

# 14991 - SY21-22 Consolidated Application Approved - Specific awarded Title program grants are found in the Grants module

## Application Details

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**Funding Opportunity:** 9867-Consolidated Application 2021-2022  
**Funding Opportunity Due Date:** Aug 27, 2021 11:59 PM  
**Program Area:** Federal Title Programs  
**Status:** Submitted  
**Stage:** Final Application

**Initial Submit Date:** Aug 11, 2021 9:51 AM  
**Initially Submitted By:** Deb Bohn  
**Last Submit Date:** Sep 7, 2021 1:32 PM  
**Last Submitted By:** Deb Bohn

## Contact Information

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### Primary Contact Information

**Name:** Ms. Deb M. Bohn  
Salutation First Name Middle Name Last Name

**Title:** Principal/Title 1 Coordinator

**Email\*:** deb.bohn@k12.nd.us

**Address\*:** 205 Dakota Avenue

MOTT North Dakota 58646  
City State/Province Postal Code/Zip

**Phone\*:** 701-824-3260 Ext.  
Phone  
###-###-####

**Fax:** 701-824-4558  
###-###-####

### Organization Information

**Name\*:** Mott-Regent School District - DPI \*Pending Compliance Requirements  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <https://www.mott.k12.nd.us/>  
**Address\*:** 205 Dakota Ave  
  
Mott North Dakota 58646-\_\_\_\_  
City State/Province Postal Code/Zip  
**Phone\*:** (701) 824-2795 Ext.  
###-###-####  
**Fax:** (701) 824-2795  
###-###-####  
**SAM.gov Entity ID:** V1TTX2M4F9H3  
**SAM.gov Name:** Mott Region School District 1  
**SAM.gov Entity ID Expiration Date:** 05/14/2022

## Authorized Representative and School Board Approval

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### ***Certification***

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\*:** 08/11/2021

### ***Authorized Representative***

<b>Program</b>	<b>Authorized Representative</b>	<b>Email</b>	<b>Phone</b>
Title I	Deb Bohn	deb.bohn@k12.nd.us	701-824-2795
Title II	Deb Bohn	deb.bohn@k12.nd.us	701-824-2795
Title III	Deb Bohn	deb.bohn@k12.nd.us	701-824-2795
Title IV	Deb Bohn	deb.bohn@k12.nd.us	701-824-2795
Title I	Willie Thibault	willie.thibault@k12.nd.us	701-824-2795
Title II	Willie Thibault	willie.thibault@k12.nd.us	701-824-2795
Title III	Willie Thibault	willie.thibault@k12.nd.us	701-824-2795
Title IV	Willie Thibault	willie.thibault@k12.nd.us	701-824-2795

***Program Area Contact, if different than Authorized Representative***

No Data for Table

## Transferability

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### *Summary of Transferability*

Programs the District will Transfer From	Programs the District will Transfer To	Estimated Transfer Amount
		\$0.00
		\$0.00

## Set-Asides (Title I and Title II)

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### *Parent and Family Engagement (Title I Only)*

District allocation is \$500,000 or higher: No

### *Homeless Set-Aside (Title I Only)*

Number of homeless students reported in STARS for the previous school year: 2

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

### *Neglected Set-Aside (Title I and Title II)*

Did the district report local neglected students in the Annual Count?: No

## Equitable Services Participation and Consultation

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

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

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:

## Nonpublic School Equitable Services

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### *District Title I, Part A Set-Aside*

Total District Title I Allocation: \$0.00

Title I Administrative Costs (if applicable): \$0.00

Total District Low Income Enrollment in Title I Attendance Area:

Total Nonpublic Low Income Enrollment from Served Nonpublic Schools :

Total Set-Aside Amount for Nonpublic Equitable Services: \$0.00

This field will auto populate once the form is saved. Parent and Family engagement set-aside is only required if Title I allocation is \$500,000 or more.

Parent and Family Engagement Nonpublic Amount (if applicable): \$0.00

Other Nonpublic Equitable Services: \$0.00

### *District Title II, Part A Set-Aside*

Total District Title II Allocation: \$0.00

Title II Administrative Costs (if applicable): \$0.00

Total District Public Enrollment :

Total Enrollment in Participating Nonpublic Schools:

Total Set-Aside Amount for Nonpublic Equitable Services: \$0.00

Per-Pupil Amount: \$0.00

### *District Title IV, Part A Set-Aside*

Total District Title IV Allocation: \$0.00

Title IV Administrative Costs (if applicable): \$0.00

Total District Public Enrollment :

Total Enrollment in Participating Nonpublic Schools:

Total Set-Aside Amount for Nonpublic Equitable Services: \$0.00

Per-Pupil Amount: \$0.00

## Alignment of Funds

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### *Use of Funds*

#### ***Comprehensive Needs Assessment***

The investment of accepted ESEA funds must align to 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, etc.

#### **Alignment to Strategy Map\*:**

Mott-Regent strategic plan is a working document. It consists of four committees that meet and work toward addressing goals and needs. These committees include: Building, Finance, Curriculum, and Policy. These committees work in conjunction with the Title Schoolwide Plan. Building Committee - Maintenance and all improvements needed with the schoolwide building. Curriculum - Committee reviews all curriculum needs which guides professional development and purchasing of new curriculum. Policy - Committee reviews and updates all required policies. Finance - Committee reviews budget and possible expenditures. All committees report monthly to the school board.

Describe the district's process and what support and guidance is provided to schools for conducting a comprehensive needs assessment?

#### **Process for Conducting Needs Assessment\*:**

Mott Regent's needs assessment initiates within the Leadership Team. Working through Cognia, school improvement surveys are conducted with all stakeholders. Data is reviewed and this drives all decision making. School board, administration, teacher faculty, and committees design and update the Title 1 Schoolwide plan based on the districts' needs.

Describe the trends and needs identified in the district's comprehensive needs assessment that have led to investments using federal funds. This narrative is required for Titles I, II, IV, and Transfer funds. The response should discuss all accepted federal funds.

#### **Trends and Needs\*:**

Data scores indicate an area of improvement for students in math and reading scores. Funding will be used to hire a Schoolwide Title 1 math and reading teacher and paraprofessionals to assist students in the NDMTSS process. Professional development will be offered. Technology devices and programs will be purchased with the implementation of the NDMTSS.

# Consultation, Equity, and Evaluation

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## ***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:

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

**Stakeholders Included (check all that apply)::**

**Community-based Organizations, Other School Leaders, Parents, Principals, Specialized Instructional Support Personnel, Students, Teachers**

**Describe the district's consultation process in the development of this plan:**

**Consultation Process\*:**

The Mott-Regent Public School District consults with stakeholders through many avenues. Cognia School Improvement surveys are completed as well as the Volunteer Title 1 survey. Consultation also takes place at the Schoolwide Title 1 annual parent meeting and review meeting, School-Parent Compact, Parent-Teacher Conference, school newsletters, school website, and Kindergarten open house. Our school counselor is also our Foster Care and Homeless Liaison, and RESP is our EL Coordinator and included in the consultation process.

## ***General Education Provisions Act (GEPA) Section 427***

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\*:**

Mott-Regent is in the process of purchasing technology devices and programs for all students to ensure equity for all. We plan to address the needs of all students through the NDMTSS process. All students will be assessed using standardized measures. From these results, students will receive the support they need. Frequent progress monitoring will ensure students are making gains. Our NDMTSS team includes the Title 1 teacher, paraprofessionals, teaching staff, counselor, Special Education teacher, Principals and 504 Coordinators. The counselor is also the Title IX Coordinator. Mott Regent has policies in place to help protect equality for all. These policies include: ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. Also the student handbook contains policies on Non-Discrimination and Anti-Harassment, and Bullying. Parents, 7-12 students, and staff are required to read and acknowledge the handbook policies at the beginning of the year. Administration, 504 Coordinators, Title IX Coordinator, and Special Education Director monitor school activities, policies, and procedures making sure they are providing all students and staff equal opportunity. Mott-Regent understands the six types of barriers that can impede equitable access/participation: Gender, race, national origin, color, disability or age. The district's current policies and practices have been established to eliminate barriers that may prevent students, educators, leaders to access or participate in the Federal Title programs. All teachers and students will have access to the activities provided with the Federal Title funds in this application. District staff assist to ensure that special accommodations are made to ensure access for those students on an IEP, 504 and care will be taken to assure benefits for both male and female students.?

**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.

**Annual Evaluation\*:**

Data is collected and analyzed throughout the year from NWEA, Step Up to Writing, Pathways to Reading, ACT, and NDSA assessments. This information is then utilized in the NDMTSS process helping students where their need is and to identify professional development needs for staff. This is a continuous monitoring of student gains. The school also collects results from the Cognia Surveys. This data is reviewed by the Leadership Team and staff and used for school improvements. Data is also discussed in Committees and incorporated into the 3-5 Year Strategic Plan.

**Targeted Assistance**

**Targeted Assistance Programs**

Does your district operate Title I Targeted Assistance program(s)?: **No**

**Targeted Assistance Programs**

School Building Name	Grade Span (Check all that apply)	School Status	Services and Eligibility Programs
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No Data for Table

# Schoolwide

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## Schoolwide Programs

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

## Schoolwide Programs

School Building Name	Grade Span (Check all that apply)	School Status	Supporting the Schoolwide Plan
Mott Regent Elementary	1,2,3,4,5,6,K	Public	School improvement goals are written to increase student academic achievement in reading, math, and Language Arts. Title 1 teacher and Paraprofessionals support students before, during, and after school. Technology, such as, new devices and online programs, supports and enhances curriculum. Teachers and Principals receive professional development for increasing student achievement by attending high quality professional development sponsored by RESP, NDDPI, and other trainings aligned with state standards and scientifically based research. New teachers and mentor teachers will be involved in the ND Teacher Support System Mentoring Program as well as internal mentors for all new teachers or position change teachers. Teachers will be aligning the curriculum to the North Dakota power standards. Mott-Regent trained this year in the NDMTSS process. this will be implemented in the 2021/2022 school year in the area of reading and math.
Mott Regent High School	10,11,12,7,8,9	Public	School improvement goals are written to increase student academic achievement in reading, math, and Language Arts. Title 1 teacher and Paraprofessionals support students before, during, and after school. Technology, such as, new devices and online programs, supports and enhances curriculum. Teachers and Principals receive professional development for increasing student achievement by attending high quality professional development sponsored by RESP, NDDPI, and other trainings aligned with state standards and scientifically based research. New teachers and mentor teachers will be involved in the ND Teacher Support System Mentoring Program as well as internal mentors for all new teachers or position change teachers. Teachers will be aligning the curriculum to the North Dakota power standards. Mott-Regent trained this year in the NDMTSS process. this will be implemented in the 2021/2022 school year in the area of reading and math.

## Title III Part A

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### Effective Programs and Activities

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



### ***Achieving English Proficiency***

Describe how the eligible entity will assist English learners in achieving English proficiency, based on the State's English language proficiency assessment, consistent with the State's long-term goals and interim progress measures, and meeting the challenging State academic standards (Title III, section 3116 (b)(2)):

### ***Parent, Family, and Community Engagement***

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

### ***Title III Contacts***

**Title III Name**

**Title III Email**

**Title III Phone**

**No Data for Table**

## **Title IV Ed-Flex Waiver**

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### ***Title IV Waiver Options***

The district is requesting a waiver under the Education Flexibility Partnership for the following federal program(s) and statutory requirement(s):

**Title IV Spending Requirements:**

**Title IV 15% Technology Cap**

**Waived:**

Explain what you want to do and how a waiver will help you achieve measurable goals that are linked to state and/or local assessments for each school year. Explain how the waiver's overall intent fits into the school and district improvement plans.

**Rationale:**

Explain how both the specific population of students and all other students will be affected by the waiver. Describe how you will ensure that students at risk are benefiting from the waiver.

**Impact:**

Explain how you will annually monitor the effect of the waiver on student learning. Provide the major indicators of student learning and educational performance that you will use.

**Assessment:**