

FARGO PUBLIC SCHOOLS

Grant Opportunities and Revenues

Annual Summary Report
School Year 2024-2025

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INTRODUCTION

Fargo Public Schools (District) actively pursues grant funding that supports the District’s mission, strategic goals, and key initiatives. To achieve this, the grant manager identifies funding opportunities, assists staff with preparing applications, monitors the implementation of awards, and provides oversight to ensure compliance with applicable requirements in coordination with District finance staff.

RESPONSIBILITIES

The grants function is responsible for securing public and private funding through entitlement, competitive, and collaborative opportunities that align with District priorities, regulations, and evidence-based practices. Core responsibilities include:

- Identifying and communicating grant opportunities to District personnel
- Assisting staff with preparing and submitting applications
- Conducting training on grant identification and application processes
- Interpreting federal, state, and local rules governing grant programs
- Monitoring programs for compliance with all applicable requirements
- Collaborating with departments to ensure accurate and timely data collection and reporting
- Providing oversight to support departments in meeting compliance obligations

PURPOSE OF ANNUAL REPORT

This report provides a summary of accomplishments and District-wide grant activity for the 2024–2025 school year. It documents efforts to identify, apply for, and secure grant awards. The report is not intended to serve as a financial accounting of grants managed by the District. Dollar amounts reflect current year allocations unless otherwise noted. Programs noted as “year 1 of 2,” etc., represent only 2024–2025 amounts. Multi-year programs show combined totals for all years unless otherwise specified.

GRANTS ADMINISTRATION EFFORTS AND SUCCESSES

The following section summarizes grant applications submitted and awarded during the 2024–2025 school year. These efforts reflect the District’s commitment to pursuing funding opportunities that enhance educational programs, support staff, and advance student success.

Summary of Entitlement Grants

Entitlement grants are formula-based awards established in legislation or regulation. Funding is determined by specific criteria such as population, student enrollment, or demonstrated need (e.g., percentage of students eligible for free or reduced-price meals). Unlike competitive grants, entitlement awards are allocated automatically when eligibility requirements are met.

Funder	Program	Amount
ND Career and Technical Education	Carl Perkins	\$335,503
ND Department of Health and Human Services	Behavioral Health School Grant	\$609,991
ND Department of Public Instruction (NDDPI)	Comprehensive Support and Improvement - Jefferson	\$67,500
	IDEA Part B	\$3,641,302
	IDEA Part B Preschool	\$74,502
	Title I Part A*	\$5,075,366
	Title II Part A*	\$ 1,195,319
	Title III Part A*	\$81,138
	Title IV Part A*	\$594,367
	Targeted Support and Improvement - Madison	\$60,000
US Department of Education, Office of Indian Education	Title VI	\$164,174
Total		\$11,899,162

*Included in the NDDPI’s Consolidated Application. The amount for Title I includes set-aside amounts for Neglected and Delinquent facilities and participating private schools. The amounts for Title II and IV include set-aside amounts for participating private schools.

ND Career and Technical Education – Carl Perkins

Carl Perkins provides financial assistants to secondary and postsecondary institutions to enhance and develop Career and Technical Education (CTE) programs. The primary goal of these funds is to increase the quality of technical education to ensure students have opportunities to explore and to acquire skills in CTE programs and career pathways.

ND Department of Health and Human Services – Behavioral Health School Grant

The goal of this grant program is to identify and address gaps along the behavioral health continuum of care. Districts in North Dakota are awarded funds under this opportunity based on prior year Medicaid billing for school-based services. Funds are intended to be used as a last resort to support mental health efforts and well-being for students, families, and staff.

NDDPI – Comprehensive Support and Improvement (CSI) - Jefferson Elementary

CSI provides funding to schools demonstrating both significant need and a strong commitment to improving student achievement. The goal is to ensure that schools with the lowest performance levels have the resources necessary to raise student outcomes. CSI schools are identified at the state level and awarded funding for three consecutive years to implement evidence-based strategies and strengthen local capacity for sustained improvements. The 2024-2025 school year marked Jefferson’s third year of CSI participation.

NDDPI – Individuals with Disabilities Education Act (IDEA) Part B and Part B Preschool

The IDEA is a law ensuring services to children with disabilities throughout the nation. The 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. Equitable shares for parentally-placed private school students with disabilities apply to these funds.

NDDPI – Title I, Part A

Under Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, financial assistance is provided to districts with high numbers or high percentages of children from low-income families. This funding is intended to help ensure that all students, regardless of economic background, have access to high-quality education and are able to meet challenging state academic standards.

NDDPI – Title II, Part A

Under Title II, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, financial assistance is provided to districts 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.

NDDPI – Title III, Part A

Under Title III, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, financial assistance is provided to districts to support English learners and immigrant students in attaining English proficiency, developing high levels of academic achievement in English, and meeting the same challenging state academic standards as their peers.

NDDPI – Title IV, Part A

Under Title IV, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, financial assistance is provided to districts 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 enhance the use of technology to strength academic achievement and digital literacy.

NDDPI – Targeted Support and Improvement (TSI) - Madison

TSI provides funding to schools with the greatest need and demonstrated commitment to raising student achievement. The program ensures that schools identified as among the lowest performing receive the resources necessary to improve outcomes. TSI designations are determined annually at the state level.

US Department of Education, Office of Indian Education – Title VI

Under Title VI of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, financial assistance is provided to districts to address the unique cultural, language, and educationally related academic needs of Native American and Alaska Native students.

Summary of Competitive Grants

Competitive grants are awarded based on the strength of a submitted proposal, which is reviewed and evaluated by a designated committee or governing board. Funding decisions are made through this review process, with awards granted to proposals that best align with program objectives and demonstrate strong potential for impact.

Funder	Program	Amount
Central Regional Education Association	Delinquency Prevention Program (year 3 of 4)	\$95,250
Communities In Schools, Inc.	Communities In Schools (year 1 of 3)	\$284,212
FM Area Foundation	Russell and Helen Sand Public High School Education Fund Grant	\$4,900
ND Afterschool Network	Arts in Afterschool	\$2,000
ND Beef Council	Beef Equipment and Supply Mini-Grants	\$1,000
ND Career and Technical Education	Grants for Innovation	\$2,000
ND Council on the Arts	Artists in Residence	\$5,000
ND Department of Corrections and Rehabilitation	School-Based Interventions	\$52,358
ND Department Health and Human	Best In Class	\$60,000
	Refugee Mental Health	\$18,363
	Refugee School Impact Pre-K	\$126,222
	Refugee School Impact K-12	\$41,331
	Refugee Social Services / Adult English Language Learners	\$92,539
ND Department Public Instruction (NDDPI)	Adult Education - Adult Basic Education	\$560,254
	Adult Education - Displaced Homemaker	\$16,250
	Adult Education - Integrated Education and Training	\$31,363
	Adult Education - Integrated English Literacy and Civics Education	\$114,853
	Choice Ready	\$38,930
	ND CLIMBS Legendary Learners B-5 (year 1 of 5)	\$105,000
	Comprehensive Literacy State Development (year 5 of 5)	\$832,662
	Fresh Fruits and Vegetables	\$356,516
	Just Right Readers	\$19,556
	McKinney-Vento	\$70,000
	Special Education Discretionary Grant	\$10,000
	Title I, Part D (year 1 of 3)	\$70,000
	Title IV Building Assets, Reducing Risks	\$63,201
ND Soybean Council	Educational Mini-Grant	\$500
ND Teacher Support System	Beginning Teacher Network	\$13,887
ND Vocational Rehabilitation	Pre-Employment Transition Services	\$230,400
	Workforce Safety and Insurance	\$23,902
State Historical Society of North Dakota	Main Street Community Education	\$1,500
United Way of Cass-Clay	Bold Goal 2: Prepare Children to Succeed-Even Start Family Literacy (year 3 of 3)	\$75,000
	Bold Goal 2: Prepare Children to Succeed-Full-Service Community School (year 3 of 3)	\$75,000
TOTAL		\$3,493,949

Central Regional Education Association – Delinquency Prevention Program

The purpose of this award is to implement school-wide behavioral interventions and supports in secondary schools with the goal of increasing positive behavior, reducing punitive consequences, and promoting prevention-focused strategies that keep students engaged in school. Originally a four-year award, it was granted a one-year extension and will now continue through the 2026–2027 school year.

Communities In Schools, Inc. – Communities In Schools

Communities In Schools (CIS) is a national organization that ensures every student has what they need to realize their potential in school and beyond. The organization offers grant funds to Title I-eligible districts to implement the CIS model in schools. The CIS model works by bringing community resources directly into schools by embedding a trained local coordinator whose sole focus is helping connect students with additional supports to help them learn, advance in grade level, and graduate. These grant funds along with matching district funds support CIS in all four high schools and Ben Franklin Middle School.

FM Area Foundation – Russell and Helen Sand Public High School Education Fund Grant

This grant program is the result of a partnership between the FM Area Foundation and ND Career and Technical Education. The grant opportunity is open to Career and Technical Education approved programs in Family and Consumer Sciences and Trade and Industry. Carl Ben Eielson's Family and Consumer Sciences teacher was awarded funds to purchase mixers, and South's CTE-Tech Education teacher was awarded funds to purchase iPads for cross-disciplinary use in Graphics Communication, Automotive Technology, Manufacturing, Engineering, and Construction.

ND Afterschool Network – Arts in Afterschool

The Arts in Afterschool program supports after-school and out-of-school time programs that increase opportunities for youth in grades K-12 to engage in art programming. The goal of this funding is to provide meaningful arts engagement through community involvement and partnerships. Funds were awarded to expand the Trollwood Mentorship Program, a collaboration between the Virtual Academy and Trollwood Performing Arts School.

ND Beef Council – Beef Equipment and Supply Mini-Grants

The ND Beef Commission's Mini Grants help educate students by providing awarded educators with funds to purchase beef and needed tools or utensils to be used in classrooms to teach students proper selection, storage, and preparation techniques for beef. Family and Consumer Sciences teachers at Davies were awarded these mini grants.

ND Career and Technical Education – Grants for Innovation

The Grants for Innovation program funds projects that provide new, innovative STEM programs for students in K-12 with preference given to projects involving co-curricular STEM competitions. Ben Franklin was awarded funds to support the school's Science Olympiad team.

ND Council on the Arts – Artists in Residence

The Artists in Residence grant provides up to \$2,500 in support for ND PK-12 students and teachers to collaborate with professional artists either in a traditional school setting or during afterschool or summer programs. Bennett and Explorer Academy were awarded funds to partner with Hip Hop and Hope to bring their History of Hip Hop program to the schools.

ND Department of Corrections and Rehabilitation – School-Based Interventions

The ND Juvenile Justice State Advisory Group created this grant program to assist schools with student behavior issues. The competitive grant program sought proposals that reduced punitive disciplinary actions, promoted positive student behavior, improved school climate, and increased family engagement, attendance, and academic performance. The District's Native American Education program was awarded funds to hire program mentors.

ND Department of Health and Human Services – Best In Class

The Best In Class program is an early childhood program that supports 4-year-olds and up in reaching widely held expectations in the year before kindergarten.

ND Department of Health and Human Services, Office of Refugee Resettlement – Refugee Mental Health

This award provides opportunities to eliminate isolation, increase community engagement, and reduce stigma around mental health for refugees by focusing on increasing health literacy and organizing wellness groups. Clubs and classes are offered through the Fargo Adult Learning Center and include a flower club, walking club, cooking classes, sewing classes, CPR classes, and immunization awareness.

ND Department of Health and Human Services, Office of Refugee Resettlement – Refugee School Impact PK-12

Refugee School Impact (RSI) funds are meant to promote academic performance and successful integration of Office of Refugee Resettlement-eligible children and youth by facilitating education access and increasing capacity to support children, youth, and families. The program has both a Pre-K and K-12 focus, and the District receives funding under each. The Pre-K funds support the Even Start Family Literacy program at the Adult Learning Center, where children are engaged in age-appropriate learning opportunities to gain kindergarten readiness skills while their parents attend classes at the Adult Learning Center or work towards a high school diploma at Dakota High School. The K-12 funds support supplemental academic resources for eligible students.

ND Department of Health and Human Services, Office of Refugee Resettlement – Refugee Social Services / Adult English Language Learners

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.

NDDPI – Adult Ed - Adult Basic Education

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

NDDPI – Adult Education - Displaced Homemaker

The Displaced Homemaker program provides counseling and guidance, job readiness training, and services to displaced homemakers so they may enjoy independence and economic security.

NDDPI – Adult Education - Integrated Education and Training (IET)

IET is an instructional approach that delivers adult education and literacy activities alongside workforce preparation and occupational training. This model is designed to support both educational attainment and career advancement. The Adult Learning Center offers two IET courses, Introduction to CNA and Introduction to Education.

NDDPI – Adult Education - Integrated English Literacy and Civics Education (IELCE)

IELCE programming provides education services to adult English language learners, including professionals with degrees and credentials in their native countries. Education services prepare students to achieve competency in the English language and to acquire skills needed to function effectively as parents, workers, and citizens in the United States. IELCE programming aims to prepare and place adult English language learners in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

NDDPI – Choice Ready

Choice Ready grants provide high schools with resources to enable more students to graduate Choice Ready. Awardees for the 2024-2025 school year included all four high schools (Davies, South, North, and Dakota) and the Virtual Academy.

NDDPI – ND CLIMBS Legendary Learners Birth-5

The ND Comprehensive Literacy Improvement through Measured Building Systems (ND CLIMBS) Legendary Learners B-5 project aims to establish and sustain collaborative conditions for delivering high-quality, evidence-based literacy instruction across the state. Funds were awarded to Jefferson Elementary to focus on early literacy achievement.

NDDPI – Comprehensive Literacy State Development (CLSD)

The CLSD grant is a five-year award aimed at improving the reading and writing skills of disadvantaged children from birth through grade 12. The District was awarded \$4M over a five-year period. Each age group has specified goals for the funding received. The B-5 group focuses on improving oral language fluency, alphabet knowledge, and phonemic awareness through high-quality comprehensive literacy instruction. The K-5 group focuses on all students achieving at least one year of growth in an academic year as measured by the Fountas and Pinnell Benchmark through comprehensive literacy instruction plans. The 6-8 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 9-12 group focuses on contributing to a literacy-rich environment and increasing student proficiency on Essential Learning Outcomes through high-quality comprehensive literacy instruction plans.

NDDPI – Fresh Fruits and Vegetables

The Fresh Fruits and Vegetables program is a federally assisted program providing free fresh fruits and vegetables to students in participating schools during the school day at times other than breakfast, lunch, or after school. The program is intended to benefit low-income students and is geared toward elementary schools with the highest proportion of free and reduced-price meal enrollment. All elementary schools and one secondary school, Carl Ben Eielson, received and participated in the program for the 2024-2025 school year.

NDDPI – Just Right Readers

This grant opportunity was open to ND public school K-2 teachers to engage with Just Right Readers for the spring and summer of 2025. Awarded educators were provided with a classroom set of Just Right Reader decodable books aligned to the ND ELA standards and five Take Everywhere Literacy Packs for each of their students. Two Jefferson teachers and one Washington teacher were awarded.

NDDPI – McKinney-Vento

The purpose of McKinney-Vento funding is to facilitate the improved attendance, engagement, and academic success of students experiencing homelessness.

NDDPI – Special Education Discretionary Grant

The Special Education Discretionary Grant assists special education units in expanding recruitment and retention programs to help address the shortage of special education staff.

NDDPI – Title I, Part D

Under Title I, Part D of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, districts may apply for funding to improve educational services for children and youth in local and state institutions for neglected or delinquent youth or for at-risk youth. Funds support activities that provide identified youth with opportunities to meet the same challenging state academic standards as their peers. In the 2024-2025 school year, the District applied for this award in collaboration with Dakota High School, Dakota Boys and Girls Ranch, and Luther Hall to support student academic needs.

NDDPI – Title IV Building Assets, Reducing Risks (BARR)

BARR is an evidence-based improvement model that is proven to increase student achievement and close gaps for students furthest from opportunity while improving school climate and culture. This award supplemented the cost of BARR contracts at Ed Clapp Elementary and Madison Elementary in the 2024-2025 school year.

ND Soybean Council – Educational Mini-Grant

This grant program supports projects or lessons related to soybean science or soybean-based food lessons in middle and high school. A Family and Consumer Sciences teacher at Davies was awarded funds to purchase soy food products and an ice cream maker for use with Food Revolution students.

ND Teacher Support System – Beginning Teacher Network

The Beginning Teacher Network grant is intended to provide supplemental support for beginning teachers. This support is in addition to the mentoring program offered by the ND Teacher Support System.

ND Vocational Rehabilitation – Pre-Employment Transition Services (Pre-ETS)

Per-ETS funding supports students with disabilities in making a seamless transition from school to work through pre-employment activities and exposure to local employment resources.

ND Vocational Rehabilitation – Workforce Safety and Insurance (WSI)

WSI provides funding to programs that support injured employees with educational opportunities that enhance skills and support a worker's return to work. The Adult Learning Center provides WSI services and received this award.

State Historical Society of ND – Main Street Community Education

The State Historical Society of North Dakota created this grant program to encourage partnership between educators and local museums or history organization that will connect youth, young adults, and the community to local and regional history. A South High teacher was awarded funds to support busing to the National History Day State Competition.

United Way of Cass-Clay – Bold Goal 2: Prepare Children to Succeed

The United Way of Cass-Clay's Bold Goal 2 investment opportunity is intended to fund programs that prepare children to succeed. Bold Goal 2 has a focus on kindergarten readiness, K-12 achievement, and post-secondary success. The Adult Learning Center receives funding under Bold Goal 2 to support the Even Start Family Literacy program, where children engage in age-appropriate learning opportunities to gain kindergarten readiness skills while their parents are attending classes at the Adult Learning Center or Dakota High School.

The District also receives funding under Bold Goal 2 to support Carl Ben Eielson’s community schools coordinator who implements the principles of a Full-Service Community School (FSCS). The FSCS program is a place-based model that leverages community resources to provide support for the whole child as an approach to learning.

Summary of Collaborative Grants

Collaborative grants support projects and programs implemented through partnerships among multiple organizations. These collaborations combine the expertise, capacity, and resources of each partner to achieve shared goals. Working together often enhances service delivery, broadens program reach, and promotes more effective and sustainable outcomes.

Funder	Program	Amount
ND Department of Public Instruction (NDDPI)	21 st Century Community Learning Center (awarded to SEEC; multi-year, 2023-2025)	SEEC pays for services directly
	Registered Apprenticeship Program for Teachers (awarded to WGU and MSU)	WGU pays for services directly
US Department of Education	Infuse Mental Health Grant (awarded to MSUM; multi-year, 2023-2028)	MSUM pays for services directly

NDDPI – 21st Century Community Learning Center

The 21st Century Community Learning Centers initiative is the only federal funding source exclusively dedicated to supporting local before school, after school, and summer learning programs. These grants support local schools and community organizations that offer programs for students attending high-poverty, low-performing schools.

The South East Education Cooperative is the lead applicant for this award and has sub-awarded funds to the YMCA and the Boys and Girls Club of the Red River Valley. These organizations facilitate programs at eligible sites. While all students at eligible schools can participate, the providers (YMCA and Boys and Girls Club) may prioritize specific demographics, such as students receiving free or reduced-priced meals or those who are academically at risk.

NDDPI – Registered Apprenticeship Program for Teachers

Western Governors University (WGU) and Mayville State University are the recipients of this grant award from NDDPI and the District is a partnering local education agency. The grant program is part of ND's Grow Your Own initiative, and the purpose is to provide a cost-free pathway to ND teacher licensure for paraprofessionals or similar student-facing support positions. WGU was awarded two allocations of \$300,000 to support participant licensure in elementary education, secondary education, and special education. Thirty classified support staff are enrolled in this program. Mayville State University was awarded \$200,000 to support participant licensure in elementary education.

US Department of Education – Infuse Mental Health Grant

Minnesota State University Moorhead (MSUM) was awarded this five-year grant with the District as a collaborating partner. The goal of this program is to support and demonstrate innovative partnerships to train school-based mental health service providers for employment in schools and local educational agencies. Over the five years of this award, MSUM aims to increase the number and diversity of high-quality, trained providers available to address the shortages of mental health service professionals in schools. The District is one of several collaborating school districts in this grant project. Due to federal funding, the grant will expire early on 12/31/2025.

Summary of Unfunded Grants

During the 2024–2025 fiscal year, the District submitted several grant applications that were either not funded or are still under review. While these proposals were not selected for award, each represented a strategic effort to align external funding opportunities with District goals and priorities. Feedback from these submissions is used to strengthen future applications and enhance the District’s overall grant development process.

Funder	Program	Status
Casey’s	Cash for Classrooms	Not funded
Consensus Council	Student Attendance and Engagement	Not funded
ND Department of Corrections and Rehabilitation	School-Based Interventions	Not funded
ND Department of Health and Human Services	Opioid Settlement Fund	Not funded
Mountains and Plains Environmental Justice Grants Hub	Thriving Communities	Funded but terminated
US Department of Education	School-Based Mental Health Grant	Not funded
US Department of Justice	COPS School Violence Prevention Program	Under review
United Way of Cass-Clay	Bold Goal 2: Prepare Children to Succeed	Funded

Casey’s – Cash for Classrooms

The Casey’s Cash for Classrooms program awards grants to K–12 public and nonpublic schools in the states where the company operates. Grants may support physical improvements, material needs, teacher support, and community engagement efforts. The District submitted a proposal to purchase updated microscopes for all three middle schools and to create a calming space at the Self-Directed Academy. Feedback on the proposal indicated that funding availability was limited.

Consensus Council – Student Attendance and Engagement

Consensus Council, in partnership with the Central Regional Education Association, requested proposals to increase attendance and student engagement through school-based prevention, diversity, equity and inclusion education, and relationship-centered programs. A district-level request to provide culturally responsive mentoring, leadership training, and tailored support for disadvantaged and minority female middle school students went unfunded. A second request from Jefferson Elementary to expand school events in support of their commitment to improve student outcomes and enhance school community engagement went unfunded as well. Proposal feedback on both indicated that requests far exceeded available resources.

ND Department of Corrections and Rehabilitation – School-Based Interventions

The North Dakota Juvenile Justice State Advisory Group created this grant program to assist schools with student behavior issues. The competitive grant program sought proposals that reduced punitive disciplinary actions, promoted positive student behavior, improved school climate, and increased family engagement, attendance, and academic performance. The District submitted a proposal to expand The Catalyst Approach at the secondary level, but the application was not funded.

ND Department of Health and Human Services – Opioid Settlement Fund

This grant award is through the ND Department of Behavioral Health and is the result of national opioid settlements reached with opioid manufacturers and distributors. The District proposed using grant funds to develop a tiered system of support for chemical health, but it was not funded. No feedback was provided by the funding agency.

Mountains and Plains Environmental Justice Grants Hub – Thriving Communities

This program was established by the Environmental Protection Agency (EPA) to increase access to federal grant funding in under-resourced areas. Regional grantmaking organizations administered funds and partnered with subrecipients to implement approved projects. The program was designed to support initiatives that enhance environmental and public health outcomes in underserved communities. The District was awarded funds to conduct a comprehensive energy audit of buildings; however, following the EPA’s termination of funding to the regional grantmaking organization, the project was discontinued.

US Department of Education – School-Based Mental Health (SBMH) Grant

The purpose of the SBMH Grant is to increase the number of credentialed mental health services providers providing mental health services to students. The project proposed to achieve an increase by hiring more social workers to focus on the District’s youngest learners and by partnering with local institutions of higher education to create a pathway to becoming a licensed social worker that included part-time employment. Reviewer feedback indicated that the District submitted a strong application overall. However, one reviewer noted that the evaluation plan was underdeveloped, while another expressed concern regarding the proposed grant team, which included a key individual whose position was contingent upon grant funding and had not yet been filled.

US Department of Justice – COSP School Violence Prevention Program

The COPS School Violence Prevention Program seeks to improve security at schools and on school grounds through the implementation of evidence-based school safety programs and technology. The grant program requires a 25% local match. The District submitted a proposal to address security vulnerabilities identified through a third-party technology assessment. Project activities include upgrading and expanding access control systems, expanding security camera coverage, and integrating video analytics, and replacing outdated panic buttons with location-aware emergency alert devices.

United Way of Cass-Clay – Bold Goal 2: Prepare Children to Succeed

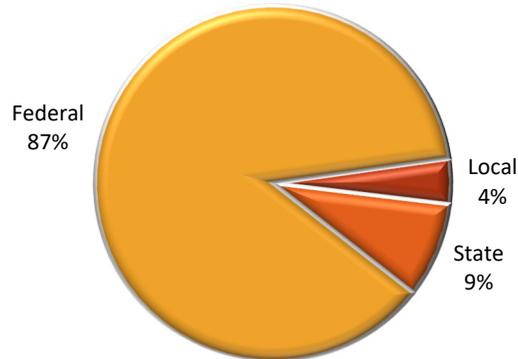
United Way of Cass-Clay’s Bold Goal 2 investment opportunity focuses on preparing children to succeed, with a focus on kindergarten readiness, K-12 achievement, and post-secondary success. The Adult Learning Center submitted a proposal for continued funding of the Even Start Family Literacy program. The proposal was funded, and the funds will be in place for the 2026 calendar year.

ADDITIONAL INFORMATION

Grant Funding by Revenue Source

Most of the District's grant funding is received as federal pass-through dollars from the North Dakota Department of Public Instruction (NDDPI). These funds represent the largest share of total grant revenues, supplemented by state, local, and private sources that provide targeted support for specific initiatives and programs.

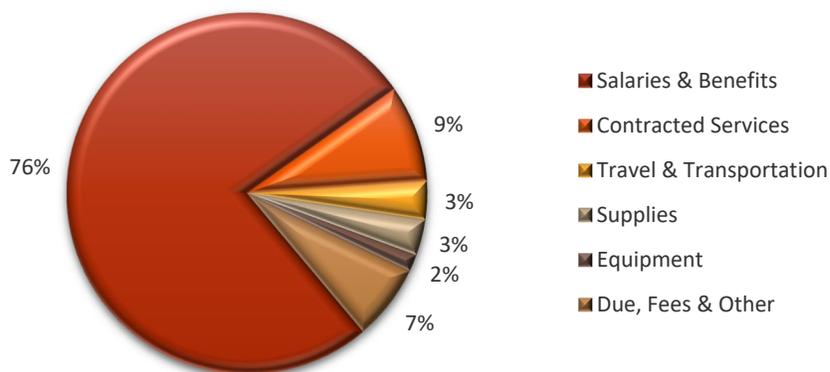
2024-2025 Grant Funding By Revenue Souce



How Grant Funds Are Utilized

Grant funds are primarily used to support student learning through the addition of instructional and support staff positions. These funds also assist with program enhancements, professional development, and services that promote student achievement and well-being. Allocations are strategically aligned to ensure compliance with funding requirements while maximizing impact in classrooms and schools.

2024-2025 Distribution of Grant Expenditure Budgets



Historical Grant Information

Over the past eight years, the District’s grant revenues have fluctuated in response to changes in available funding sources. From 2021 through 2024, grant revenues increased significantly due to federal relief programs related to the COVID-19 pandemic. As those temporary programs have concluded, revenues are returning to levels more consistent with pre-pandemic trends. State and local grant sources have shown modest growth since 2018, though they continue to represent a smaller portion of overall grant funding compared to federal sources.

8-Year Historical General Fund Grant Revenues



SUMMARY

The District’s ongoing pursuit of grant funding reflects a strong commitment to enhancing educational opportunities, supporting staff, and addressing student needs through strategic resource development. While grant revenues fluctuate annually based on available funding and program cycles, Fargo Public Schools continues to maintain a proactive approach to identifying and securing funds that align with its mission and priorities. These efforts strengthen the District’s capacity to innovate, sustain essential programs, and provide high-quality learning experiences for all students.