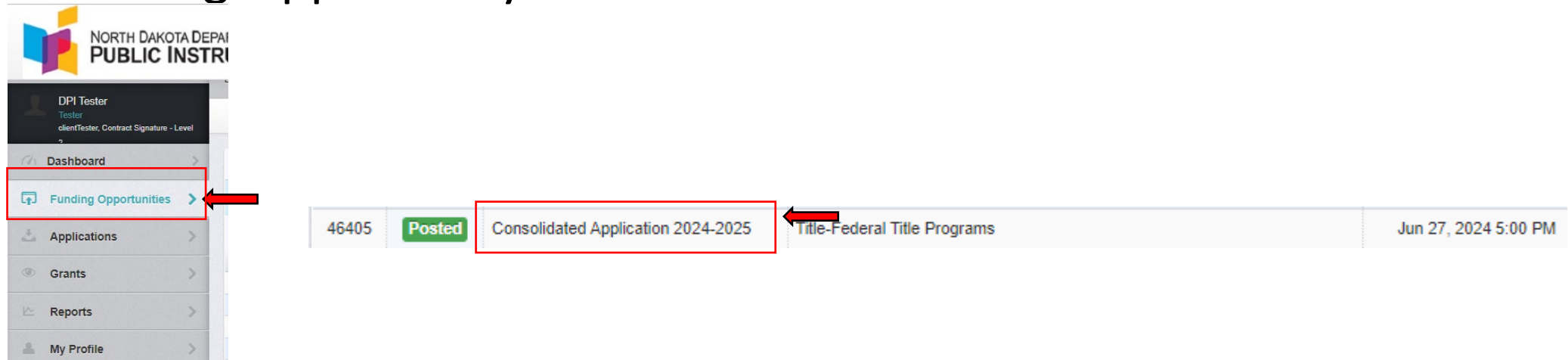


WHEN EVERY SECTION
WITHIN EVERY FORM IS
COMPLETE, “MARK AS
COMPLETE”, AND
“SUBMIT”.

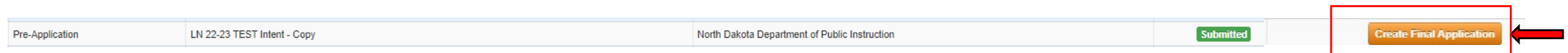
General Instructions

Funding Opportunity

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



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



Consolidated Application: At-a-Glance

Application PreviewAlert HistoryMap

Application Details

Preview Application

Ask a Question

Withdraw

Application cannot be Submitted Currently

• Application components are not complete

Component	Complete?	Last Edited
General Information	✓	May 31, 2023 9:40 AM - DPI Tester
Authorized Representative and School Board Approval		-
Set-Asides (Title I)		-
Equitable Services Participation and Consultation		-
Nonpublic School Equitable Services		-
Alignment of Funds		-
Consultation, Equity, and Evaluation		-
Targeted Assistance		-
Schoolwide		-
Title III Part A		-
Title IV Part A		-



General Information

Application - General Information

Save Form Information

The Primary Contact is the individual in your organization who will be designated as the primary person responsible for this application from your organization. This individual will receive automated email notifications when your attention is needed on this application. Select the organization, if you belong to more than one, for which you will be submitting this application.

Application ID:

35013

Program Area*:

Federal Title Programs

Funding Opportunity*:

33861-Consolidated Application 2023-2024

Application Stage*:

Final Application

Application Status*:

Editing

Application Title*:

[District Name] Consolidated Application 2023-2024

Primary Contact*:

DPI Tester

Organization*:

ND Department of Public Instruction

Select any additional contacts within your organization that will also manage this grant.

Additional Applicants:

X

DPI Tester



Authorized Representative

Authorized Representative and School Board Approval 22-23 - Current Version

Certification

Mark as Complete

Edit Form

The authorized representative of the above named applicant certifies to the Department of Public Instruction that the information in the application package is accurate and complete. The governing body of the above named applicant has approved this plan/application and has authorized submission of this plan/application as recorded in the minutes of the public board meeting held on the date below.

School Board Meeting Date*: 05/03/2022

Last Edited By: DPI Tester - Apr 26, 2022 11:35 AM

Edit Form

Authorized Representative - Multi-List

Mark as Complete

Add Row

Add the school board-approved program authorized representatives by clicking "Add Row".
If the same person is the authorized representative for multiple programs, select all applicable programs and enter the authorized representative information once.
If there are multiple authorized representatives, then add additional rows for each program and authorized representative.

Program	Authorized Representative	Email	Phone
Title I, Title II, Title IV	Tester	tester@email.com	701-555-5555
Title III	Test Title III AR	tester@email.com	701-555-5555

Last Edited By: DPI Tester - Apr 26, 2022 11:35 AM

Add Row

Program Area Contact, if different than Authorized Representative - Multi-List

Mark as Complete

Add Row

Additional contacts (other than the authorized representative) may be added by program area. Add the program contacts by clicking "Add Row".
If the same person is the program contact for multiple programs, select all applicable programs and enter the contact information once.
If there are multiple program contacts, then add additional rows for each program and contact information.

Program	Program Contact	Email	Phone
No Data for Table			

Last Edited By: DPI Tester - Apr 26, 2022 11:35 AM

Add Row



Set-Asides (Title I)

Parent and Family Engagement (Title I)

Save Form

Districts with a Title I allocation of \$500,000 or greater must set aside a minimum of 1% to support parent and family engagement activities.

The following are allowable parent and family engagement activities and strategies that should be included in the budget:

- Supporting schools and nonprofit organizations in providing professional development for district and school personnel, and parents and family members, regarding parent and family engagement strategies.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating best practices information on parent and family engagement, focusing on increasing the engagement of economically disadvantaged parents and family members.
- Collaborating (or providing sub grants to schools to enable them to collaborate) with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the district determines are appropriate and consistent with its parent and family engagement policy.

Select the option applicable to the district:

Nothing selected

Options

Please enter the amount of Title I funds the district will set-aside for parent and family engagement.

Parent and Family Engagement Set-Aside Amount:

Required to Set-Aside (District Title I allocation is \$500,000 or higher)

Not Required to Set-Aside (District Title I allocation is less than \$500,000)

Not Required but Plans to Set-Aside

Homeless Set-Aside (Title I)

Save Form

All districts with at least one identified student must budget Title I funds sufficient to meet the needs of students identified as experiencing homelessness.

- Multiply the number of children and youth experiencing homelessness as reported in STARS by the Title I per-pupil amount on the Rank and Serve (Targeting) spreadsheet.
- It is strongly encouraged you multiply the number of children and youth experiencing homelessness as reported in STARS by a minimum of \$500.00 per pupil identified.
- Reserve an amount of Title I funds to supplement a McKinney-Vento grant award.
- Reserve a specific percentage based on the district's Title I allocation.
- Identify the needs of homeless children and youth and then fund accordingly by determining a figure of how much it costs to pay for services to homeless children and youth (e.g., supplemental education services, materials and supplies for those services, costs associated with successful transition, etc.).

Please enter the number of homeless students reported in STARS for the previous school year.

STARS Homeless Count:

All districts with at least one identified student must budget Title I funds sufficient to meet the needs of students identified as experiencing homelessness.

Are Title I funds used:

Yes

No

Please enter the amount of Title I funds the district will set-aside for homeless services.

Homeless Set-Aside Amount:

Neglected Set-Aside (Title I)

Save Form

Districts must reserve funds to provide Title I services to students in local facilities for neglected children comparable to those provided to children in Title I schools (ESSA sections 1113(c)(3)(A)(iii) and (B)(i-ii)). If appropriate, Title I, Part A funds may also be reserved to serve children in local delinquent institutions, and children in community day programs.

If the district reported local neglected students in the Annual Count, it is required to set aside funds for Title I services to local neglected children.

Did the district report local neglected students in the Annual Count?

Neglected Reported on Annual Count:

Yes

No

Please enter the number of local neglected students the district reported on the Annual Count.

Number Reported on Annual Count:

Please enter the amount of Title I funds the district will set-aside for neglected services.

Neglected Set-Aside Amount:



Equitable Services Participation and Consultation

Equitable Services Participation and Consultation (Titles I, II, III, and IV)

Save Form

The district has participating nonpublic schools in the following federal Title programs:

Title I, Title II

Upload a signed copy of the [Affirmation of Consultation with Private School Officials](#) after meaningful consultation has occurred or by Month/Date/Year. If multiple nonpublic schools are participating in equitable services for various ESEA programs, one form per nonpublic school is required to be completed.

Affirmation of Consultation:

Provide a summary of the agreed upon equitable services to be provided to eligible nonpublic school children, teachers, and families. Summary must include all programs (i.e., Title I, II, III, and/or IV) in which the nonpublic school is participating. If there are multiple schools, specifically identify each nonpublic school and each program within the school.

Summary of Equitable Services:

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Nonpublic School Equitable Share

District Title I, Part A Set-Aside

Save Form

This planning tool is a calculator to be used to determine the amount of funds for equitable services for all participating nonpublic schools in the Title I, Part A program under ESSA. These are not additional funds, but an equitable share of the Title I, Part A district allocation.

Complete each box to calculate the total amount of the district's allocation to budget for nonpublic school services. If the district is required to set-aside parent and family engagement, a share of the equitable services must be reserved, and will be displayed. This amount is not additional funds, but a portion of the total set-aside amount for equitable services.

Total District Title I Allocation:	\$510,000.00
Title I Administrative Costs (if applicable):	\$0.00
Total District Low Income Enrollment in Title I Attendance Area:	100
Total Nonpublic Low Income Enrollment from Served Nonpublic Schools :	10
Parent and Family Engagement Nonpublic Amount (if applicable):	\$463.64
Other Nonpublic Equitable Services:	\$45,900.00
Total Set-Aside Amount for Nonpublic Equitable Services:	\$46,363.64

District Title II, Part A Set-Aside

Save Form

This planning tool is a calculator to be used to determine the amount of funds for equitable services for all participating nonpublic schools in the Title II, Part A program under ESSA. These are not additional funds, but an equitable share of the Title II, Part A district allocation.

Complete each box to calculate the total amount of the district's allocation to budget for nonpublic school services.

Total District Title II Allocation:	\$50,000.00
Title II Administrative Costs (if applicable):	\$5,000.00
Total District Public Enrollment :	25000
Total Enrollment in Participating Nonpublic Schools:	500
Total Set-Aside Amount for Nonpublic Equitable Services:	\$882.35
Per-Pupil Amount:	\$1.76

District Title IV, Part A Set-Aside

Save Form

This planning tool is a calculator to be used to determine the amount of funds for equitable services for all participating nonpublic schools in the Title IV, Part A program under ESSA. These are not additional funds, but an equitable share of the Title IV, Part A district allocation.

Complete each box to calculate the total amount of the district's allocation to budget for nonpublic school services.

Total District Title IV Allocation:	\$40,000.00
Title IV Administrative Costs (if applicable):	\$4,000.00
Total District Public Enrollment :	20000
Total Enrollment in Participating Nonpublic Schools:	400
Total Set-Aside Amount for Nonpublic Equitable Services:	\$705.88
Per-Pupil Amount:	\$1.76



Alignment of Funds *(All districts will complete this section)*

Use of Funds

Save Form

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:

- o **Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner**
"At this time, a measurable goal cannot be recommended due to the lack of a system of reliable and valid statewide measures to assess students who enter kindergarten prepared to learn, as well as a system to monitor early childhood experiences in the state. The ND K12 Education Coordination Council encourages the ND Department of Health and Human Services Early Learning Division to build a system of reliable and valid measures to aid kindergarten teachers in meeting the needs of every learner."
- o **Increase students who demonstrate reading proficiency in 3rd grade**
"By the 2025-26 school year, the percentage of students who are proficient or above on the North Dakota State Assessment (NDSA) reading subdomains will double from the 2020-21 school year."
- o **Increase students who meet expected learning gains each year**
"By the 2025-26 school year, the percentage of students who meet expected learning gains in English language arts (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."
- o **Increase students who engage in learning**
"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. Two points were awarded for the percentage of Committed students and one point was awarded for the percentage of Compliant students."
- o **Increase students who graduate Choice Ready**
"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 percentage points each school year for 10 years to match the traditional graduation rate."
- o **Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students**
"Reduce the number of students in Novice and Partially Proficient for students with disabilities by 12% each year for 5 years and for Native American and low-income students by 25% each year for 5 years."

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

Investment of ESEA Funds:

5000 character(s) left

Comprehensive Needs Assessment

Save Form

The following narratives are required for Title I, II, IV, and any Transfer funds. The responses should discuss all accepted federal funds. Districts must 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
- Are identified as a persistently dangerous school

In addition, 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 in order 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.

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.

Process for Conducting Comprehensive Needs Assessment:

5000 character(s) left

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).

Alignment to Strategy Map:

5000 character(s) left



Consultation, Equity Provisions, and Evaluation *(All districts will complete this section)*

Consultation with Stakeholders

Save Form

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

Stakeholders Included in Consultation (check all that apply): None selected

Describe the district's consultation process and the method used to document all stages of consultation.

Consultation Process:

5000 character(s) left

General Education Provisions Act (GEPA) Section 427

Save Form

Section 427 of the [General Education Provision Act \(GEPA\)](#) requires all applicants for federal funds provide a description of the steps the applicant proposes to ensure equitable access to and participation in these federal programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: Gender, race, national origin, color, disability, or age. The applicant would determine whether these or other barriers may prevent students, teachers, etc. from access and participation in program activities.

Describe the steps that will be taken to overcome the barriers identified.

GEPA:

2500 character(s) left

Annual Evaluation

Save Form

All programs or activities must be evaluated annually. 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.

Annual Evaluation:

2500 character(s) left

Title I – Targeted Assistance

Targeted Assistance Programs

Save Form

Select "Yes" if:

- the district includes Title I Targeted Assistance buildings
- the district is providing Title I Targeted Assistance services to nonpublic school buildings

Select "No" if:

- the district does not have any Title I Targeted Assistance buildings

"Mark As Complete" must be checked before the Consolidated Application can be submitted.

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

Yes

No

Targeted Assistance Programs

Save 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, the grades served (i.e., grade span), and school status.

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

School Building Name:

Grade Span (Check all that apply):

None selected

Please Note: All schools planning to offer a Preschool Program need to request approval from HHS no later than June 1.

School Status:

Select a...

Describe the following:

- the process used to identify students most in need of services for the Title I Targeted Assistance Program.
- how the school provides opportunities for every student, including those from historically underserved populations, to meet the state academic standards.

Eligibility:

5000 character(s) left

Provide a clear description of the services and programs supported by the Title I program.

Services and Programs:

5000 character(s) left



Title I – Schoolwide

Schoolwide Programs

Save Form

Select "Yes" if:

- the district includes Title I Schoolwide buildings

Select "No" if:

- the district does not have any Title I Schoolwide buildings

"Mark As Complete" must be checked before the Consolidated Application can be submitted.

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

Yes

No

If there are Title I Schoolwide buildings within your district, please add each Schoolwide building by clicking "Add Row".
For each Title I Schoolwide school, enter the building name, the grades served (i.e., grade span), and school status.

School Building Name:

Grade Span (Check all that apply):

None selected

School Status:

Select an Option

The school assures an updated plan is available in Cognia and made available to the public. The plan is comprehensive, developed with the involvement of parents and other educational and community stakeholders, and reviewed and revised on a regular basis.

Describe how schoolwide funds are being used to support the schoolwide plan strategies and interventions.

Supporting the Schoolwide Plan:

5000 character(s) left

Save Row



Title III

Title III: Language Instruction for Limited English Proficient Districts receiving Title III funds, either directly or through a Title III consortium/coop must spend Title III funds on the following two requirements:

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 and student academic achievement (Title III, section 3115(c)(1)).
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 other school or community-based organizational personnel (Title III, section 3115(c)(2)).

The following information provides details of the district/consortium Title III program activities required by Title III law.

Effective Programs and Activities

Save Form

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)):

test

2496 character(s) left

Achieving English Proficiency

Save Form

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 challenging State academic standards (Title III, section 3116 (b)(2)):

test

2496 character(s) left

Parent, Family, and Community Engagement

Save Form

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

test

2496 character(s) left



Title IV

Title IV Part A

Save Row

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 with a demonstrated record of success in implementing activities under this subpart;
- 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 such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

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 comingle 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:

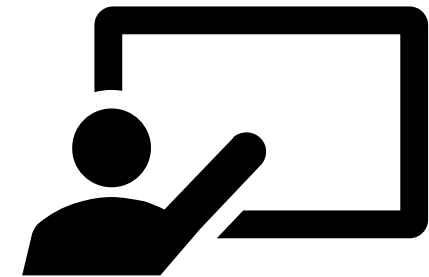
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Evaluation Method and Frequency:

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Upcoming Training Opportunities

- Governor's Summit on Innovative Education – June 17, 2024 [Register Here](#)
- Indian Education Summit – July 18-19, 2024 [Register here](#)
- Back-to-School Drilldown for School Leaders – August 7, 2024
- Accountability Report Review-Data Overview – September 3, 2024 [Click here to join the meeting](#)
- EL Crash Course – August 21-22, 2024 or August 28-28, 2024
- Foster Care/Homeless/N&D Meeting – September 25, 2024
- Title I Schoolwide and Targeted Assistance Training – September 26, 2024
- Choice Ready Workshops
 - August 12, 2024 – Fargo [Register here](#)
 - August 14, 2024 – Bismarck [Register here](#)
- NDCEL Fall Conference – October 16-18, 2024



Consolidated Application Information

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)





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