



FARGO PUBLIC SCHOOLS

Grant Opportunities and Revenues

Annual Summary Report
School Year 2019-2020

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INTRODUCTION

Fargo Public Schools (FPS) seeks to secure grant funding which helps advance the district's mission and strategic goals or initiatives. In support, the district's grant writer identifies grant funding opportunities and assists staff with preparing applications, monitoring implementation of grant awards, and providing general oversight for district compliance activities in coordination with the district's grant accountant.

RESPONSIBILITIES

A primary responsibility of the grants area is to secure public and private funding through entitlement, competitive, and collaborative grants in ways that are consistent with school district priorities, applicable regulations, and relevant research findings. This responsibility includes the following functions:

- identify grant funding opportunities and communicate to FPS personnel
- assist district personnel with preparing and submitting grant applications
- conduct training for FPS staff on identifying and applying for grants
- interpret federal, state, and local rules and procedures governing grants
- monitor grant programs for compliance with program and statutory regulations and ensure compliance with federal and state data reporting requirements
- collaborate with appropriate FPS departments to ensure that grant program data are collected, compiled, and reported in an accurate and timely manner to comply with federal and state reporting requirements
- provide general oversight to assist district departments to fulfill federal, state, and local compliance requirements.

PURPOSE OF ANNUAL REPORT

This report describes accomplishments, along with district-wide general fund grant activity for 2019-2020 and is an account of the efforts across FPS to prepare and submit grant applications, as well as the subsequent success with securing grant awards. The report is not a financial accounting of grants managed by FPS. The dollar amounts noted for grant applications and awards are based upon current year allocations and prior year carryover, when applicable.

GRANTS ADMINISTRATION EFFORTS AND SUCCESSES

The following tables provide details on the grant applications submitted and successfully awarded during the 2019-2020 school year.

Summary of Entitlement Grants

Entitlement grants provide funds based on a formula, prescribed in legislation or regulation, rather than based on a peer or project review. Formulas are based on such factors as population, enrollment, or a specific need such as free/reduced lunch status percentage.

Source	Award Amount
Title I Part A*	\$4,436,626
Title II Part A Improving Teacher Quality*	\$1,205,064
Title III Part A Language Acquisition*	\$68,724
Title IV Part A Student Support and Academic Enrichment*	\$722,973
Title VI Indian Education	\$97,645
Individuals with Disabilities Education Act Part B	\$3,128,366
Individuals with Disabilities Education Act Part B Preschool	\$63,851
Carl Perkins	\$293,072
Title I Part D Neglected and Delinquent Dakota Boys & Girls Ranch	\$84,665
Title I Part D Neglected and Delinquent Luther Hall	\$58,815
Total	\$10,159,801

*Included in the North Dakota Department of Public Instruction's Consolidated Application

Title I Part A

Provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title II Part A Improving Teacher Quality

Aims to increase the academic achievement of all students by helping schools improve teacher and principal quality including teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. In addition, funds may be used to improve the skills and knowledge of principals for effective school leadership.

Title III Part A Language Acquisition

Ensures that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English.

Title IV Part A Student Support and Academic Enrichment

Aims to improve academic achievement by increasing the capacity of schools to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Title VI Indian Education

Addresses the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students and ensure that all students meet the challenging State academic standards.

Individuals with Disabilities Education Act Part B and Preschool Part B

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to students with disabilities. Part B formula grants assist in providing a free appropriate public education in the least restrictive environment for children with disabilities, ages three through 21.

Carl Perkins

Provides for the expansion of opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value.

Title I Part D Neglected and Delinquent

Provides funds for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released.

Summary of Competitive Grants

Competitive grants are awarded through submission of a proposal which is reviewed by a committee or board who determine funding decisions.

Source	Award Amount
McKinney-Vento Homeless Assistance	\$31,095
Title I School Improvement Madison Elementary	\$75,000
Adult Education Basic	\$534,000
Adult Education Displaced Homemaker	\$8,000
Adult Education Civics	\$93,000
STARTALK	\$106,550
Striving Readers Comprehensive Literacy	\$1,030,712
Comprehensive Literacy State Development	\$830,508
United Way Evenstart	\$50,000
Medica Foundation	\$25,000
Case New Holland Industrial	\$19,535
State Music Education	\$81,880
ND Council on the Arts	\$5,536
BCBS of ND Caring Foundation	\$1,500
The Concensus Council, Inc.	\$914
ND Department of Emergency Services	\$86,480
Russell & Helen Sand Public High School Education Fund	\$2,480
ND State Library	\$2,000
STEEP Refugee School Impact	\$50,540
ND Department of Human Services Vocational Rehabilitation	\$298,890
ND Teacher Support System	\$68,705
Virtual Sheltered Instruction	\$10,000
WSI Vocational Rehabilitation	\$21,000
SEEC/PATH Targeted Assistance	\$60,000
ND Department of Human Services Refugee Social Services	\$42,914
ND Department of Human Services Elder Citizenship	\$21,540
Total	\$3,557,779

McKinney-Vento Homeless Assistance

The purpose of McKinney-Vento funding is to facilitate the improved attendance, engagement, and academic success of homeless children and youth. FPS utilizes most of this funding to provide transportation to homeless students.

Title I School Improvement Madison Elementary

Provides funding to schools that demonstrate the greatest need and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools. Madison Elementary utilized these funds to add 1.0 FTE of additional teaching staff for literacy.

Adult Education Basic

Provides funding for programs of adult education and literacy services. Participation is limited to adults and out-of-school youth age 16 and older who are not enrolled or required to be enrolled in secondary school under state law.

Adult Education Displaced Homemaker

Provides counseling and guidance, job readiness training, and services for displaced homemakers to enjoy the independence and economic security vital to a productive life and to improve the health and welfare of this population of citizens.

Adult Education Civics

Integrated English Literacy and Civics Education (IELCE) programming combines four instructional elements: English language acquisition, civics, workforce preparation and workforce training.

STARTALK

STARTALK is a federal grant program funded by the National Security Agency and administered by the National Foreign Language Center at the University of Maryland. STARTALK grants fund summer world language learning programs as well as professional development programs for world language teachers. The program seeks to increase the number of students enrolled in the study of critical languages, the number of highly effective critical-language teachers in the U.S. and the number of highly effective materials and curricula available to teachers and students of critical-need languages. FPS provides programming in world language of Chinese.

Striving Readers Comprehensive Literacy

The purpose of the Striving Readers Comprehensive Literacy (SRCL) grant is to create a comprehensive literacy program to advance literacy skills including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited-English-proficient students and students with disabilities. FPS focused funds on supporting and helping our most at-risk students by increasing teacher skills in literacy through all subject matter, providing additional opportunities for students to practice reading and writing, and engaging community partners.

Comprehensive Literacy State Development

The Comprehensive Literacy State Development (CLSD) grant is a five-year grant aimed at improving the reading and writing skills of disadvantaged children from birth through grade 12. FPS was awarded \$4M over a five-year period. Each age group has specified goals for the funding received. The Birth through Age 5 group focuses on improving oral language fluency, alphabet knowledge, and phonemic awareness through high-quality comprehensive literacy instruction. The Kindergarten through Grade 5 focuses on all students achieving at least one year of growth in academic year as measured by the Fountas and Pinnell Benchmark through comprehensive literacy instruction plans. The Middle School group focuses on middle school staff contributing to a literacy-rich environment for all students to achieve one year's academic growth measured by MAP through high-quality comprehensive literacy instruction plans. The High School group focuses on contributing to a literacy-rich environment and increasing student proficiency on Essential Learning Outcomes through high-quality comprehensive literacy instruction plans.

United Way Evenstart

Evenstart gives families access to training and support to create a literate home environment and enhance the academic achievement of their children. Evenstart began as a federally funded program. Federal funding ceased in 2012 and the district continued the program through local sources and with the support of the United Way.

Medica Foundation

The Medica Foundation awarded funds for the Fargo Family Early Childhood Health Project to implement *The Incredible Years* as a systemic approach to behavioral health that addresses a school-family-community partnership focused on elementary children at our highest-need schools.

Case New Holland Industrial

Grant funds were awarded to develop a middle school summer manufacturing experience and a cooperative education program for high school students.

State Music Education

The 2019 Legislative Session provided one-time funding through the Foundation Aid Stabilization Fund for the purpose of providing Music Education Grants to school districts for kindergarten through grade five during the 2019-2021 biennium.

ND Council on the Arts

The Arts in Education Collaboration (AIEC) grant was received to provide professional development and training to high school Visual Arts teachers in the area of digital drawing that will be implemented through the district's 2-D Design Course.

Blue Cross Blue Shield of ND Caring Foundation

The Caring Foundation provided funding to train a physical education teacher (train-the-trainer) in YogaCalm to improve social and emotional learning lessons in FPS curriculum.

The Concensus Council, Inc.

Kennedy Elementary received funding for project-based service-learning opportunities during the school day, after school, and in the community to promote the civic engagement of students and improve the quality of life in Fargo as well as develop social and emotional learning competencies in students.

ND Department of Emergency Services

Funding was provided for bleeding control kits, related instructional supplies and training time.

Russell & Helen Sand Public High School Education Fund

ND Career and Technical Education and the FM Area Foundation provided funding for equipment in the district's Trade and Industry Program.

ND State Library

Eagles Elementary was awarded funding for the purchase of additional books to their library which focused on diversity.

STEEP Refugee School Impact

Funding is provided through Lutheran Social Services to provide enhanced English language training opportunities for newly arrived school-age refugee populations.

ND Department of Human Services Vocational Rehabilitation

This funding provides students with disabilities a seamless transition from school to work as a result of his/her pre-employment activities and exposure to local employment resources.

ND Teacher Support System

The ND Teacher Support System’s mission is to build the capacity of teacher leaders to develop a system of support for effective teachers in every school.

Virtual Sheltered Instruction

Funds were awarded to provide virtual sheltered English Learner instruction using EL Zoom.

WSI Vocational Rehabilitation

The purpose of this grant is to promote and provide necessary educational opportunities for injured employees within the vocational rehabilitation process. The focus is on skill upgrading and technical education through computer literacy.

PATH Targeted Assistance

Jefferson Elementary was awarded funding to implement Full Service Community Schools in coordination with PATH, ND to collaborate and provide comprehensive educational, social and health services for students, families and communities.

ND Department of Human Services Refugee Social Services

The goals of this program are to promote economic self-sufficiency for refugees entering the state within the shortest time possible and to contribute to the effective resettlement of refugees by providing short-term support services that include English as a Second Language courses and vocational assessment and training.

ND Department of Human Services Elder Citizenship

Aids elderly refugees in their preparation for citizenship through English language instruction.

Summary of Collaborative Grants

Collaborative grants support projects and programs undertaken by a collaborative partnership of multiple organizations because the scope or complexity of the project will benefit from each organization's expertise or provided service or will enable more effective and efficient delivery of the programs or services.

Source	Award Amount
City of Fargo Community Development Block Grant	\$150,000
eFargo – Smart Monitoring of Fargo Public Schools	\$24,000
Total	\$174,000

City of Fargo Community Development Block Grant

The Community Development Block Grant (CDBG) Program provides annual grants on a formula basis to states, cities, and counties to develop viable urban communities by providing decent housing and a suitable living environment, and by expanding economic opportunities, principally for low- and moderate-income persons.

The CDBG provided a subaward between FPS and the City of Fargo to improve the playground at Washington Elementary.

eFargo – Smart Monitoring of Fargo Public Schools

The eFargo grant provided a subaward between FPS and North Dakota State University sponsored by the North Dakota Department of Commerce. eFargo is a partnership between the City of Fargo, NDSU, Cass County Electric Coop and Xcel Energy.

The grant provided for installation of upgraded electric meters (E-gauge meters) to monitor live energy use data at Longfellow, Washington, Roosevelt, Lewis & Clark, Centennial, North and South. Davies is also included but did not require updated meters. The systems provide real-time display of energy usage in a public area of the school to inform students, staff and the public of energy consumption.

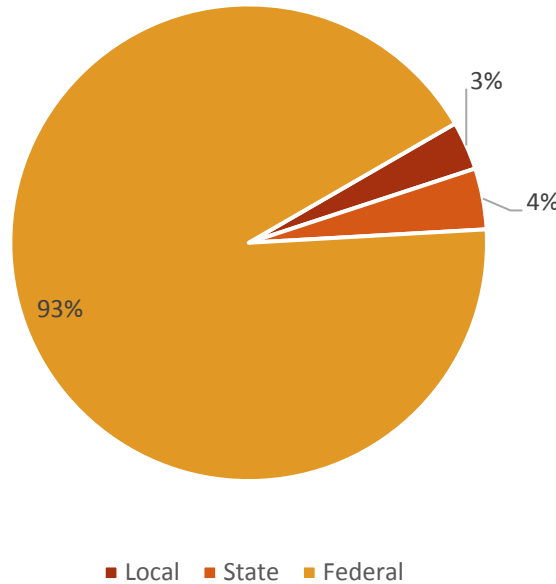
eFargo, through NDSU, will collect and analyze energy use data remotely through the smart monitors to provide the schools with qualitative summary information translated as an educational competition display based on collected data, where it can be used to refine the energy saving strategies in place.

ADDITIONAL INFORMATION

Grant Funding by Revenue Source

Most grant funding is received as federal pass-through dollars from the ND Department of Public Instruction as depicted in the following pie chart:

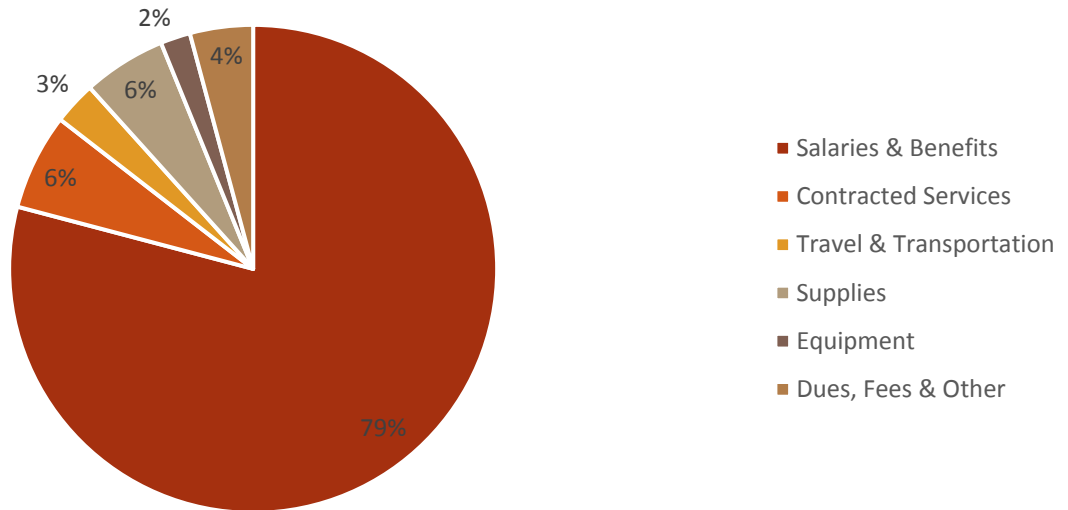
2019-2020 Grant Funding Revenue Budget by Source



How do we utilize grant funds?

Most grant funds are used to supplement the education of our students through additional teacher and paraeducator staffing as displayed in the graph below.

2019-2020 Distribution of General Fund Grant Expenditure Budgets



Historical Information

The District has experienced an increase in funding over the previous five years. Federal revenues have increased in Title I, Title IIA and Title IV funding with other federal programming has remained relatively constant. New federal grant opportunities related to literacy have been awarded to the District for the Striving Readers Comprehensive Literacy grant and the Comprehensive Literacy State Development grant.

5 Year Historical General Fund Grant Revenues

