

Application for Funding – Cover Page

Applicant Agency

Business Name	East Central Special Education Unit	Street Address Including City, State, and ZIP Code	16 8th Street. South New Rockford, ND 58356
Contact Person	Ashly Wolsky	Title: Director	Click or tap here to enter text.
Phone	701.412.4360	Email: Ashly.Wolsky@k12.nd.us	Click or tap here to enter text.
Authorized Representative	Melanie Quinton	Title: Business Manager	Click or tap here to enter text.
Phone	701.947.5015	Email: Melanie.Quinton@k12.nd.us	Click or tap here to enter text.
Federal Employer Tax Id #	45-0358031	Unique Entity Identifier #	PRQNTKFTJA76
Dates of Active Registration in System for Award Management			SAM Expires March 21, 2025

Targeted Intervention(s) to be Implemented	Decrease dropout rates
Total Amount of Funding Request	\$80,000
Willing to Accept Less Funding (Y/N)	Yes
Evidenced-Based Program/Services (Y/N)	Yes
Name and Source of Evidenced-Based Program/Services	Creating a positive school climate, implementing engaging curriculum, fostering student relationships, early intervention, engaging families, flexible learning options, promoting social-emotional learning, and utilizing targeted interventions for at risk students while addressing potential barriers like mental health and socioeconomic challenges.
School(s) or School District to be Served	Carrington, Fessenden-Bowdon, Kensal, New Rockford-Sheyenne, Pingree-Buchanan, Oberon
Estimated Number of Youth to be Served	1, 353
Estimated Number of Minority Youth to be Served	351

Signature

Ashly Wolsky, Director

Name

Ashly Wolsky

Signature of the Person Submitting this Form

Name of the Person Submitting this Form (print)

Application for Funding – Cover Page

Date of Signature

1/20/2025

North Dakota Juvenile Justice State Advisory Group

Ashly Wolsky, East Central Special Education Director
701.412.4360 | Ashly.Wolsky@K12.nd.us

Description of the Project: East Central Special Education Unit (EC) and board is supporting a submission request to ND Juvenile Justice State Advisory Group (SAG) to provide additional support services, training, assessments, and interventions across our Unit in the amount of \$80,000. The funds being requested will serve 6-member school districts in 5 counties including: Carrington, Fessenden-Bowdon, Kensal, New Rockford, Oberon, and Pingree-Buchanan. EC can prevent juvenile referrals by identifying disabilities early by using screening tools and evaluations. Case managers can address the student's disability and communicate with families about their child's progress and any concerns. Teachers can provide meaningful activities, role models, and educational and employment opportunities using evidence-based practices to prevent juvenile referrals. Special education services can prevent juvenile referrals by using behavior management programs, teaching social competence and conflict resolution. By providing early intervention identification and practices to children and adolescents will prevent behavioral issues from developing into more serious lifelong problems. Early intervention can significantly reduce the risk of delinquency, can promote positive development, and it can prevent children from becoming involved with the juvenile justice system. Early intervention prevents the onset of delinquent behavior and supports the development of a youth's assets and resilience. In summary, early intervention allows for the identification of underlying causes such as substance abuse, mental health issues, or socioeconomic factors that contribute to criminal involvement. To achieve rehabilitation, it is essential that a child or adolescent be provided a good education, improve their social environment, and teach moral and social values. The most effective interventions through EC consist of social skills training, positive youth development through social groups, behavioral programs, improving education and employment opportunities, and providing mentors and adult role models. EC also works in conjunction with residential treatment centers such as Dakota Boys and Girls Ranch (DGBR) as an alternative to juvenile detention centers. These interventions and programs can help support positive development of youth, improving self-esteem and reducing delinquent acts. The EC has reviewed ADM, child count, graduation rates, and special education assessment data across the Unit to identify the needs listed above. It is crucial to identify the specific needs of each student, family and district while providing them with the appropriate support to increase attendance, behavior, and graduation rates Unit wide. Below you will find data indicating that our Unit and districts would be an appropriate candidate to receive the SAG grant funds.

East Central Special Education District ADM: Average Daily Membership				
	2021-22	2022-23	2023-24	2024-25
Total:	1,280	1,357	1,356	1,353

North Dakota Juvenile Justice State Advisory Group

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East Central Special Education District Graduation Rates						
	2021-22		2022-23		2023-24	
	State	District	State	District	State	District
Carrington	84%	97%	83%	100%	82%	90%
Fessenden	84%	100%	83%	100%	82%	92%
New Rockford	84%	96%	83%	68%	82%	72%

*Kensal and Oberon Public Schools do not have graduation data to report.

East Central Special ADM and Ethnicity						
2023-24						
	White	Native	Hispanic	Black	Hawaiian/Pacific Islander	Other
Carrington	91%	4%	3%	2%	1%	NA
Fessenden-Bowdon	95-97%	NA	NA	NA	NA	0-2%
New Rockford	89%	5%	4%	1%	NA	NA
Kensal	80-89%	10-19%	NA	NA	NA	NA
Oberon	NA	95-100%	NA	NA	NA	0-4%
Pingree-Buchanan	90-94%	5-9%	NA	3-4%	NA	NA

East Central Special Education Unit aims to maintain/improve graduation rates as well as provide equality across diverse groups in our district of Black, Indigenous, and People of Color. Although minority groups account for 26% of our student population, our districts/unit will aim to decrease the number of students who are BIPOC who are

North Dakota Juvenile Justice State Advisory Group

Ashly Wolsky, East Central Special Education Director
701.412.4360 | Ashly.Wolsky@K12.nd.us

showing signs of risks of dropout such as chronically absent as well as the total number of students who are evaluated for a disability.

East Central Special Education Child Count by District								
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
160	159	161	150	176	180	180	167	170

East Central Special Ed School Psych Evaluations			
2020-21	2021-22	2022-23	2023-24
68	82	62	76

Looking at ADM, graduation rates, child count, and psych evaluations data across the Unit, graduation rates may appear as a strength for our Unit, but it is an area that we would like to improve on to ensure our students do not face negative outcomes such as academic performance, increased dropout rates, and overall challenges in their educational experience. As you can see there has been a steady increase in both evaluations and identification. The findings emphasize the importance of identifying students with a disability early on to support student success.

Project Planning, Design and Implementation: EC seeks this grant as a collaborative effort among all 6 public schools within the Unit. Our Unit serves approximately 1,353 students and has existing partnerships with: Carrington Police Department, South Central Human Service Center, Anne Carlsen Center, Brittany Long, APRN-PMHNP and local school and clinical counselors. Upon reviewing school and unit data the recommendations to better support EC are as follows: hire a full-time school psychologist, provide a Transition Coordinator for students ages 16-21, and assessment training for Autism identification (ADOS).

Request #1: School Psychologist: EC currently contracts services of a school psychologist 2 days a week and is needing additional support as the data shows an increase of students, assessments and complexity of needs for the past several years. EC is proposing the hiring of a full-time school psychologist increasing from 40% (2 days a week) contracted services to 60% (3 days a week) and employing the psychologist with EC with the option to contract the remaining two days to the districts within the Unit. Having a school psychologist on staff provides specialized expertise to identify and address students' mental health needs, support academic performance and social skills through collaboration with teachers and parents to make a more positive

North Dakota Juvenile Justice State Advisory Group

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701.412.4360 | Ashly.Wolsky@K12.nd.us

learning environment for all students. By having a school psychologist on staff 3 days vs. 2 days will allow our districts/unit to more quickly identify students who may be struggling with emotional, behavioral, or learning challenges, allowing for timely interventions. The psychologist is trained to conduct assessments to diagnose learning disabilities, ADHD, and other mental illnesses. In emergency situations, school psychologists can provide immediate support and crisis intervention for students and staff. In addition to assessments and disability identification school psychologists can provide training and support to teachers on managing classroom behaviors and supporting students with diverse needs. They also attend IEP meetings and help create input for Individualized Education Plans (IEPs) and Behavior Intervention Plans (BIPs). The request is in the amount of \$60,000 to add an additional day of a school psychologist for the next three years to our special education Unit, \$20,000 a year for the next 3 years. The current contract for the school psychologist is \$40,000 for 2 days of service and mileage.

Request #2: Transition Coordinator: EC currently employs a Transition Coordinator which is a position that works with students ages 16-21 that works with students who have a disability to prepare for life after high school. The Transition Coordinator works with students, families, schools, teachers, and community resources to ensure students have access to the services they need. The Transition Coordinator and case manager evaluate student's strengths, interests and then collaboration takes place to set goals for education, employment, and independent living. Although the Transition Coordinator position is not required at the State level, it has brought great success to our students and schools within our Unit as students have met their transition goals year after year. At the board level there are always discussions of options to lower the budget, including cutting the Transition Coordinator position. With this request and in conjunction with a Vocational Rehabilitation Grant East Central would be able to provide funds to ensure the position remains as a resource by connecting students with services like job shadowing, work experiences, and resources for years to come. The request is for funding to off-set the cost of the position that faces cuts year after year and to ensure the transition services can be tailored to the students' strengths and goals and to provide options for the future. The request is in the amount of \$15,000 for Transition Coordinator services, assessment materials, and supplies in the amount of \$15,000, \$5,000 a year for the next 3 years.

Request #3: Diagnostic Autism Training and Testing Materials: EC is requesting to train a staff member on the ADOS: Autism Diagnostic Observation Schedule and to purchase assessment materials to better serve the East Central Special Education Unit. Early identification of autism allows for implementation of specialized interventions tailored to the specific needs of individuals with autism, targeting social communication, language development, and behavioral challenges. Early intervention is critical for children with autism. Starting specialized therapies and interventions as early as possible can lead to significant improvements in overall developmental outcomes. In addition, individuals and families find a diagnosis of autism brings a sense of relief and

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701.412.4360 | Ashly.Wolsky@K12.nd.us

confirmation that there are legitimate reasons for their challenges. A diagnosis can also help a person focus on strengths as well as identify and work on areas of difficulty. Early identification allows for timely interventions that significantly improve developmental outcomes and quality of life for individuals with autism. The final request is to provide initial staff training for the ADOS and to purchase testing materials in the amount of \$5,000 that could be accessed immediately if the funds are granted to our Unit.

Capabilities and Competencies: Staff involved in this project will be all districts within the East Central Special Education Unit, including board members, administrators, director of special ed, teachers, individual school teams focused on interventions, support staff, special ed interventionists, school counselors, therapists, and school psychologist. Ashly Wolsky, East Central director, along with her business manager, Melanie Quinton will be responsible for completing quarterly reports related to the goals of the project. Data is readily available through existing data systems. Continual partnerships and communication will take place with outside agencies such as Health and Human Services, DGBR, and Carrington Police Department. Case managers will be assigned the task of completing targeted needs assessments and interventions to support students and prevent drop out. With the processes set up across the Unit students can thrive in our districts due to the high graduation rates and low suspension and expulsion rates. The East Central team will continue to build relationships with families and students as well; case managers will identify goals for each student based on a needs assessment and collect data regarding interventions to determine efficiency. Data will be reviewed quarterly and provided to parents and team. This will likely reduce disciplinary issues and help students stay connected to their school and community, reducing the risk of juvenile justice referrals.

Plan for Collecting Performance Data & Continual Improvement: Given the graduation rates from 2023-24, districts within the East Central Special Education Unit will maintain and/or improve graduation rates to or above the state percentage rate. Given the graduation rates from 2023-24, districts East Central Special Ed Unit will maintain and/or improve graduation rates for students identified as BIPOC, including those who have been identified with a disability. At the end of the 2026 school year graduation data will be reviewed based on the goals above. The same process will continue for years to come to improve student success. School attendance rates are monitored daily, weekly, and monthly, students who demonstrate chronic absenteeism are notified and resources are provided to increase student/family success when it comes to attendance. Daily attendance is a key contributing factor to a successful graduation. The director and business manager will be available to case managers, teachers, board members, and district administration to ensure the goals are being met and targeted case management and evidence-based practices are taking place to ensure increased engagement and decreased juvenile justice referrals. Thank you for considering East Central Special Education for the request for funds from ND Juvenile Justice.

Budget Summary

Applicant: East Central Center for Exceptional Children

Project Period: 2025-2028

	Grant Request	Match	Total
Budget Categories:			
Personnel	75,000.00	-	-
Fringe Benefits	-	-	-
Travel	-	-	-
Supplies	-	-	-
Subaward/Contractual	-	-	-
Other Direct Costs	5,000.00	-	-
Indirect Costs	-	-	-
Total Grant Funds	80,000.00	-	-

Budget Detail Worksheet and Narrative

Applicant: East Central Center

Project Period: 2025-2028

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Transition Coordinator	Kathleen Eggermont	34,313	0.216830601	\$7,440		\$7,440
School Psychologist	Tara Hanson	70,000	0.857142857	\$60,000		\$60,000
Trainsition Coor Contracted services	Vickie Becvar	7,560	1	\$7,560		\$7,560
			#DIV/0!			
			#DIV/0!			
Total Personnel Costs				\$75,000	\$0	\$75,000

Personnel Narrative:

Contracted services with Vickie Becvar previous Transition Coordinator for training new coordinator in the 25-26 school year. (8 hours a week x \$45 x 21 week). Katie Eggermont Salary \$34,313- Voc Rehab Grant is \$48,480.00

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefit	Grant Allocation %	Grant Request	Match	Total
Transition Coordinator	Kathleen Eggermont	19,600	0%			
School Psychologist	Tara Hanson	\$26,000	0%			
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
Total Fringe Benefits				\$0	\$0	\$0

Fringe Benefits Narrative:

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Total Supply Costs			\$0	\$0	\$0
Supply Costs Narrative:					

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
ADOS Training	Supplies/Cirriculum	\$5,000		\$5,000
Total Other Direct Costs		\$5,000	\$0	\$5,000
Other Direct Costs Narrative:				

Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
Total Indirect Costs			\$0	\$0	\$0
Indirect Cost Narrative:					

January 15, 2025

To Whom It May Concern:

I am writing to offer my full support for the East Central Special Education Unit's application for grant funding through the North Dakota Juvenile Justice State Advisory Group. This funding will be instrumental in supporting the Unit's mission to provide a safe, supportive, and productive learning environment for students while providing targeting interventions for students with behavioral health conditions.

The funding will be directed toward targeted interventions designed to reduce negative behaviors and provide students with the necessary support to succeed academically and socially. This initiative will significantly benefit students by promoting positive behaviors, improving the school atmosphere, and fostering an environment where students are encouraged and empowered to reach their full potential.

By providing additional support within the school, this allows students to receive intervention, de-escalation strategies and resources they may not receive elsewhere. This will not only reduce disciplinary actions but also to promote family engagement, improve attendance, and enhance academic performance for students.

The East Central Special Education Unit continuously advocates and implements strategies within their schools to help support the behavioral health of the students and I am confident that this initiative will yield significant benefits for the students and families it serves. I support their application for this critical funding and believe that these efforts will contribute to a more supportive and productive learning environment for all students within the community.

Please feel free to contact me directly at skapp@nd.gov or 701-328-4763 if you have any questions or concerns.

Sincerely,

Sara Kapp

Sara Kapp
Program Administrator
Health and Human Services, Behavioral Health Division



Fessenden-Bowdon School District

PO Box 67 • 500 North 2nd Street
Fessenden, ND 58438
T: 701-547-3296
www.fessenden-bowdon.org

Striving to Achieve Excellence Together

January 19, 2025

North Dakota Juvenile Justice State Advisory Grant Committee,

I am writing to express my strong support for East Central Center for Exceptional Children's (ECCEC) grant application to the ND Juvenile Justice State Advisory Group (SAG). This grant seeks to fund critical interventions for students with behavioral needs, aiming to create a safer, more supportive learning environment and reduce the likelihood of juvenile justice system involvement.

ECCEC is a special education cooperative that includes six member schools: Fessenden-Bowdon, Carrington, New Rockford-Sheyenne, Pingree-Buchanan, Oberon, and Kensal. With a long-standing commitment to serving students with diverse needs, ECCEC has a proven track record of providing effective interventions and support services. This grant will enable the unit to implement targeted interventions at each school that:

- **Reduce disciplinary actions, citations, suspensions, and expulsions:** By providing students with the support they need, we can minimize the reliance on punitive measures and keep students engaged in their education.
- **Promote positive student behaviors:** Through evidence-based interventions and programs, we can help students develop the skills and strategies necessary to manage their behavior and make positive choices.
- **Improve school climate:** Creating a positive and inclusive school climate benefits all students and fosters a sense of belonging and safety.
- **Increase family engagement, attendance, and academic performance:** By addressing underlying factors such as family instability, mental health, and lack of essential skills, we can improve overall student well-being and academic success.

This grant aligns perfectly with ECCEC's shared goal of preventing juvenile justice system involvement and ensuring that all students have the opportunity to thrive. I am confident that the unit's proposed interventions will have a significant positive impact on our students and the broader community.

I wholeheartedly recommend East Central Center for Exceptional Children's grant application for funding and offer my full support for their efforts to create a more supportive and successful learning environment for all students.

Sincerely,

Stacy Benz

Stacy Benz,
Superintendent

Stacy Benz, Superintendent

Aaron Loff, K-12 Grade Principal/Asst. Activities Director

Michelle Johnson, Business Manager

Board of Education

Monica Larson, President

Miranda Kittelson, Vice President

Erin Hagemeister, Member

Mychal Neumiller, Member

Hans Widicker, Member



CARRINGTON PUBLIC SCHOOL DISTRICT NO. 49
 100 3rd AVENUE SOUTH: P.O. BOX 48
 CARRINGTON, ND 58421
 PHONE 701-652-3136
 FAX 701-652-1243



Joel Lemer, President
 Angela Kutz, Vice President
 Tonia Erickson, Director
 Dr. Ben Garr, Director
 Joey Irmen, Director
 Kimary Edland, Business Manager



Janelle Helm, Superintendent
 Connor W. Weber, High School Principal
 Jenna Helseth, Elementary Principal
 Karla Michaelson, Dean of Students

To Whom It May Concern,

I am writing to express my support for the East Central Special Education Unit for this grant through the ND Juvenile Justice State Advisory Group (SAG). First I want to highlight their impact it has had on our students, school climate, and overall community engagement. As the Principal of Carrington High School, I have had the privilege of witnessing firsthand the effects of their dedication and support of our students.

East Central plays a critical role in reducing behavioral challenges and fostering positive behaviors among students. Through individualized behavioral intervention plans, skill-building strategies, and consistent positive reinforcement, the unit helps students develop these skills. These efforts not only improve the students' ability to engage in the classroom but also contribute to a positive school environment.

Family engagement is another area where the Special Education Unit excels. The team's commitment to open communication, regular progress updates, and collaborative problem-solving has strengthened the partnership between the school and families. By involving families in the decision-making process and providing resources to support learning at home, the unit has empowered parents to be active participants in their child's educational journey.

Additionally, the work of the Special Education Unit has had a measurable impact on academic performance. By addressing the needs of each student and providing targeted support. Their focus on individualized instruction and accommodations ensures that all students have access to meaningful learning opportunities, resulting in improved academic outcomes across the board.

In summary, the East Central Special Education Unit is a valuable asset to our school community. Funding through this grant would ensure and maintain their efforts to reduce behavioral challenges, promote positive behaviors, enhance the school climate, increase family engagement, and improve academic performance. Any and all support that they receive directly affects outcomes for our students here in Carrington.

Respectfully,

Connor Weber
 High School Principal
 Carrington School District



Vulnerable
Adult
Protection
Services

300 2nd Ave NE Suite 214
Jamestown, ND 58401

Phone: 701-952-8277 (vaps)
Fax: 701-952-8278
Email: region6vaps@daktel.com

January 13, 2025

To Whom It Concerns:

I have become aware of the possibility of funding to assist our school and Special Education Unit in addressing behavioral issues in school systems and am writing to completely and totally support any funding or resources available to address this need.

Specifically, in support of East Central Special Education Unit, as I work directly with them and the impacted students, families, and schools. I am a Licensed Clinical Social Worker and have a private practice; working in public school settings for over 20 years and see the need for not only the Unit but for resources for it. We work collaboratively on "difficult" cases and actively as needed throughout the school year. I cannot stress enough my support of East Central being considered for any funding through SAG as it relates to the issues students experience and ways to address them.

Feel free to contact me at the above should you have any questions, but again, accept this letter of support of East Central as the services they provide are invaluable and needed.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tim Hart", with a long, sweeping horizontal line extending to the right.

Tim Hart, LCSW

Serving Region 6

Wells, Foster, Griggs, Barnes, Stutsman, Logan, McIntosh, LaMoure and Dickey Counties

January 16, 2026

ND Juvenile Justice State Advisory Group (SAG)

Attn Lisa Jahner

PO Box 877

1661 Capitol Way

Bismarck, ND 58502

Dear ND Juvenile Justice State Advisory Group (SAG):

I am writing a letter of support for East Central Special Education Unit to be considered for the grant funding to provide school-based intervention. As the needs of our rural school system students continue to increase, so do the needs for professional support and resources to best serve these students. The ability for our students to receive services in their school environment, without disrupting their day by traveling out of town and being responsible for the associated costs, is crucial. In particular, the ability to increase PhD level mental health providers to help with diagnosis and treatment planning is much needed. The needs for our special education students have grown without the same growth in ability to bring in necessary matrix partners to provide targeted interventions; a gap that this funding will address.

I believe by receiving this funding, East Central will be able to more appropriately bring in the additional resources they need to fully support the needs of the students they serve. Specifically, the ability to target mental health interventions in a safe environment not only keeps students from missing school but will ultimately boost engagement and confidence to navigate life's challenges with necessary skills and tools well into adulthood.

Sincerely,

Lindsay Pavelko, LPCC



East Central Special Education
16 8th St. South
New Rockford, ND 58356
701-947-5015

January 20, 2025

Dear East Central Special Education Unit,

I am writing to express my support for the East Central Special Education unit. The work your team does in building strong, trusting relationships with at-risk students is invaluable. Your partnerships with community organizations, schools, and parents/guardians are essential in maintaining stable support systems for these students.

By providing consistent and targeted interventions tailored to the specific needs of children and families, your unit addresses underlying issues effectively. This proactive approach helps prevent future disciplinary actions, suspensions, and involvement with law enforcement, making a significant positive impact on the lives of the students you serve.

Thank you for your dedication and commitment to improving the lives of at-risk students. Your efforts are truly appreciated and make a lasting difference in our community.

Sincerely,

Tina DeGree

Tina DeGree
Superintendent, VP of Education and Compliance
Dakota Boys and Girls Ranch
Dakota Memorial School
Bismarck, Fargo, and Minot
t.degree@dakotaranch.org
(w) 701-857-4275
(m) 701-509-3319

Bismarck
1227 35th St. N.
Bismarck, ND 58501
(P) 701-224-1789 x 134
(F) 701-250-7230

Fargo
7151 15th St. S.
Fargo, ND 58104
(P) 701-551-6808
(F) 701-551-6809

Minot
P.O. Box 5007
Minot, ND 58702-5007
(P) 701-857-4211
(F) 701-837-0700

DMS Purpose: "Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student every day learns and grows and feels like a real human being." Donald O. Clifton