Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# 2004-2005 Annual Consolidated Application

For ESEA Federal Programs Title I, Part A; Title II, Part A; Title II, Part D; Title IV, Part A; Title V, Part A; Title VI, Part B, Subpart 1; Title VI, Part B, Subpart 2

Submit Application

**Due date: Submit no later than May 30, 2004**

**Project Year: July 1, 2004- September 30, 2005**

AR Name Richard Cameron
District Name Glendive Elem
Mailing Address Box 701 Glendive MT 59330
E-mail cameronr@midrivers.com
Telephone 4063775293
CO 11 LE 0206

Applications submitted no later than May 30, 2004, will be approved to begin July 1, 2004. Applications submitted after May 30, 2004, will be considered based on availability of funds. Funds for Title I, Title II, Title IV, Title V, and Title VI will be available until September 30, 2004. Payments will begin after final approval is obtained and the Cash Request Form has been received. (Exception: Approved Title I projects will receive an automatic first payment.)

**General Project Information:** This is the annual portion of the consolidated application for participation in federal programs prescribed under the Elementary and Secondary Education Act (ESEA), as amended by the "No Child Left Behind Act of 2001" (Public Law 107-110).

This application includes basic financial and program information and will be completed in its entirety ONLY by districts that receive and manage program funds (prime applicant districts) for any of the listed federal programs: Title I, Part A—Improving Basic Programs; Title II, Part A—Teacher and Principal Training and Recruiting Fund; Title II, Part D—Educational Technology; Title IV, Part A—Safe and Drug-Free Schools and Communities; Title V, Part A—Innovative Programs; Title VI, Part B, Subpart 1—Small Rural Schools; and Title VI, Part B, Subpart 2—Rural Low-Income Schools.

**PRIME APPLICANT:** The Consolidated Application requires a single legal entity prime applicant for the application. A "prime applicant" is the legal entity that files the application, receives and manages program funds, and ensures funds are audited in accordance with federal requirements.

**The Prime Applicant District identified above is applying for the following program funds:**

- [x] Title I, Part A
- [x] Title II, Part A
- [x] Title II, Part D
- [x] Title IV, Part A
- [x] Title V, Part A
- [ ] Title VI, Part B, Subpart 1 (SRS)
- [ ] Title VI, Part B, Subpart 2 (RLI)
- [x] Title VI, Part A, Subpart 2 (Transferability)

**Signature Information:** The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2002-03 school year, and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs and Specific Program Assurances for those programs in which this district/agency participates are accepted as the basic conditions for local participation and assistance in the operation of the projects/programs listed above.

Signature
Designated Authorized Representative
for ESEA Consolidated Application

DATE: 06/07/2004

- [x] Superintendent
- [ ] Principal (if there is no Superintendent)
- [ ] County Superintendent (if there is no Superintendent or Principal)
- [ ] Approved Exception

NOTE: When personnel changes occur in the positions listed above, the new person will become the Designated Authorized Representative. This responsibility may be assumed by the Chairperson of the Board of Trustees if requested in writing to Nancy Coopersmith at the address shown at the top of this page.

Linda McCulloch, Superintendent
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PO Box 202501
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# 2004-05 Annual Consolidated Application
# Project Information Sheet
# ESEA Title I, Part A

## I. Preliminary Allocation

District Name Glendive Elem  Legal Entity: 0206  County Code: 11

**Title I, Part A, Improving Basic Programs:**

| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
|---|---|---|---|---|
| 1102063105 | 0206 | Glendive Elem | 165178 | 263116 |

Consortia Members

0206 Glendive Elem $164,506
0207 Dawson H S $87,650

## II. Prime Applicant Project and Participant Information

☑ Check the box if there are no changes in prime applicant or participants.

**PROJECT CHANGE.** Review the project structure (e.g., prime applicant district, consortium membership) from last year.

**CHANGE DETAILS**
New Prime Applicant LE Number and District Name:_____
Notes: The prime applicant for a consortium must be a school district.
The prime applicant must receive the grant and spend it directly for project expenditures.
The prime applicant has to be consistent throughout all the title programs.
Remove the following legal entities from the project:_____
Add the following legal entities to the project:_____

## III. Project Director Information

Project Director: Richard Cameron
Title: Superintendent
E-mail Address: cameronr@midrivers.com
Telephone: 4063775293
Fax: 4063776212
Address: Box 701 Glendive MT 59330

☑ Check the box if there are no changes in project director.

Change the Project Director Information to:
Project Director:_____
Title:_____
E-mail Address:_____
Telephone:_____
Fax:_____
Address:_____
City:_____State:_____ZIP:_____

## IV. Final Allocation (OPI USE ONLY)

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |
|---|---|---|---|---|
| 1102063105 | 0206 | Glendive Elem | | 252156 |

# ESEA Title I, Part A—Directions for Selection of Eligible Attendance Areas (Schools) and Determination of Allocation for Each Area (School)

| | | |
|---|---|---|
| | | **Complete pages 4 and 5 for each legal entity district. For example, pages 4 and 5 for Havre Elementary District (LE 0427) and pages 4 and 7 for Havre High School District (LE 0428). A K-12 district such as Superior (LE 0579) would complete pages 4 and 7 for all schools.** |
| 1. | Determine if ranking is needed. | An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to schools in rank order. No ranking requirements, determination of districtwide average or determination of per pupil expenditure is necessary. These LEAs may fund schools according to the size and scope of the program. However, separate budgets for each school in these districts must be maintained internally by the district.<br><br>All other LEAs with enrollment of 1,000 students or more must rank schools and allocate funds according to the directions below. These districts must also maintain separate budgets (internally) for each school served. |
| 2. | If ranking is required, select low-income measure. | Measure may be:<br>• The number of children ages 5-17 in poverty from the Census (not available by school).<br>• The number of children eligible for free/reduced lunch or free milk.<br>• The number of children in families enrolled in FAIM or other welfare.<br>• The number of children eligible to receive Medicaid.<br>• A composite of the above (must be weighted). |
| 3. | Determine "eligible attendance areas." | Calculate the percentage of children from low-income families in the LEA as a whole. Fill in totals and averages in boxes across in each box in the top row for columns b, c and d. Eligible attendance areas are those in which the percentage of children from low-income families is at least as high as the percentage of the LEA as a whole.<br>Exceptions:<br>• Any school attendance area may be designated as eligible if at least 35 percent of the children are from low-income families.<br>• An LEA may skip and not serve an eligible attendance area if: (1) the school meets the comparability requirements of Section 1120A(c); and (2) the school is receiving supplemental funds from other state or local sources that are spent for programs that meet the requirements of Title I and those funds are **at least the same** as would have come from Title I. |
| 4. | Determine if all eligible schools can be funded. | **Set-Asides**<br>The LEA must reserve sufficient funds to provide comparable services to children in local institutions for neglected children, if any, and, where appropriate, for homeless children not attending participating schools, and neglected and/or delinquent children in community day school programs, if any. Administrative funds for central office expenses related to Title I must also be reserved, if needed. (Indirect at the rate approved for the district by OPI can also be taken to cover some of these costs.) See page 4 for information on additional set-asides that may apply.<br>**Use of Low-Income Measure**<br>Funds must be allocated to eligible school attendance areas or eligible schools in rank order based on the total number of children from low-income families in each area or school. Feeder pattern data may be used for middle schools and high schools.<br>**Attendance Areas Below 35 Percent Poverty Rate**<br>When an LEA serves one or more schools with a poverty percentage less than 35 percent, the LEA must allocate to each funded school at least 125 percent of the per pupil amount of total funds received, based on the low-income measure selected by the LEA. |
| If LEA's allocation is insufficient to fund all eligible attendance areas, go to Step 5. | | |
| 5. | Determine eligible schools to fund. | **Schools Above 75 Percent Poverty Rate**<br>The LEA first must allocate funds to eligible school attendance areas at or above 75 percent poverty rate in rank order regardless of grade span.<br><br>**Remaining funds**<br>If funds remain after serving all eligible school attendance areas at or above 75 percent, the LEA may rank the remaining eligible school attendance areas either districtwide or by grade span and then serve in rank order. If ranking remaining areas districtwide, the districtwide poverty average must be used. If ranking by grade span groupings, the LEA may use 1) the districtwide poverty average, or 2) the grade span poverty averages from the respective grade span groupings. If an LEA has no school attendance areas above 75 percent poverty, the LEAs may rank districtwide or by grade span groupings.<br>**NOTE:** The district may continue to serve for one additional year an ineligible school that was eligible the previous year. Also, please designate amounts for services to private school students if any are participating. |

See directions on page 3.

# ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

## Use for Elementary District Only

Prime Applicant District: Glendive Elem

CO: 11 LE: 0206

### Adjusted Title I Allocation

| | | |
|---|---|---|
| **Total Title I Allocation for LEA** | $ 164,506 | Use separate page for each district that receives an allocation, i.e., elementary, high school, or K-12 district (according to legal entity or LE). |
| **District Set-Asides** | | |
| 1. Amount withheld by LEA for districtwide costs. | $ 0 | Funds withheld at the district level must benefit all participating schools and must be determined in consultation with personnel and parents from participating schools, including any participating nonpublic schools. |
| 2. 5 percent (at least) for Professional Development (Required unless all teachers and paraprofessionals in Title I schools are highly qualified.) | $ 8,225 | Funds must be used to first assist any Title I teacher and then any teacher in a Title I school to become highly qualified, as needed, to meet new requirements of the No Child Left Behind Act. Funds may also be used to assist instructional paraprofessionals, paid with Title I funds, or any instructional paraprofessional in a schoolwide program to meet the requirements of the No Child Left Behind Act. |
| 3. Parent Involvement | $ 0 | A minimum set-aside of 1 percent is required if the district's Title I allocation is $500,000 or more. (show only 5 percent of the required 1 percent). Only 5 percent of these funds may be used at the district level. Ninety-five percent of 1 percent of the funds for parent involvement must be included in the sub-allocation to a participating school. |
| 4. Homeless or Neglected Programs | $ 0 | See directions on page 3, number 4. |
| 5. Set-aside for Public School Choice and/or Supplemental Education Services | $ 0 | If one or more Title I schools are identified for improvement, set-aside 20 percent of the district's allocation unless a lesser amount is needed or funds to meet the 20 percent requirement will come from other sources. |
| **Amount of funds available for sub-allocation to eligible schools.** | $ 156,281 | |

**Use this per pupil amount if all schools served have <u>35 percent or greater poor count</u>.**

| Amount Available to Schools After Set-asides | | No. of Poor Students in Eligible Schools (Include Private) | | Per Pupil Amount |
|---|---|---|---|---|
| $ 156,281 | ÷ | 236 | = $ | 662 |

**LEAs having under 1,000 students or only one school per grade span do not have to complete this section, but must complete the rest of this form to indicate which schools will be served and the allocation for each although ranking and per student amounts do not have to be observed.**

**Use this per pupil amount if any school served has <u>less than 35 percent poor count</u>.**

| Total LEA Allocation | | Total No. of Poor Students in District (Include Private) | | 125% | | Per Pupil Amount |
|---|---|---|---|---|---|---|
| $ | ÷ | | X 1.25 | = $ | | |

**LEAs having under 1,000 students or only one school per grade span do not have to complete this section, but must complete the rest of the following page to indicate which schools will be served and the allocation for each although ranking and per student amounts do not have to be observed.**

Specify Poverty Measure Used: (i.e., free and reduced meals) Free & Reduced Lunch

(Poverty measure and enrollment used on page 5 must reflect same month)

Month Used: October

Complete if a varying per pupil amount will be used for different grade spans.

| Grades | Enrollment | No. Poor Students | Per Pupil amout |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

See directions on page 3.

# ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

## Use for HS or K12 Districts Only

Prime Applicant District: Glendive Elem

CO: 11 LE: 0206

**Adjusted Title I Allocation**

| | | |
|---|---|---|
| **Total Title I Allocation for LEA** | $ 87,650 | Use separate page for each district that receives an allocation, i.e., elementary, high school, or K-12 district (according to legal entity or LE). |
| **District Set-Asides** | | |
| 1. Amount withheld by LEA for districtwide costs. | $ 0 | Funds withheld at the district level must benefit all participating schools and must be determined in consultation with personnel and parents from participating schools, including any participating nonpublic schools. |
| 2. 5 percent (at least) for Professional Development (Required unless all teachers and paraprofessionals in Title I schools are highly qualified.) | $ 4,383 | Funds must be used to first assist any Title I teacher and then any teacher in a Title I school to become highly qualified, as needed, to meet new requirements of the No Child Left Behind Act. Funds may also be used to assist instructional paraprofessionals, paid with Title I funds, or any instructional paraprofessional in a schoolwide program to meet the requirements of the No Child Left Behind Act. |
| 3. Parent Involvement | $ 0 | A minimum set-aside of 1 percent is required if the district's Title I allocation is $500,000 or more. (show only 5 percent of the required 1 percent). Only 5 percent of these funds may be used at the district level. Ninety-five percent of 1 percent of the funds for parent involvement must be included in the sub-allocation to a participating school. |
| 4. Homeless or Neglected Programs | $ 0 | See directions on page 3, number 4. |
| 5. Set-aside for Public School Choice and/or Supplemental Education Services | $ 0 | If one or more Title I schools are identified for improvement, set-aside 20 percent of the district's allocation unless a lesser amount is needed or funds to meet the 20 percent requirement will come from other sources. |
| **Amount of funds available for sub-allocation to eligible schools.** | $ 83,267 | |

**Use this per pupil amount if all schools served have <u>35 percent or greater poor count</u>.**

| Amount Available to Schools After Set-asides | No. of Poor Students in Eligible Schools (Include Private) | Per Pupil Amount |
|---|---|---|
| $_____ | ÷ _____ | = $ _____ |

**LEAs having under 1,000 students or only one school per grade span do not have to complete this section, but must complete the rest of this form to indicate which schools will be served and the allocation for each although ranking and per student amounts do not have to be observed.**

**Use this per pupil amount if any school served has <u>less than 35 percent poor count</u>.**

| Total LEA Allocation | Total No. of Poor Students in District (Include Private) | 125% | Per Pupil Amount |
|---|---|---|---|
| $_____ | ÷ _____ | X 1.25 | = $_____ |

**LEAs having under 1,000 students or only one school per grade span do not have to complete this section, but must complete the rest of the following page to indicate which schools will be served and the allocation for each although ranking and per student amounts do not have to be observed.**

Specify Poverty Measure Used: (i.e., free and reduced meals) Free & Reduced Lunch

(Poverty measure and enrollment used on page 5 must reflect same month)

Month Used: October

Complete if a varying per pupil amount will be used for different grade spans.

| Grades | Enrollment | No. Poor Students | Per Pupil amout |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

See directions on page 3.

# ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

## Schools in Elementary District Only

Prime Applicant District: Glendive Elem

CO: 11 LE: 0206

**ALLOCATION TO ELIGIBLE SCHOOLS: The district must maintain separate budgets for each school's allocation as shown below. However, if the district enrollment is less than 1,000 students or there is only one school per grade span, the district may determine which schools to serve and the allocation to each without regard to the ranking and formula provisions described on page 3.**

| (a) List ALL Public Schools in the Elementary District. Complete next pages as necessary | (b) Enrollment | | | (c) No. of Poor[1] | | | (d) | (e) | (f) | (g) | (h) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Total | Public | Private | Total | Percent Poor | Schoolwide = 1 Targeted Assistance = 2 Eligible/Not Participating = 3 Not Eligible = 0 | Attendance Area Allocation (No. Poor Multiplied by Per Pupil Amount From Page 4) | Allocation Generated by Public School Poor Children | Allocation[2] Generated by Private School Poor Children |
| District Totals/Averages | | | | | | | | | | | |
| Name of Public School & Grades | | | | | | | | | | | |
| 1 Lincoln K-4 | 187 | | 187 | 48 | | 48 | 26.00 | 2 | 31,776 | 31,776 | |
| 2 Jefferson K - 4 | 229 | | 229 | 61 | | 61 | 27.00 | 2 | 40,431 | 40,431 | |
| 3 Washington 5-8 | 402 | | 402 | 127 | | 127 | 32.00 | 2 | 84,074 | 84,074 | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |

List below any nonpublic school to be served, if any. Funds must be listed in column (h) above in appropriate attendance areas. List below amount for services to each nonpublic school or the amount in the total pool of funds for services to all nonpublic schools to be served.

Notes:
(1) It is important to obtain a poor child count for kindergarten so that those children generate Title I funds for their school. The count may be calculated as a percentage of the actual count of students in subsequent grades.
(2) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (a) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (b) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school. In either case, private school children must reside in eligible attendance areas in order to generate allocation amounts for private schools.

See directions on page 3.

# ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

## Additional Schools in Elementary District (Use this page as necessary.)

Prime Applicant District: Glendive Elem

CO: 11 LE: 0206

**ALLOCATION TO ELIGIBLE SCHOOLS: The district must maintain separate budgets for each school's allocation as shown below. However, if the district enrollment is less than 1,000 students or there is only one school per grade span, the district may determine which schools to serve and the allocation to each without regard to the ranking and formula provisions described on page 3.**

| (a) List ALL Public Schools in the Elementary District. Complete next pages as necessary | (b) Enrollment | | | (c) No. of Poor[1] | | | (d) | (e) | (f) | (g) | (h) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Total | Public | Private | Total | Percent Poor | Schoolwide = 1 Targeted Assistance = 2 Eligible/Not Participating = 3 Not Eligible = 0 | Attendance Area Allocation (No. Poor Multiplied by Per Pupil Amount From Page 4) | Allocation Generated by Public School Poor Children | Allocation[2] Generated by Private School Poor Children |
| District Totals/Averages | | | | | | | | | | | |
| Name of Public School & Grades | | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
| 10 | | | | | | | | | | | |
| 11 | | | | | | | | | | | |
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| 23 | | | | | | | | | | | |
| 24 | | | | | | | | | | | |
| 25 | | | | | | | | | | | |
| 26 | | | | | | | | | | | |

See directions on page 3.

# ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

## Schools in High School or K-12 District Only

Prime Applicant District: Glendive Elem

CO: 11 LE: 0206

**ALLOCATION TO ELIGIBLE SCHOOLS: The district must maintain separate budgets for each school's allocation as shown below. However, if the district enrollment is less than 1,000 students or there is only one school per grade span, the district may determine which schools to serve and the allocation to each without regard to the ranking and formula provisions described on page 3.**

| (a) List ALL Public Schools in the K12 or HS District. Complete next pages as necessary | (b) Enrollment | | | (c) No. of Poor[1] | | | (d) | (e) | (f) | (g) | (h) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Total | Public | Private | Total | Percent Poor | Schoolwide = 1 Targeted Assistance = 2 Eligible/Not Participating = 3 Not Eligible = 0 | Attendance Area Allocation (No. Poor Multiplied by Per Pupil Amount From Page 4) | Allocation Generated by Public School Poor Children | Allocation[2] Generated by Private School Poor Children |
| District Totals/Averages | | | | | | | | | | | |
| Name of Public School & Grades | | | | | | | | | | | |
| 1 Dawson High School | 427 | | 427 | 96 | | 96 | 23.00 | 2 | 83,267 | 83,267 | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |

List below any nonpublic school to be served, if any. Funds must be listed in column (h) above in appropriate attendance areas. List below amount for services to each nonpublic school or the amount in the total pool of funds for services to all nonpublic schools to be served.

Notes:
(1) It is important to obtain a poor child count for kindergarten so that those children generate Title I funds for their school. The count may be calculated as a percentage of the actual count of students in subsequent grades.
(2) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (a) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (b) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school. In either case, private school children must reside in eligible attendance areas in order to generate allocation amounts for private schools.

# ESEA Title I—Improving the Academic Achievement of the Disadvantaged Part A—Improving Basic Programs Operated by Local Educational Agencies (Local District Plan Components)

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

1. This plan is coordinated with other programs under the No Child Left Behind Act of 2001 (NCLB), the individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act, the McKinney-Vento Homeless Assistance Improvements Act of 2001, and other Acts as appropriate.

   ☒ Yes ☐ No

2. Describe any high quality student academic assessments (if any) that are in addition to the statewide academic assessment system that the district will use for any of the following reasons:
   a. to determine the success of children served under this Title I, Part A in meeting state student academic achievement standards and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
   b. to assist in diagnosis, teaching and learning in the classroom in ways that best enable low-achieving children served under Title I, Part A to meet State student achievement academic standards and do well in the local curriculum;
   c. to determine what revisions are needed to projects under Title I, Part A so that such children meet the State student academic achievement standards; and
   d. to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Reading First.

   **Note the academic assessments and indicators described in item 2 above and item 3 below shall not be used for any of the following:**
   a. in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2) of NCLB; or
   b. to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 of NCLB, if such additional assessments or indicators were not used but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

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The Kinderboost and First Step Programs are in the second year of implementation following recognition of the need to revise interventions at the primary level. Diagnostic screening links to placement in the programs with small group, individualized instructions provided in areas of need.

The district has adapted the use of A+ Computer Assisted instruction. The program allows for inital diagnosis of deficit areas, practice and drill, reteaching, if necessary, and ongoing assessment.

Following recognition of a need for remedial reading intervention in the high school level, the research based highly effective Corrective Reading Program was initiated second semester. Students are placed in one of three groups for decoding and one of three groups for comprehension. Instructors utilize direct instruction with a great deal of modeling, repetition and cognitive retraining. Criterian reference assessments are ongoing.

# ESEA Title I—Improving the Academic Achievement of the Disadvantaged Part A—Improving Basic Programs Operated by Local Educational Agencies (Local District Plan Components)

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

3. If the district wishes to add any "other indicators" to which it wishes to hold itself and its schools accountable for under AYP in addition to the indicators used by the state (attendance rate K-8 and graduation rate 9-12), describe the additional indicators.

Attendance Rate K - 8

Graduation Rate 9 - 12

4. Describe how the district will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards (e.g., What will constitute the Title I, Part A program assistance?)

Surveys from classroom teachers in the spring result in criterian reference assessments administered to determine remedial needs and plan the programs for the next fall. Remediation of deficits will be accomplished through the use of research based instruction.

5. Describe the strategy the district will use to coordinate programs under Title I, Part A with programs under Title II to provide professional development for teachers and principals, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff as required.

Taglit Survey.

6. Describe how the district will coordinate and integrate services provided under Title I, Part A with other educational services at the district or individual school level such as
   a. Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
   b. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The District works with Head Start closely in early identification of children with disabilities or those in need of extra help in reading readiness. Children with disabilities are a high priority with the District and we attempt to have screenings in Head Start, area pre-schools, and day cares. We are entering our 2nd year of a "Kinderboost" program as a part of our Kindergarten. The Kinderboost program has an extended day kindergarten to help those students that have problems with reading readiness. We have very few migrant and minority children in the District. We do have a small number of Native American and Latino students, less that 1.5%. Other minorities are generally the children of professional parents. At one time there were seasonal agricultural employees in the area and a migrant program used one of the District's elementary schools, but the program has not had any students in Glendive for 3 years. LEP students are very rare in the District. The District works with other agencies in the area, family services, law enforcement, county health, etc., to help in obtaining the best educational opportunities for all school age youth.

# ESEA Title I—Improving the Academic Achievement of the Disadvantaged Part A—Improving Basic Programs Operated by Local Educational Agencies (Local District Plan Components)

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

7. Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.

Results of the Iowa Test of Basic Skills will be utilized to identify area students scoring at or below the 40th percentile rank. Consultation with classroom teachers and parents will result in Title I services to maximize remediation of deficits. Criterian referenced, authentic assessments will insure the interventions are effective in meeting student needs.

8. Provide a general description of the nature of the programs to be conducted by schoolwide and targeted assistance schools and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The remediation of deficit skills will be prescriptive in nature, based upon diagnosis of strengths and needs. Within the elementary schools the regular reading program may be utilized with small group, individualilzed instruction provided Middle School and High School may incorporate rededial instruction in a pull-out-setting. All students within the District have equal access to the services if they qualify.

9. Describe how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services.

There are currently no migratory children identified as living in the community. They would, however, be identified through teacher or administor referral. There needs would be assessed in the same manner as other children; if no standardized assessments were available, criterian referenced or authentic evaluations would be utilized.

10. If appropriate, describe how the district will use funds under Title I, Part A to support preschool programs for children particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the district or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

The District has initiated a Kinderboost Program which enhances divelpment in pre-academic and academic skills. Early steps and Read Naturally are also reading enhancement programs available in the primary grades.

# ESEA Title I—Improving the Academic Achievement of the Disadvantaged Part A—Improving Basic Programs Operated by Local Educational Agencies (Local District Plan Components)

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

11. Describe the actions the district will take to assist its low-achieving schools identified in need of improvement under Title I, Part A, if any.

The prescriptive intervention program will be utilized as described above which involves assessment of strengths and needs, research based instruction, assessment of progress, reteach if necessary or other interventions.

12. Describe how the district will meet the requirements for highly qualified teachers and paraprofessionals contained in section 1119 of NCLB.

a. Teachers involved in the Title I program teaching in the core areas of the program focus are certified to teach in those areas.
b. Previously hired Paraprofessionals involved in the Title I program will complete requirements to be highly qualified by 2005.
c. Newly hired Paraprofessionals involved in the Title I program will be hired according to section 1119 of the NCLB.
d. A system of professional development is in place to assure continued status as "highly qualified".

13. Describe the services the district will provide homeless children, including services provided with funds reserved on page 4.

NA - No homeless Children.

14. Describe the strategy the district will use to implement effective parental involvement as required by section 1118 of NCLB.

a. Parent meetings are conducted during parent/teacher conferences.
b. Surveys have been conducted to determine progress and continued needs.
c. Parents are encouraged to contact teachers through special written invitaion.
d. Open houses have been held for program demonstrations, discussions and question and answer sessions.

15. Where appropriate, describe how the district will use funds under Title I, Part A to support after school (including before school and summer school) and school-year extension programs.

Summer school programs are held K - 12. These programs are targeted on students functioning below grade level.

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

# ESEA Title I, Part A—Annual Budget 2004-2005

CFDA 84.010A

**CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS**

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005. **For Title I, separate budget pages must be prepared for the elementary and high school funds unless the budgeting/fiscal unit is a K-12 district (legal entity).**

## Use this budget page only for the Elementary District _____(Legal Entity)

### Use page 13, if needed for a high school or K-12 district.

Use the allocation amounts provided by OPI to complete the Proposed Budget column. Directions for calculating the maximum indirect cost amount for Box 4 are found on Appendix A of this form. The maximum allowable carryover for districts with allocations of $50,000 or more is 15 percent of the previous year's allocation. The 15 percent carryover limitation will be applied as of September 30. Requests for waivers to the 15 percent limit may be requested once every three years and must be made in writing by June 1. Contact the OPI Title I specialist assigned to this project for directions. Districts with allocations of less than $50,000 are not limited to 15 percent carryover, but OPI may determine the district has excess carryover.

**Prime Applicant District:** Glendive Elem **CO:** 11 **LE:** 0206

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|---|---|---|---|---|---|
| 1. Salaries and Benefits Objects 1xx, 2xx | 165,178 | 156,281 | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | 8,225 | | | |
| 3. **SUB-TOTAL DIRECT COSTS** | | 164,506 | | | |
| 4. Indirect Costs @ ____% (See Appendix A for directions.) | | | | | |
| 5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification | | | | | |
| 6. **TOTAL BUDGET** | 165,178 | 164,506 | | | |
| 7. **OPI Use Only: Approved By/Date** | | Joan Morris Digitally signed by Joan Morris DN: CN = Joan Morris, C = US, O = OPI, OU = Title I A Date: 2004.08.13 16:33:09 -06'00' | | | |
| **Project No.** 1102063105 | | ☑ Project/Budget Approved | ☐ Budget Approved | Date 07/01/04 | |

**OPI USE ONLY** (at time of fiscal closeout of previous year's project)

☐ The final determination of fiscal year 2004 Title I carryover funds has been completed. The final amount of _____ has been amended into this budget. The most recent approved budget amount is the total available for this project year as of this date.

Signed:_____ Date_____

**For assistance with program questions contact Gwen Smith, (406) 444-5660, gsmith@state.mt.us and ask for the OPI Title I specialist assigned to this project. For fiscal questions contact Pat Dawes, (406) 444-3408, pdawes@state.mt.us.**

View Narrative

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# ESEA Title I, Part A
# Elementary District Budget
# Equipment Justification Page

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

5a. Describe Equipment:

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

# ESEA Title I, Part A—Annual Budget 2004-2005

CFDA 84.010A

**CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS**

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005. **For Title I, separate budget pages must be prepared for the elementary and high school funds unless the budgeting/fiscal unit is a K-12 district (legal entity).**

## Use this budget page only for the High School District OR K-12 District _____(Legal Entity)

Use the allocation amounts provided by OPI to complete the Proposed Budget column. Directions for calculating the maximum indirect cost amount for Box 4 are found on Appendix A of this form. The maximum allowable carryover for districts with allocations of $50,000 or more is 15 percent of the previous year's allocation. The 15 percent carryover limitation will be applied as of September 30. Requests for waivers to the 15 percent limit may be requested once every three years and must be made in writing by June 1. Contact the OPI Title I specialist assigned to this project for directions. Districts with allocations of less than $50,000 are not limited to 15 percent carryover, but OPI may determine the district has excess carryover.

**Prime Applicant District:** Glendive Elem **CO:** 11 **LE:** 0206

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|---|---|---|---|---|---|
| 1. Salaries and Benefits Objects 1xx, 2xx | 97,938 | 83,267 | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | 4,383 | | | |
| 3. **SUB-TOTAL DIRECT COSTS** | | 87,650 | | | |
| 4. Indirect Costs @ ____% (See Appendix A for directions.) | | | | | |
| 5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification | | | | | |
| 6. **TOTAL BUDGET** | 97,938 | 87,650 | | | |
| 7. **OPI Use Only: Approved By/Date** | | Joan Morris Digitally signed by Joan Morris DN: CN = Joan Morris, C = US, O = OPI, OU = Title I A Date: 2004.08.13 16:34:54 -06'00' | | | |

**Project No.** 1102063105 ☑ Project/Budget Approved ☐ Budget Approved Date 07/01/04

**OPI USE ONLY** (at time of fiscal closeout of previous year's project)

☐ The final determination of fiscal year 2004 Title I carryover funds has been completed. The final amount of _____ has been amended into this budget. The most recent approved budget amount is the total available for this project year as of this date.

Signed:_____ Date_____

**For assistance with program questions contact Gwen Smith, (406) 444-5660, gsmith@state.mt.us and ask for the OPI Title I specialist assigned to this project. For fiscal questions contact Pat Dawes, (406) 444-3408, pdawes@state.mt.us.**

View Narrative

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# ESEA Title I, Part A
# HS or K12 District Budget
# Equipment Justification Page

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

5a. Describe Equipment:

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# 2004-05 Annual Consolidated Application Project Information Sheet ESEA Title II, Part A

1102061

## I. Preliminary Allocation

District Name Glendive Elem Legal Entity: 0206 County Code: 11

**Title II, Part A, Teacher and Principal Training and Recruiting Fund:**

| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
|---|---|---|---|---|
| 1102061405 | 0206 | Glendive Elem | 72678 | 100586 |

Consortia Members

0206 Glendive Elem $72,678
0207 Dawson H S $27,908

## II. Prime Applicant Project and Participant Information

☑ Check the box if there are no changes in prime applicant or participants.

**PROJECT CHANGE.** Review the project structure (e.g., prime applicant district, consortium membership) from last year.

**CHANGE DETAILS**
New Prime Applicant LE Number and District Name:_____
Notes: The prime applicant for a consortium must be a school district.
The prime applicant must receive the grant and spend it directly for project expenditures.
The prime applicant has to be consistent throughout all the title programs.
Remove the following legal entities from the project:_____
Add the following legal entities to the project:_____

## III. Project Director Information

Project Director: Richard Cameron
Title: Superintendent
E-mail Address: cameronr@midrivers.com
Telephone: 4063775293
Fax:
Address: Box 701 Glendive MT 59330

☑ Check the box if there are no changes in project director.

Change the Project Director Information to:
Project Director:_____
Title:_____
E-mail Address:_____
Telephone:_____
Fax:_____
Address:_____
City:_____State:_____ZIP:_____

## IV. Final Allocation (OPI USE ONLY)

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |
|---|---|---|---|---|
| 1102061405 | 0206 | Glendive Elem | 72678 | 100586 |

# ESEA Title II, Part A—Teacher and Principal Training and Recruiting Fund

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

## ESEA TITLE II, PART A INFORMATION

**Purpose.** The purpose of ESEA Title II, Part A is to **increase student achievement by:**

- Improving teacher and principal quality, and
- Increasing the number of highly qualified teachers and principals in schools.

**Requirements for Title II, Part A Activities**. Districts must use Title II, Part A funds to measurably raise student achievement, **particularly the achievement of low-performing students**. Applicants must show that the activities carried out under Title II, Part A are:

- Tied to challenging state and local standards, and
- Based upon a review of scientifically based research, and
- Have a substantial, measurable, and positive impact on student achievement.

All activities must be based upon:

- The Five-Year Comprehensive Education Plan data and goals,
- Scientifically researched practices,
- Disaggregated data, and
- Targeting the lowest performing schools, teachers, and students.

These activities must be used as part of a broader strategy to eliminate the achievement gap that separates the low-income and minority students from other students. Professional development activities must be coordinated with other federal, state, and local programs.

**Non-supplanting Requirement**. Expenditures must supplement, not supplant (replace) district funding responsibilities.

**Serving Nonpublic Schools.** Nonpublic schools, including home schools, must be invited to participate in the services of federal programs. Nonpublics may receive **only professional development** under Title II, Part A.

**Professional Development Requirements.** Districts must ensure the professional development needs of teachers and principals are met by including them, as well as parents, in needs assessment and planning. In addition to meeting the above criteria, professional development must be regularly evaluated for effectiveness, and must not be isolated one-day conferences or workshops. Training provided must be in the core content area taught and in teaching strategies that enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and understand how to use data and assessments to improve classroom practice and student learning. Ongoing, sustained, intensive, high-quality professional development must be provided **to change classroom practice** to raise student achievement.

**Local Needs Assessment Required.** Each applicant district must conduct an assessment of local needs for professional development and hiring. Teachers, including Title I teachers, must be involved in the needs assessment and subsequent planning. The needs assessment must take into account activities that will give teachers subject matter and teaching skills and give principals instructional leadership skills to help teachers to help students meet challenging state and local achievement standards.

This needs assessment must take into account an analysis of the disaggregated data to identify students most likely to be at risk of not performing at proficient levels on measures aligned to state standards. This information is found in the district Five-Year Comprehensive Education Plan, Section A – Profile. See district disaggregated data at http://www.opi.state.mt.us/assessment/.

**Coordinating with Titles I, Part A and Title II, Part D.** Title II, Part A funds may be used to help paraprofessionals and teachers meet the Title I highly qualified requirements. Title II, Part A funds may be used to train teachers to **use technology to teach** the core academic subjects. **NOTE:** Title II, Part A **cannot** purchase technology, be used to train teachers in the general use of technology or software, nor to hire a technology coordinator.

# ESEA Title II, Part A—Teacher and Principal Training and Recruiting Fund

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

## PROPOSED ACTIVITIES

Applicants may make one or more of the following choices, depending upon baseline data.

**I. Professional development using scientifically based research and designed to increase student achievement. (See requirements on previous page.)**

Will Title II, Part A funds be used for professional development?

[X] Yes (Complete this section.) [ ] No (Leave this section blank.)

If professional development will be provided, please check all that apply:

- [✔] Professional development provided by district personnel.
- [✔] Professional development provided outside the district.
- [✔] Professional development provided during the workday.
- [✔] Professional development provided outside the contacted time.

A. What long-term professional development goal(s) based upon your baseline data will you fund **with Title II, Part A and redirected funds?**

100% of k-12 teachers will recieve additional training in application of reading instruction skills through differentiated instruction. This will be accomplished by in-service from Rick Wormeli and Glendive

B. Allowable professional development activities will improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals in the following six areas. Please select those that advance the long-term goal(s) listed above.

1. Professional development in knowledge of the core academic subjects[1] that the teachers teach,
2. Professional development in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards,
3. Professional development in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency,
4. Professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn,
5. Professional development in involving parents in their child's education, and
6. Professional development in understanding and using data and assessments to improve classroom practice and student learning.

| Number(s) from above | Objective | Planned activities to increase student achievement |
|---|---|---|
| | | |
| 2,3 | Independence & adult success | D. Anderson-Strategies for success after high school |
| 1,2,3-6 | Competency in curriculum alignment | Continuing development of curriculum, both vertical and |
| 4-5 | Classroom managment skills | MBI models |
| | | |
| | | |

[1] Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. [ESEA Title IX, Part A, Section 9101 Definitions, (11)]

# ESEA Title II, Part A—Teacher and Principal Training and Recruiting Fund

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

**II. Reduction of class size[2] to increase student achievement.**

Will Title II, Part A funds be used for class size reduction?

☐ Yes (Complete this section.) ☐ No (Leave this section blank.)

A. What long-term goal based on your baseline data will reducing class size help you achieve?

Emphasis on Reading Readiness and Early Literacy

B. Based on this conclusion, use the chart below to show what classes will be reduced to increase student achievement.

| Grade/subject to be reduced | Students/class without reduction | Students/class with reduction | Expected increase in student achievement |
|---|---|---|---|
| Kindergarten | 22 | 17 | 10% |
| | | | |
| | | | |

**III. Retention of highly qualified teachers[3] and principals to increase student achievement.**

Will Title II, Part A funds be used for teacher retention?

☐ Yes (Complete this section.) ☒ No (Leave this section blank.)

Financial incentives must be tied to a **proven measurable record of success** in raising student achievement and must continue to measurably raise student achievement. This is to reward the unusually exemplary teacher who consistently over time increases the achievement of low-achieving and low-income students. Across-the-board salary increases are not allowed.

A. What data (information) do you have to show a need to retain this person(s)?

B. What long-term district goal will this retention help achieve?

C. Use the chart below to indicate how you plan to retain highly qualified teachers,[3] particularly in schools with a high percentage of low-achieving students. Some examples of retention strategies from the law are:

1. Teacher mentoring from exemplary teachers or administrators,
2. Support for teachers in their first three years of service,
3. Incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve, and
4. Incentives, including financial incentives, to retain principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from minority groups, and students with disabilities.

| Number(s) from above | Initials of Retainee | Position (grade, subject) | Years in District | School Free & Reduced Lunch % (if any) | % of students in this school below proficiency | |
|---|---|---|---|---|---|---|
| | | | | | Reading | Math |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**IV. Recruitment of highly qualified teachers[3] to increase student achievement.**

Will Title II, Part A funds be used for teacher recruitment?

☐ Yes (Complete this section.) ☒ No (Leave this section blank.)

A. What employment data shows that this position is difficult to fill?

B. What signing bonus or other incentive do you plan to offer?

C. How will you measure the increase in student achievement due to hiring this particular teacher?

[2] Only highly qualified teachers may be hired, including special education teachers, to reduce class size, particularly in the early grades. [ESEA Title II, Part A, Section 2123 Local Uses of Funds, (a) (8)]

[3] A highly qualified teacher at a minimum is certified and endorsed for the position to which assigned.

# ESEA Title II, Part A—Teacher and Principal Training and Recruiting Fund

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

## COLLABORATION

List the positions of your Title II, Part A planning team, keeping in mind that every school in the district and each core academic area must be represented. The minimum composition must be teachers (including Title I teachers), principals, administrators, other relevant school personnel, and parents. An existing committee such as the School Improvement Committee may be used as long as it meets the minimum composition listed above.

| **Number of teachers** | **From (List Each Core Academic Area)** | **Representing what percentage of staff in that core subject** |
|---|---|---|
| 1 | HS Math | 12% |
| 1 | Middle School Science | 12% |
| 1 | Elementary 2nd Grade | 7% |
| | | |
| **Number of paraprofessionals** | **From (List each core academic area)** | **Representing what percentage of paraprofessionals in that core subject** |
| | | |
| | | |
| **Number of principals** | **From (List school grade level; e.g., K-8)** | |
| 1 | 5 - 8 Middle School | |
| | | |
| **Number of other relevant school personnel** | **From (e.g., librarian, counselor)** | |
| | | |
| | | |
| **Number of administrators other than principals** | **Position (superintendent, curriculum director, federal programs officer, etc.)** | |
| 1 | Superintendent | |
| | | |
| **Number of parents** | **From (list student grade levels)** | |
| 1 | Elementary K - 8 | |
| 1 | Secondary 9 - 12 | |
| **Number of other community members** | **Position (school board member, business person, etc.)** | |
| | | |
| | | |

## SUSTAINABILITY

How do you plan to institutionalize your Title II, Part A activities? What models of ongoing, job-embedded professional development will your district use to support the implementation of specific instructional strategies and content information to ensure implementation at the local level? (Check **ALL** that you plan to implement.)

- ☐ Curriculum Implementation and Adaptation (standards alignment, replacement units, etc.)
- ☐ Action Research
- ☑ Coaching and Mentoring
- ☑ Courses, Institutes and Workshops
- ☑ Ongoing Program Assessments
- ☑ Study Groups
- ☑ Collaborative Planning
- ☑ Development of Assessments/Rubrics
- ☑ Case Discussion
- ☐ Other _____

Linda McCulloch, Superintendent
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PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

# ESEA Title II, Part A—Annual Budget 2004-2005

CFDA 84.367A

1102061405

## CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|---|---|---|---|---|---|
| 1. Salaries and Benefits Objects 1xx, 2xx | 100,586 | 95,586 | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | 5,000 | | | |
| 3. **SUB-TOTAL DIRECT COSTS** | | | | | |
| 4. Indirect Costs @ ____% (See Appendix A for directions.) | | | | | |
| 5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification | | | | | |
| 6. **TOTAL BUDGET** | 100,586 | 100,586 | | | |
| 7. **OPI Use Only: Approved By/Date** | | Pat Johnson Digitally signed by Pat Johnson DN: CN = Pat Johnson, C = US, OU = Office of Public Instruction Date: 2004.09.22 16:17:21 -06'00' | | | |

**Project No.** 1102061405 ☑ Project/Budget Approved ☑ Budget Approved Date 7/01/04

**OPI USE ONLY** Districts: Please review the items checked below concerning this budget.

☐ Redirection under Title VI, Part B, Subpart 1: Small Rural Schools _____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title_____.

☑ Redirection under Title VI, Part A, Subpart 2: Transferability (50% maximum) 50 % of these Title funds are redirected to Title IA.
_____% of these Title funds are redirected to Title_____.
_____% of these Title funds are redirected to Title_____.

☐ The final determination of fiscal year 2004 Title II, Part A program carryover funds has been completed. The final amount of $_____ has been amended into this budget. The most recent approved amount is the total available for this project year as of this date.

**For assistance with program questions contact Patricia Johnson, (406) 444-2736, patjohnson@state.mt.us. For fiscal questions contact Jurenne Fuchs, (406) 444-2560, jfuchs@state.mt.us.**

View Narrative

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# ESEA Title II, Part A - Budget

## Equipment Justification Page

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

5a. Describe Equipment:

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# 2004-05 Annual Consolidated Application
# Project Information Sheet
# ESEA Title II, Part D

11020660

## I. Preliminary Allocation

District Name  Legal Entity:  County Code:

**Title II, Part D, Enhancing Education Through Technology:**

| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
|---|---|---|---|---|
| 1102066005 | 0206 | Glendive Elem | 6883 | 10964 |

Consortia Members

0206 Glendive Elem $6,751
0207 Dawson H S $3,597

## II. Prime Applicant Project and Participant Information

☑ Check the box if there are no changes in prime applicant or participants.

**PROJECT CHANGE.** Review the project structure (e.g., prime applicant district, consortium membership) from last year.

**CHANGE DETAILS**
New Prime Applicant LE Number and District Name:_____
Notes: The prime applicant for a consortium must be a school district.
The prime applicant must receive the grant and spend it directly for project expenditures.
The prime applicant has to be consistent throughout all the title programs.
Remove the following legal entities from the project:_____
Add the following legal entities to the project:_____

## III. Project Director Information

Project Director: Richard Cameron
Title: Superintendent
E-mail Address: cameronr@midrivers.com

Telephone: 4063775293
Fax: 4063776212
Address: Box 701 Glendive MT 59330

☑ Check the box if there are no changes in project director.

Change the Project Director Information to:
Project Director:_____
Title:_____
E-mail Address:_____

Telephone:_____
Fax:_____
Address:_____
City:_____State:_____ZIP:_____

## IV. Final Allocation (OPI USE ONLY)

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |
|---|---|---|---|---|
| 1102066005 | 0206 | Glendive Elem | 6751 | 10348 |

# ESEA Title II, Part D—Enhancing Education Through Technology (Ed Tech)

## Application Completion Guidance

1. **Program Goal:** This is the primary goal of the Ed Tech program.

2. **Technology Plans:** Districts are required to align their local technology plans with elements specified in the enabling legislation. Those elements are detailed in the Common Assurances for Federal Programs that the district has signed.

   Check "Yes" to indicate that the local alignment has been completed.

   Check "No" if it has not. **NOTE:** A "Yes" indication is required before allocated funds can be released to the district.

3. **Children's Internet Protection Act (CIPA):** The enabling legislation requires that districts certify their compliance with this act before allocated funds can be released to the district.

   Select the statement that reflects the manner in which the district has complied with the CIPA requirements.

4. **Accountability Measures:** The enabling legislation requires that districts have implemented accountability measures to ensure that the activities funded with Ed Tech funding are effective in integrating technology into curricula and instruction, increase the ability of teachers to teach with technology, and enable students to meet challenging state standards.

   Many districts have incorporated the accountability measures into their technology plans and have included items such as:
   - Professional Development Evaluations,
   - Software and Hardware Evaluation tools and methods,
   - Surveys of teachers, administrators and students' skills [i.e., Taking A Good Look at Instructional Technology (TAGLIT), Golden Triangle Curriculum Cooperative Technology Survey, etc.], and
   - School Improvement goals and action plans (Five-Year Comprehensive Education Plan, etc.).

   Check "Yes" to indicate that the accountability measures have been completed.

   Check "No" if they have not been completed. **NOTE:** A "Yes" indication is required before allocated funds can be released to the district.

5. **Goals and Objectives:** This area remains the same with the exception of slight wording changes in the objectives. The changes were made to improve clarity and to align more closely with the data.

   As before, the objectives require one of two data sources:

   - Taking A Good Look at Instructional Technology (TAGLIT) (Objectives 1.1, 3.1, and 4.1), or
   - Technology Standards Self-Assessment for Teachers (Objectives 2.1, 2.2, and 2.3) (formerly known as the Eisenhower Teacher Self-Assessment and Professional Development Study).

   Select one objective that is the same as last year's selection.

   The baseline growth data need only be updated every other year. To check the status of your district's data, go to http://www.opi.state.mt.us/EDTech/ and open the "District Data Requirements for 2004-2005" document.

   See the Data Display Samples on page 24 of this document for assistance.

6. **Strategies to Meet the Objectives:** For the objective selected, choose from the available options all of the statements that apply to the strategies the district will employ to move toward the accomplishment of the objective selected. Then, allocate the budget for the professional development and other strategies related to accomplishing the objective.

   As a reminder, a minimum of 25 percent of the district allocation for the Ed Tech program must be for professional development related to the technology objective selected. The professional development section on page 25 must indicate a minimum of 25 percent of the total allocation for professional development.

   One hundred percent (100%) of the district's Ed Tech funds must be allocated in one of the budget categories found on page 25.

# ESEA Title II, Part D—Enhancing Education Through Technology (Ed Tech)

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

**Program Goal:** The primary goal of the Ed Tech program is to improve **student academic achievement** through the use of technology in elementary and secondary schools. It is also designed to assist every student—regardless of race, ethnicity, income, geographical location, or disability—in becoming **technologically literate by the end of eighth grade**, and to encourage the effective integration of technology through professional development and curriculum development to promote **research-based instructional methods** that can be widely replicated. Source: Guidance on the Enhancing Education Through Technology (Ed Tech) program, U.S. Department of Education, March 11, 2002.

**Technology Plan**

☒ Yes ☐ No District technology plan has been updated to include the required elements as stated in the Common Assurances for Federal Programs.

**Children's Internet Protection Act (CIPA)** (Check Only One)

☒ Yes District receives E-Rate funding and has certified CIPA compliance to the E-Rate program, **OR**

☐ Yes District does not participate in the E-Rate program, however, hereby certifies that it is CIPA compliant, **OR**

☐ Yes District does not participate in the E-Rate program and the CIPA requirements do not apply because no funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

**Accountability Measures**

☒ Yes ☐ No District has implemented accountability measures to ensure that activities funded under this part are effective in:
(1) integrating technology into curricula and instruction;
(2) increasing the ability of teachers to teach with technology; and
(3) enabling students to meet challenging state standards.

## Goals and Objectives from the OPI Technology Plan

(Select **one** objective that is the same as last year's selection.)

***Goal No. 1***

**Integrating Technology into Curriculum and Instruction:** All Montana teachers will be effective and efficient integrators of technology into their curriculum and teaching.

☐ Yes **Measurable Objective1.1:** One hundred percent (100%) of district teachers will rate themselves as a "3" or better as measured by the Teachers' Technology Use in Teaching and Learning section of the TAGLIT* by spring 2007.

***Goal No. 2***

**Integrating Technology into Curriculum and Instruction:** All Montana teachers will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standards for students.

☐ Yes **Measurable Objective 2.1:** One hundred percent (100%) of district teachers will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standard 3—Students use a variety of technologies for Communication—by spring 2007 as measured by the Technology Standards Self-Assessment for Teachers,** standard 3.

☐ Yes **Measurable Objective 2.2:** One hundred percent (100%) of district teachers will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standard 6—Students apply technological abilities and knowledge to construct new personal understanding—by spring 2007 as measured by the Technology Standards Self-Assessment for Teachers,** standard 6 subsection.

☐ Yes **Measurable Objective 2.3:** One hundred percent (100%) of district teachers will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standard 2—Students use a variety of Technologies to Enhance Productivity—by spring 2007 as measured by the Technology Standards Self-Assessment for Teachers,** standard 2 subsection.

***Goal No. 3***

**Increasing the Ability of Teachers to Teach:** All Montana teachers and principals will be technologically proficient.

☒ Yes **Measurable Objective 3.1:** One hundred percent (100%) of teachers will rate themselves as a "3" or better as measured by the Teachers' Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the TAGLIT* by spring 2007.

***Goal No. 4***

**Enabling Students to Meet Challenging State Standards:** All Montana students will be technologically proficient by eighth grade.

☐ Yes **Measurable Objective 4.1:** One hundred percent (100%) of students will rate themselves as a "3" or better as measured by the Students' Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the TAGLIT* by spring 2007.

*Taking A Good Look at Instructional Technology. Contact: Liz Cunningham, TAGLIT Coordinator at 1-(888) 401-6950.
**The Technology Standards Self-Assessment for Teachers is available at http://www.opi.state.mt.us/EdTech/

# ESEA Title II, Part D—Enhancing Education Through Technology (Ed Tech)

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

Data Completion Formats: Complete only the one format section that matches the selected objective.
Note: The district data need only be updated every other year. If your district data is current, proceed to the "Strategies to Meet the Objectives" section on page 25. To check the status of your district's data, go to http://www.opi.state.mt.us/EdTech/ and open the "District Data Requirements for 2004-2005" document.

**Objective 1.1**
Data Collection Date: _____
Instrument: TAGLIT Survey

**TAGLIT Section 2(b) Teachers' Technology Use**

| | | | |
|---|---|---|---|
| 2(b)(2) | Basic Skills | Section Average | ___ |
| 2(b)(3) | Multimedia Tools | Section Average | ___ |
| 2(b)(4) | Communication Tools | Section Average | ___ |
| 2(b)(5) | Research/Problem Solving | Section Average | ___ |

**Objective 3.1**
Data Collection Date: 11/26/3
Instrument: TAGLIT Survey

**TAGLIT Section 2(a) Teachers' Technology Skills**

| | | | |
|---|---|---|---|
| 2(a)(1) | Basic Skills | Section Average | 2.6 |
| 2(a)(2) | Multimedia Tools | Section Average | 2.1 |
| 2(a)(3) | Communication Tools | Section Average | 2.6 |
| 2(a)(4) | Research/Problem Solving | Section Average | 2.6 |

**Objective 4.1**
Data Collection Date: 11/26/0
Instrument: TAGLIT Survey

**TAGLIT Section 3(a) Teachers' Technology Use**

| | | | |
|---|---|---|---|
| 3(a)(1) | Basic Skills | Section Average | 2.8 |
| 3(a)(2) | Multimedia Tools | Section Average | 2.6 |
| 3(a)(3) | Communication Tools | Section Average | 3 |
| 3(a)(4) | Research/Problem Solving | Section Average | 2.6 |

**Preapproved Alternative Data**

Objective _____
Data Collection Date _____
Instrument _____

**Objective 2.1**
Data Collection Date: _____
Instrument: Technology Standards Self-Assessment for Teachers

**Technology Standard 3**
Report the percentage of items for this standard rated as "A" or "B" for **Teacher Comfort** for each of the grade levels involved.
**Baseline Data:**
K-3 ____ 4-8 ____ 9-12 ____

Percentage of items for this standard rated as "A" or "B" for **Ease of Student Learning** for each of the grade levels involved.
**Baseline Data:**
K-3 ____ 4-8 ____ 9-12 ____

**Objective 2.2**
Data Collection Date: _____
Instrument: Technology Standards Self-Assessment for Teachers

**Technology Standard 6**
Report the percentage of items for this standard rated as "A" or "B" for **Teacher Comfort** for each of the grade levels involved.
**Baseline Data:**
K-3 ____ 4-8 ____ 9-12 ____

Percentage of items for this standard rated as "A" or "B" for **Ease of Student Learning** for each of the grade levels involved.
**Baseline Data:**
K-3 ____ 4-8 ____ 9-12 ____

**Objective 2.3**
Data Collection Date: _____
Instrument: Technology Standards Self-Assessment for Teachers

**Technology Standard 2**
Report the percentage of items for this standard rated as "A" or "B" for **Teacher Comfort** for each of the grade levels involved.
**Baseline Data:**
K-3 ____ 4-8 ____ 9-12 ____

Percentage of items for this standard rated as "A" or "B" for **Ease of Student Learning** for each of the grade levels involved.
**Baseline Data:**
K-3 ____ 4-8 ____ 9-12 ____

# ESEA Title II, Part D—Enhancing Education Through Technology (Ed Tech)

Prime Applicant District: **XYZ District** CO: **00** LE: **0000**

## Required Data—Display Examples

**Objective 1.1 Data Display Example**
Data Collection Date: May 2003
Instrument: TAGLIT Survey

**TAGLIT Section 2(b) Teachers' Technology Use**

| | | | |
|---|---|---|---|
| 2(b)(1) | Basic Skills | Section Average | 2.5 |
| 2(b)(2) | Multimedia Tools | Section Average | 2.1 |
| 2(b)(3) | Communication Tools | Section Average | 2.6 |
| 2(b)(4) | Research/Problem Solving | Section Average | 2.5 |

**Objective 3.1**
Data Collection Date: _____
Instrument: TAGLIT Survey

**TAGLIT Section 2(a) Teachers' Technology Skills**

| | | | |
|---|---|---|---|
| 2(a)(1) | Basic Skills | Section Average | 2.5 |
| 2(a)(2) | Multimedia Tools | Section Average | 2.1 |
| 2(a)(3) | Communication Tools | Section Average | 2.6 |
| 2(a)(4) | Research/Problem Solving | Section Average | 2.5 |

**Objective 4.1**
Data Collection Date: _____
Instrument: TAGLIT Survey

**TAGLIT Section 3(a) Teachers' Technology Use**

| | | | |
|---|---|---|---|
| 3(a)(1) | Basic Skills | Section Average | 2.5 |
| 3(a)(2) | Multimedia Tools | Section Average | 2.1 |
| 3(a)(3) | Communication Tools | Section Average | 2.6 |
| 3(a)(4) | Research/Problem Solving | Section Average | 2.5 |

**Preapproved Alternative Data**
Objective _____
Data Collection Date _____

Instrument _____

**Data:**
Report the alternative data for the selected objective. Alternate data use is subject to prior OPI approval.

**Objective 2.1 Data Display Example**
Data Collection Date: May 2003
Instrument: Technology Standards Self-Assessment for Teachers

**Technology Standard 3**
Report the percentage of items for this standard rated as "A" or "B" for **Teacher Comfort** for each of the grade levels involved.
**Baseline Data:**
K-3 57% 4-8 65% 9-12 72%

Percentage of items for this standard rated as "A" or "B" for **Ease of Student Learning** for each of the grade levels involved.
**Baseline Data:**
K-3 45% 4-8 67% 9-12 83%

**Objective 2.2 Data Display Example**
Data Collection Date: May 2003
Instrument: Technology Standards Self-Assessment for Teachers

**Technology Standard 6**
Report the percentage of items for this standard rated as "A" or "B" for **Teacher Comfort** for each of the grade levels involved.
**Baseline Data:**
K-3 57% 4-8 65% 9-12 72%

Percentage of items for this standard rated as "A" or "B" for **Ease of Student Learning** for each of the grade levels involved.
**Baseline Data:**
K-3 45% 4-8 67% 9-12 83%

**Objective 2.3 Data Display Example**
Data Collection Date: May 2003
Instrument: Technology Standards Self-Assessment for Teachers

**Technology Standard 2**
Report the percentage of items for this standard rated as "A" or "B" for **Teacher Comfort** for each of the grade levels involved.
**Baseline Data:**
K-3 57% 4-8 65% 9-12 72%

Percentage of items for this standard rated as "A" or "B" for **Ease of Student Learning** for each of the grade levels involved.
**Baseline Data:**
K-3 45% 4-8 67% 9-12 83%

# ESEA Title II, Part D—Enhancing Education Through Technology (Ed Tech)

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

## Strategies to Meet the Objectives / Budget Allocation Worksheet

For the objective selected, respond to the following options and delineate the budget as needed to progress toward meeting the objective. Ongoing, sustained, intensive, high-quality professional development must be provided to meet the objective utilizing a minimum of 25 percent of the district's funding under this title.

**Professional Development Strategies and Expenses** **(related to accomplishing the selected objective)**

**Check all that apply:**

- ☑ Professional development provided by district personnel
- ☑ Professional development provided outside the district (conferences, workshops, etc.)
- ☑ Professional development provided during the workday (in-service)
- ☑ Professional development provided outside the contracted time

**Professional Development Budget Items** **(required to be a minimum of 25 percent of total budget)**

**Complete all that apply:**

| | |
|---|---|
| $ | Salaries, stipends, etc. |
| $ 1,000 | Travel expenses for professional development |
| $ 500 | Conference registration fees |
| $ 1,087 | Contracted services, supplies and materials |

**Other Strategies and Expenses** **(related to accomplishing the selected objective)**

**Check all that apply:**

- ☐ Salary for district level technology integration/support staff
- ☑ Purchase Supplies and Materials (technology curriculum integration)
- ☐ Purchase Software: (specify type)_____
  (Example: Reading support software, Math support software, typing program, etc.)
- ☐ Purchase Hardware: (specify)_____
  (Example: 1 computer for reading lab with printer, replacement monitor for math lab computer, etc.)

**Other Strategies Budget Items**

**Complete all that apply:**

| | |
|---|---|
| $ | Salaries (technology curriculum integration, technology support) |
| $ 2,587 | Contracted services, software and hardware |

| Total District Allocation: | Total amount allocated above: (Must be the same as the total district allocation.) | Percent of total budget allocated for professional development: |
|---|---|---|
| $ 10,348 | $ 10,964 | 2,587.00 |

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

# ESEA Title II, Part D—Annual Budget 2004-2005

CFDA 84.318X

1102066(

## CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|---|---|---|---|---|---|
| 1. Salaries and Benefits Objects 1xx, 2xx | | 5,174 | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | 10,964 | 5,174 | | | |
| 3. **SUB-TOTAL DIRECT COSTS** | | 10,348 | | | |
| 4. Indirect Costs @ ____% (See Appendix A for directions.) | | | | | |
| 5. Equipment ($5,000 or more per unit) 5a. Describe Equipment **Justification** | | | | | |
| 6. **TOTAL BUDGET** | 10,964 | 10,348 | | | |
| 7. **OPI Use Only: Approved By/Date** | | Michael Hall, Specialist Digitally signed by Michael Hall, Specialist DN: CN = Michael Hall, Specialist, C = US, O = Office of Public Instruction, OU = Accreditation Reason: I am approving this document Date: 2004.07.13 15:35:17 -06'00' | | | |

**Project No.** 1102066005 ☑ Project/Budget Approved ☐ Budget Approved Date 07/01/04

**OPI USE ONLY** Districts: Please review the items checked below concerning this budget.

☐ Redirection under Title VI, Part B, Subpart 1: Small Rural Schools
_____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title_____.

☑ Redirection under Title VI, Part A, Subpart 2: Transferability (50% maximum)
50 % of these Title funds are redirected to Title IA.
_____% of these Title funds are redirected to Title_____.
_____% of these Title funds are redirected to Title_____.

☐ The final determination of fiscal year 2004 Title II, Part D program carryover funds has been completed. The final amount of $_____has been amended into this budget. The most recent approved amount is the total available for this project year as of this date.

**For assistance with program questions contact Michael Hall, (406) 444-4422, mhall@state.mt.us. For fiscal questions contact Madilon Beatty, (406) 444-4403, mbeatty@state.mt.us.**

View Narrative

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# ESEA Title II, Part D - Budget

## Equipment Justification Page

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

5a. Describe Equipment:

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# 2004-05 Annual Consolidated Application Project Information Sheet ESEA Title IV, Part A

## I. Preliminary Allocation

District Name Glendive Elem  Legal Entity: 0206  County Code: 11

**Title IV, Part A, Safe and Drug-Free Schools and Communities:**

| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
|---|---|---|---|---|
| 1102061605 | 0206 | Glendive Elem | 7922 | 12267 |

Consortia Members

0206 Glendive Elem $7,922
0207 Dawson H S $4,345

## II. Prime Applicant Project and Participant Information

☑ Check the box if there are no changes in prime applicant or participants.

**PROJECT CHANGE.** Review the project structure (e.g., prime applicant district, consortium membership) from last year.

**CHANGE DETAILS**
New Prime Applicant LE Number and District Name:_____
Notes: The prime applicant for a consortium must be a school district.
The prime applicant must receive the grant and spend it directly for project expenditures.
The prime applicant has to be consistent throughout all the title programs.
Remove the following legal entities from the project:_____
Add the following legal entities to the project:_____

## III. Project Director Information

Project Director: Richard Cameron
Title: Superintendent
E-mail Address: cameronr@midrivers.com
Telephone: 4063775293
Fax: 4063776212
Address: Box 701 Glendive MT 59330

☑ Check the box if there are no changes in project director.

Change the Project Director Information to:
Project Director:_____
Title:_____
E-mail Address:_____
Telephone:_____
Fax:_____
Address:_____
City:_____State:_____ZIP:_____

## IV. Final Allocation (OPI USE ONLY)

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |
|---|---|---|---|---|
| 1102061605 | 0206 | Glendive Elem | 7922 | 12267 |

# ESEA Title IV, Part A—Safe and Drug-Free Schools and Communities Prevention Program Components

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

**Please check the appropriate boxes to indicate if Title IV, Part A monies have been redirected and what percent of the monies have been redirected.**

☑ **Redirected**

☐ **100% Complete only the first column for 2003-04 activities, that serves as the Final Program Report.**

☑ 50 **% Complete both columns.**

**Permitted Activities and Allowable Use of Funds**

Districts may use available SDFSC funds (Title IV, Part A, Section 4115) to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other school and community-based services and programs, and that are based on the **Principles of Effectiveness** that requires programs and activities to:

- be based on an assessment of objective data;
- be based on a set of performance measures that ensure schools have a safe, orderly, and drug-free learning environment;
- be based on scientifically based research that provides evidence that the activity used will reduce violence and illegal drug use;
- be based on analysis of data on the prevalence of risk factors and protective factors; and
- provide ongoing consultation with and input from parents in the development and administration of the activity.

Select the activities you intend to implement and indicate the percentage of funds that will be used for each activity. **Note: This form also serves as the Final Program Report for the district's 2003-04 program. Please indicate the percentage of funds dedicated to the following activities for that project year.**

| Authorized Activity | Budget Limitations | 2003-04 % | 2004-05 % |
|---|---|---|---|
| GROUP 1 Activities<br>Age appropriate and developmentally based activities or curricula that:<br>• address consequences of violence and illegal drug use<br>• promote individual responsibility<br>• teach students that most people do not illegally use drugs<br>• teach social and peer pressure skills to resist illegal drug use<br>• teach about the dangers of drugs<br>• engage students in the learning process<br>• reinforce in the secondary schools the prevention activities initiated in elementary schools | **Not less than 60% of the awarded funds must be spent on Group 1 activities.** | 20 | 20 |
| • involve families, community and drug/violence prevention providers to set clear expectations against violence and illegal use of drugs | | | |
| • dissemination of drug and violence prevention information to schools | | 5 | 5 |
| • training of school personnel, parents, and community members in prevention related to drug and violence prevention | | 20 | 20 |
| • community-wide planning | | | |
| • school-based mental health services related to drug use and violence | | | |
| • conflict resolution programs, peer mediation | | | |
| • alternate education services for violent or drug abusing students to reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from regular educational settings | | | |
| • counseling, mentoring, referral services and other student assistance practices | | | |
| • programs to encourage students to seek advice from a trusted adult regarding drugs and violence | | | |
| • drug and violence prevention activities designed to reduce truancy | | | |
| • violence prevention and education programs that address prejudice and intolerance, respect the rights of others, and resolve conflicts without violence | | 5 | 5 |
| • testing of students for illegal drug use or inspecting student lockers for weapons or illegal drugs or drug paraphernalia (consistent with the Fourth Amendment to the U.S. Constitution) | | 5 | 5 |

# ESEA Title IV, Part A—Safe and Drug-Free Schools and Communities Prevention Program Components

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| Authorized Activity | Budget Limitations | 2003-04 % | 2004-05 % |
|---|---|---|---|
| GROUP 1 Activities (continued)<br>• emergency intervention services following traumatic crisis events | | | |
| • systems for transferring suspension and expulsion records by an LEA | | | |
| • character education programs as a component of drug and violence prevention programs | | 15 | 15 |
| • school safety hotlines | | | |
| • community service and service-learning projects | | | |
| • background checks of LEA employees and prospective employees | | | |
| • youth suicide prevention programs and suicide prevention plans | | | |
| • programs for students faced with domestic violence or child abuse | | | |
| • evaluation and the collection of objective data to assess program needs and program success | | | |
| • after-school or before-school program | | | |
| • special or one-time events (e.g., Red Ribbon Week) | | | |
| GROUP 2 Activities<br>• acquiring and installing metal detectors, electronic locks, surveillance cameras or related equipment; canine searches<br>• reporting criminal offenses committed on school property<br>• developing and implementing comprehensive school security plans<br>• supporting safe zones of passage which may include bicycle and pedestrian safety programs | **Not more than 20% of the awarded funds can be spent for any or all of the Group 2 activities.**<br>(But NONE can be spent if 40% is spent on Group 3. For every 1% spent on Group 2, Group 3 must be reduced by 1%.) | 20 | 20 |
| GROUP 3 Activities<br>• hiring and training of school security personnel, including school resource officers, in support of drug and violence prevention activities that are implemented in the school | **Up to 40% of the awarded funds may be spent for Group 3 activities.** | 10 | 10 |
| GROUP 4 Activities<br>• administration costs | **Not more than 2% of the awarded funds can be spent on Group 4.** | | |
| OTHER<br>• indirect costs | **Must have an approved ICR on file with OPI.** | | |
| **TOTAL BUDGET** | | **100%** | **100%** |

**Prohibited Activities and Prohibited Use of Funds**

The federal Office of Management and Budget determines certain activities for which SDFSC funds may not be used. The following list is not exhaustive. Contact SDFS staff (Cathy Kendall, (406) 444-0829 or e-mail, cakendall@state.mt.us) prior to obligating funds for activities which are not allowable or which may be questionable:

- Construction
- Treatment
- Food and beve
- Costs of promotional items and memorabilia, including models, gifts, and souvenirs. Other items prohibited under this classification include awards, rewards, incentives, and clothing. (OMB Circular A-87)
- Any other activities that do not meet the Principles of Effectiveness or are not consistent with the intent and purpose of Title IV, Part A, SDFSC (Sec 4115).

# ESEA Title IV, Part A
# Safe and Drug-Free Schools and Communities

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

**Program Goal:** To help ensure that schools are safe, disciplined and drug-free by implementing high quality drug and violence prevention programs.

**Objectives**
(Check all applicable boxes)

- [x] Provide age and developmentally appropriate activities that address illegal drug use and violence that comply with the **Principles of Effectiveness.**
- [x] Acquire or implement school security measures.
- [x] Hire school security personnel, including school resource officers.
- [ ] Administration
- [ ] Other
  - [ ] Schoolwide programs
  - [ ] Indirect costs

**Desired Outcomes**
(Check all applicable boxes)

**Reduce** the prevalence of risk factors identified in your needs assessment. Using the district's baseline data, indicate the percent of reduction that will occur in the 2004-05 school year.

| | % of Reduction |
|---|---|
| [x] Alcohol Use | 5 |
| [x] Tobacco Use | 5 |
| [x] Illegal Drugs | 5 |
| [x] Violence | 5 |

**Increase** in the prevalence of protective factors. Indicate the percent of increase in the protection factors.

| | % of Increase |
|---|---|
| [x] Building a supportive learning community through:<br>• challenging and engaging curriculum<br>• opportunities for participation and service (involvement of families, students, school personnel and community) | 15 |

**Other**

- [x] Comprehensive and systematic plans for improving school climate, safety and discipline
- [x] Security
- [ ] Staff Training
- [ ] Parent Education

**What behaviors are you addressing, and how did you determine that they require attention? Provide specific information such as: number of school discipline reports for violence, the percent of students using illegal substances, numbers of "minor in possession" violations, etc.**

District Records: School Violence K - 12 incidents : 10

YRBS - Smoking dropped 37.6% to 30.4% - 2001 - 2003
YRBS - Alcohol Use up 48.8% to 53.3% - 2001 - 2003 - Have used alcohol atleast once in life
YRBS - Marijuana Use dropped 15.5% to 6.5% - 2001 - 2003 - Have used marijuana once in life
YRBS - Methamphetamines Use dropped 4.8% to 4.3% - 2001 - 2003 - Have used methamphetamines once in life
The statistics for YRBS are for the Washington Middle School

**Where did you get your data?**
(Check all applicable boxes)

- [x] Youth Risk Behavior Survey
- [ ] Prevention Needs Assessment
- [x] School Discipline Records
- [x] Other, such as law enforcement reports, Kids Count Survey, etc.

# ESEA Title IV, Part A
# Safe and Drug-Free Schools and Communities

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| Program Activities | Budget Amount |
|---|---|
| Trading Cards | 700 |
| Big Champs | 200 |
| TIP | 400 |
| Red Ribbon Week | 500 |
| | |
| Training of staff and students on anti-drug policies | 2,000 |
| Surveillance camera equipment and canine searches | 1,500 |
| Character Counts education | 834 |

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

# ESEA Title IV, Part A—Annual Budget 2004-2005

CFDA 84.186A

## CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|---|---|---|---|---|---|
| 1. Salaries and Benefits Objects 1xx, 2xx | | | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | 12,267 | 12,267 | | | |
| 3. **SUB-TOTAL DIRECT COSTS** | | | | | |
| 4. Indirect Costs @ ____% (See Appendix A for directions.) | | | | | |
| 5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification | | | | | |
| 6. **TOTAL BUDGET** | 12,267 | 12,267 | | | |
| 7. **OPI Use Only: Approved By/Date** | | Digitally signed by Marion Erp ON: CN = Marion Erp, C = US, OU = Office of Public Instruction Reason: Approving document Location: Helena, MT Date: 2004.07.23 15:02:08 -06'00' | | | |

**Project No.** 1102061605 ☑ Project/Budget Approved ☑ Budget Approved Date 07/01/04

**OPI USE ONLY** Districts: Please review the items checked below concerning this budget.

☐ Redirection under Title VI, Part B, Subpart 1: Small Rural Schools
_____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title_____.

☑ Redirection under Title VI, Part A, Subpart 2: Transferability (50% maximum)
50 % of these Title funds are redirected to Title IA.
_____% of these Title funds are redirected to Title_____.
_____% of these Title funds are redirected to Title_____.

☐ The final determination of fiscal year 2004 Title IV, Part A program carryover funds has been completed. The final amount of $_____has been amended into this budget. The most recent approved amount is the total available for this project year as of this date.

**For assistance with program questions contact Cathy Kendall, (406) 444-0829, cakendall@state.mt.us. For fiscal questions contact Madilon Beatty, (406) 444-4403, mbeatty@state.mt.us.**

View Narrative

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# ESEA Title IV, Part A - Budget

## Equipment Justification Page

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

5a. Describe Equipment:

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# 2004-05 Annual Consolidated Application Project Information Sheet ESEA Title V, Part A

1102

## I. Preliminary Allocation

District Name Glendive Elem  Legal Entity: 0206  County Code: 11

**Title V, Part A, Innovative Program:**

| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
|---|---|---|---|---|
| 1102063905 | 0206 | Glendive Elem | 6371 | 9751 |

Consortia Members

0206 Glendive Elem $6,371
0207 Dawson H S $3,380

## II. Prime Applicant Project and Participant Information

☑ Check the box if there are no changes in prime applicant or participants.

**PROJECT CHANGE.** Review the project structure (e.g., prime applicant district, consortium membership) from last year.

**CHANGE DETAILS**
New Prime Applicant LE Number and District Name:_____
Notes: The prime applicant for a consortium must be a school district.
The prime applicant must receive the grant and spend it directly for project expenditures.
The prime applicant has to be consistent throughout all the title programs.
Remove the following legal entities from the project:_____
Add the following legal entities to the project:_____

## III. Project Director Information

Project Director: Richard Cameron  Telephone: 4063775293
Title: Superintendent  Fax: 4063776212
E-mail Address: cameronr@midrivers.com  Address:

☑ Check the box if there are no changes in project director.

Change the Project Director Information to:
Project Director:_____  Telephone:_____
Title:_____  Fax:_____
E-mail Address:_____  Address:_____
City:_____State:_____ZIP:_____

## IV. Final Allocation (OPI USE ONLY)

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |
|---|---|---|---|---|
| 1102063905 | 0206 | Glendive Elem | 6371 | 9751 |

# ESEA Title V, Part A—Innovative Program

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

## ESEA TITLE V, PART A INFORMATION

**The projects and activities implemented must meet three statutory requirements:**

- Tied to promoting challenging academic achievement standards,
- Used to improve student academic achievement, and
- Part of an overall education reform strategy.

**Local Districts Must:**

- Conduct a local needs assessment (see your Five-Year Comprehensive Education Plan),
- Consult with parents, teachers, and administrators, and other involved personnel (e.g., librarians or counselors) in the planning, design, and implementation of programs,
- Plan use of funds based upon identified needs,
- Provide equitable services to nonpublic schools within the district,
- Raise student achievement and/or the quality of education, and
- Provide a Title V, Part A Final Program Report.

**Apply two tests to determine allowable costs:**

- Expenditures must relate to student instruction and not to the management of classrooms, libraries, or offices, and
- Expenditures must supplement, not supplant (replace) any other federal, state, or local education funds.

## ESEA TITLE V, PART A APPLICATION

**Equitable services to nonpublic schools.**

**Nonpublic schools participating:**

☑ **None participating**

☐ **Yes, some are participating. Please list the names of all nonpublic schools (including home schools) that will participate in Title V, Part A during the 2004-05 school year:**

N/A

**Systematic consultation** with parents, teachers, administrators and other groups involved (such as librarians, school counselors, or other pupil services personnel): What is the make up of your Title V, Part A needs assessment and planning committee?

| Number of parents | From (student grade level) | Number of parents | From (student grade level) |
|---|---|---|---|
| 2 | Elementary K - 8 | | |
| | High School 9 - 12 | | |
| | | | |
| | | | |
| | | | |

| Number of teachers | From (List each grade level and core academic area) | Number of teachers | From (List each grade level and core academic area) |
|---|---|---|---|
| 6 | 3rd Grade, 5th Grade | | |
| | Math, Science | | |
| | Social Studies | | |
| | English | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Number of principals | From (List school grade level; e.g., K-8) | Number of principals | From (List school grade level; e.g., K-8) |
|---|---|---|---|
| 2 | 5 - 8 | | |
| | 9 - 12 | | |
| | | | |
| | | | |
| | | | |

| Number of pupil services personnel | From what area (library, counseling, etc.) | Number of pupil services personnel | From what area (library, counseling, etc.) |
|---|---|---|---|
| 2 | Superintendent | | |
| | Counselor | | |
| | | | |
| | | | |
| | | | |

# ESEA Title V, Part A—Innovative Program

**Title V, Part A** Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| ALLOWABLE CHOICES | PUBLIC | | | NONPUBLIC | | |
|---|---|---|---|---|---|---|
| | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| **A. Education Reform and School Improvement** | | | | | | |
| **Will any Title V, Part A and redirected funds be expended for Education Reform and School Improvement?** ☐ **Yes (Fill out this section)** ☒ **No (Leave this section blank)** | | | | | | |

What long-term education reform and school improvement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?

**INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%.

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| | | |
| | | |
| | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Promising education reform projects, including magnet schools. | | | | | | |
| 2. Programs to establish smaller learning communities in accordance with federal guidelines on this program. | | | | | | |
| 3. Activities that encourage and expand improvements throughout the area served by the LEA that are designed to advance student academic achievement. | | | | | | |
| 4. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching. | | | | | | |
| 5. Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels. | | | | | | |
| 6. Supplemental educational services, as defined in section 1116(e) of the ESEA Title I. | | | | | | |
| 7. School improvement programs or activities under sections 1116 and 1117 of the ESEA Title I. | | | | | | |
| **SCHOOLWIDE:** Percentage of district funds used to implement approved Schoolwide Programs as authorized in section 1114 of Title I, Part A. (Allowable only to districts with one or more schools with a schoolwide plan on file at OPI or a plan that will be submitted by September 30.) | | | | | | |

**Title V, Part A** Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| ALLOWABLE CHOICES | PUBLIC | | | NONPUBLIC | | |
|---|---|---|---|---|---|---|
| | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| **B. Teacher Quality, Professional Development, and Class-Size Reduction** | | | | | | |
| **Will any Title V, Part A and redirected funds be expended for Teacher Quality, Professional Development, and Class-Size Reduction? ☐ Yes (Fill out this section.) ☒ No (Leave this section blank.)** | | | | | | |
| 8. Programs to recruit, train, and hire highly qualified teachers[1] to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II of the ESEA, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state or local academic content standards and student academic achievement standards. (Must follow Title II, Part A rules.) | | | | | | |
| **I. PROFESSIONAL DEVELOPMENT using scientifically based research and designed to increase student achievement.** | | | | | | |
| **Will any Title V, Part A and redirected funds be expended for professional development? ☐ Yes (Complete this section.) ☒ No (Leave this section blank.)** | | | | | | |

If professional development will be provided, please check all that apply:

☐ Professional development provided by district personnel. ☐ Professional development provided during the workday.

☐ Professional development provided outside the district. ☐ Professional development provided outside the contracted time.

A. What long-term professional development goal(s) based on your baseline data will you fund with Title V, Part A and funds redirected to Title V, Part A?

**INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%.

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| | | |
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|---|---|---|---|---|---|---|
| B. Allowable professional development activities will improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals in the following six areas. Please select those that advance the long-term goal(s) listed above. | | | | | | |
| 1. Professional development in knowledge of the core academic subjects[2] that the teachers teach,<br>2. Professional development in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards,<br>3. Professional development in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency, | | | | | | |

1 A highly qualified teacher at a minimum is certified and endorsed for the position to which assigned.

2 Core academic subjects are English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History and Geography [ESEA TitleIX,PartA]

**Title V, Part A** Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| ALLOWABLE CHOICES | PUBLIC | | | NONPUBLIC | | |
|---|---|---|---|---|---|---|
| | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| 4. Professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn, | | | | | | |
| 5. Professional development in involving parents in their child's education, and | | | | | | |
| 6. Professional development in understanding and using data and assessments to improve classroom practice and student learning. | | | | | | |
| **II. REDUCTION OF CLASS SIZE to increase student achievement.** | | | | | | |
| **Will Title V, Part A and redirected funds be expended for class size reduction?** ☐ **Yes (Complete this section.)** ☒ **No (Leave this section blank.)** | | | | | | |
| A. What long-term class reduction goal(s) based on your baseline data will you fund with the Title V, Part A and redirected funds? | | | | | | |
| B. Based on this conclusion, use the chart below to show what classes will be reduced to increase student achievement. | | | | | | |

| Grade/subject to be reduced | 2003-04 Student/teacher Ratio | 2004-05 Student/teacher Ratio | Expected increase in student achievement |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **C. Parental Options** | | | | | | |
| **Will any Title V, Part A or redirected funds be expended for Parental Options?** ☐ **Yes (Fill out this section.)** ☒ **No (Leave this section your baseline blank.)** | | | | | | |
| What long-term parental goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | | | | | | |
| **INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%. | | | | | | |

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| | | |
| | | |
| | | |

**Title V, Part A** Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| ALLOWABLE CHOICES | PUBLIC | | | NONPUBLIC | | |
|---|---|---|---|---|---|---|
| | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| 9. Activities to promote, implement, or expand public school choice. | | | | | | |
| 10. Programs to provide same-gender schools and classrooms (consistent with applicable law and federal guidelines on Single Sex Classes and Schools). | | | | | | |
| 11. School safety programs, including programs to implement the unsafe school choice policy described in section 9532 of the ESEA Title IX, and that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy. | | | | | | |
| **D. Technology and Educational Materials** | | | | | | |
| **Will any Title V, Part A or redirected funds be expended for Technology and Educational Materials?** [X] **Yes (Fill out this section)** [ ] **No (Leave this section blank)** | | | | | | |

What long-term technology and educational materials goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?

~~95% of teachers will be at level 4 on TAGLIT by 2006 spring. Student use of the library will increase 15% by spring 2006. ORIGINAL: Software, hardware, library books & materials, various programs. 100% funds 1200 students 100 staff~~

**INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and nonpublic Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%.

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| 13a | Increase library usage | Library days - familarize students with new library materials |
| 13b | Build Technology skills | Teaching and practicing with technology |
| 13c | Meet curriculum goals | Provide techniques to staff in use of new materials & technology |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12. Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved. | | | | | | |
| a. Professional development activities to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively. | | | | | | |
| b. Technology activities related to the implementation of school-based reform efforts. | | | | | | |
| 13. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program. | | | | | | |
| a. Library services and materials (including media materials). | 25 | 1,200 | 100 | | | |
| b. Computer software and hardware for instructional use. | 50 | 1,200 | 100 | | | |
| c. Other instructional/educational materials, including assessments and curricular materials. | 25 | 1,200 | 100 | | | |

**Title V, Part A** Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| ALLOWABLE CHOICES | PUBLIC | | | NONPUBLIC | | |
|---|---|---|---|---|---|---|
| | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| **E. Students with Special Needs** | | | | | | |
| **Will any Title V, Part A and redirected funds be expended for Students with Special Needs?** ☐ **Yes (Fill out this section.)** ☒ **No (Leave this section blank.)** | | | | | | |

What long-term students with special needs goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?

**INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%.

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| | | |
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|---|---|---|---|---|---|---|
| 14. Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school. | | | | | | |
| 15. Programs to provide for the educational needs of gifted and talented children. | | | | | | |
| 16. Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs. | | | | | | |
| 17. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging state academic achievement standards or not completing secondary school. | | | | | | |
| **F. Literacy, Early Childhood Education, and Adult Education** | | | | | | |
| **Will any Title V, Part A and redirected funds be expended for Literacy, Early Childhood Education and Adult Education?** ☐ **Yes (Fill out this section.)** ☒ **No (Leave this section blank.)** | | | | | | |

What long-term literacy, early childhood education and adult education goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?

**Title V, Part A** Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| ALLOWABLE CHOICES | PUBLIC | | | NONPUBLIC | | |
|---|---|---|---|---|---|---|
| | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| **INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%. | | | | | | |

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| | | |
| | | |
| | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18. Programs to improve the literacy skills of adults, especially the parents of children served by the LEA, including adult education and family literacy programs. | | | | | | |
| 19. Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing). | | | | | | |
| 20. Activities to establish or enhance prekindergarten programs for children. | | | | | | |
| **G. Community Service and Community Involvement** | | | | | | |
| **Will any Title V, Part A and redirected funds be expended for Community Service and Community Involvement?** ☐ **Yes (Fill out this section.)** ☒ **No (Leave this section blank.)** | | | | | | |

What long-term community service and community involvement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?

| | | | | | | |
|---|---|---|---|---|---|---|
| **INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%. | | | | | | |

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| | | |
| | | |
| | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 21. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage. | | | | | | |

**Title V, Part A** Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| ALLOWABLE CHOICES | PUBLIC | | | NONPUBLIC | | |
|---|---|---|---|---|---|---|
| | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| 22. Initiatives to generate, maintain, and strengthen parental and community involvement. | | | | | | |
| 23. Service learning activities. (Must be tied to a core content area.) | | | | | | |
| **H. Health Services** | | | | | | |
| **Will any Title V, Part A and redirected funds be expended for Health Services?** ☐ **Yes (Fill out this section.)** ☒ **No (Leave this section blank.)** | | | | | | |

What long-term health services goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?

**INSTRUCTIONS:** Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%.

| Number(s) from below | Objective | Specific planned activities to increase student achievement based on the need(s) above. |
|---|---|---|
| | | |
| | | |
| | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 24. Programs to hire and support school nurses. | | | | | | |
| 25. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based health services personnel. | | | | | | |
| 26. Programs for cardiopulmonary resuscitation (CPR) training in schools. | | | | | | |
| | **100%** | | | **100%** | | |

Indicate the amount of your total allocation to be used for public programs and the amount to be used for nonpublic programs.

$_____ + $_____ = $_____ $_____

Public Nonpublic (Total ) Amount Per Pupil

**USE ONLY IF NONPUBLIC SCHOOLS ARE SERVED**

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

# ESEA Title V, Part A—Annual Budget 2004-2005

CFDA 84.298A

## CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005. 1102063905

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|---|---|---|---|---|---|
| 1. Salaries and Benefits Objects 1xx, 2xx | | | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | 9,751 | 9,751 | | | |
| 3. **SUB-TOTAL DIRECT COSTS** | | 9,751 | | | |
| 4. Indirect Costs @ ____% (See Appendix A for directions.) | | | | | |
| 5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification | | | | | |
| 6. **TOTAL BUDGET** | 9,751 | 9,751 | | | |
| 7. **OPI Use Only: Approved By/Date** | | | | | |

**Project No.** 1102063905 ☐ Project/Budget Approved ☑ Budget Approved Date 07/01/04

**OPI USE ONLY** Districts: Please review the items checked below concerning this budget.

☐ Redirection under Title VI, Part B, Subpart 1: Small Rural Schools
_____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title _____.
_____% of these Title funds are redirected to Title_____.

☑ Redirection under Title VI, Part A, Subpart 2: Transferability (50% maximum)
50 % of these Title funds are redirected to Title IA.
_____% of these Title funds are redirected to Title_____.
_____% of these Title funds are redirected to Title_____.

☐ The final determination of fiscal year 2004 Title V, Part A program carryover funds has been completed. The final amount of $_____has been amended into this budget. The most recent approved amount is the total available for this project year as of this date.

**For assistance with program questions contact Patricia Johnson, (406) 444-2736, patjohnson@state.mt.us. For fiscal questions contact Jurenne Fuchs, (406) 444-2560, jfuchs@state.mt.us.**

View Narrative

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# ESEA Title V, Part A - Budget

## Equipment Justification Page

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

5a. Describe Equipment:

# ESEA Title VI, Part B—Rural Education Initiative (REI) (A.K.A. REAP) Subpart 1—Small Rural Schools (SRS)

Prime Applicant District: Glendive Elem CO: 11 LE (Elem or K-12) :_____ LE (High School) :_____

The Rural Education Initiative (REI) Subpart 1—Small Rural Schools (SRS) allows eligible local education agencies to redirect the use of part or all of the allocated funds under Title II, Part A; Title II, Part D; Title IV, Part A and/or Title V, Part A for activities under one or more of the following programs: Part A of Title I; Part A or D of Title II; Title III; Part A of Title IV; and/or Part A of Title V.

1. **To determine eligibility and review program information, access the spreadsheet and other information at http://www.opi.state.mt.us/RuralEd/.**

2. **Is the district eligible to participate in the SRS program?**

   ☐ Yes If you answered YES, go on to Question 3.

   ☑ No If you answered NO, **stop**. Do not complete the remainder of this form; return to the consolidated application and complete the individual program and budget pages for the titles for which the district is eligible.

3. **Is the district redirecting the use of funds under the provisions of the SRS program?**

   ☐ Yes If you answered YES, go to Question 4.

   ☐ No If you answered NO, **stop**. Do not complete the remainder of this form; return to the consolidated application and complete the individual program and budget pages for the titles for which the district is eligible.

4. **If the answer to question 3 was YES, complete the following table by entering the <u>percent of funds</u> the district intends to redirect out of the program(s) listed in column 1 to the title program(s) listed in columns 2 through 7.**

| Allowable Fund Source (from) | Redirected Use of Funds (to) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Column 1 | Column 2 | | Column 3 | | Column 4 | | Column 5 | | Column 6 | | Column 7 | |
| | Title I, Part A | | Title II, Part A | | Title II, Part D | | Title III | | Title IV, Part A | | Title V, Part A | |
| | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS |
| Title II, Part A | | | | | | | | | | | | |
| Title II, Part D | | | | | | | | | | | | |
| Title IV, Part A | | | | | | | | | | | | |
| Title V, Part A | | | | | | | | | | | | |

5. **Complete the Annual Budget page for each program for which the district received an allocation.**

6. **Do not complete program pages for a title program that has redirected the use of 100 percent of the allocation.**

7. **Complete the Annual Budget page and program pages for each of the title programs that are redirecting the use of less than 100 percent of the allocation.**

| For OPI Use Only | District is REI/SRS-eligible: ☐ Yes ☐ No | OPI Signature:_____ Date:_____ |
|---|---|---|
| | Date: | Updates/Revisions: |

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

# 2004-05 Annual Consolidated Application Project Information Sheet ESEA Title VI, Part B, Subpart 2

## I. Preliminary Allocation

District Name Glendive Elem  Legal Entity: 0206  County Code: 11

**Title VI, Part B, Subpart 2, Rual Education Initiative, Rual Low-Income Schools:**

| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
|---|---|---|---|---|
| | | | | 0 |

Consortia Members

## II. Prime Applicant Project and Participant Information

☑ Check the box if there are no changes in prime applicant or participants.

**PROJECT CHANGE.** Review the project structure (e.g., prime applicant district, consortium membership) from last year.

**CHANGE DETAILS**
New Prime Applicant LE Number and District Name:_____
Notes: The prime applicant for a consortium must be a school district.
The prime applicant must receive the grant and spend it directly for project expenditures.
The prime applicant has to be consistent throughout all the title programs.
Remove the following legal entities from the project:_____
Add the following legal entities to the project:_____

## III. Project Director Information

Project Director:
Title:
E-mail Address:
Telephone:
Fax:
Address:

☑ Check the box if there are no changes in project director.

Change the Project Director Information to:
Project Director:_____
Title:_____
E-mail Address:_____
Telephone:_____
Fax:_____
Address:_____
City:_____State:_____ZIP:_____

## IV. Final Allocation (OPI USE ONLY)

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |
|---|---|---|---|---|
| | | | | 0 |

# ESEA Title VI, Part B—Rural Education Initiative (REI) (A.K.A. REAP) Subpart 2—Rural Low-Income Schools (RLI)

Prime Applicant District: Glendive Elem CO: 11 LE (Elem or K-12) :_____ LE (High School) :_____

The Rural Education Initiative (REI) Subpart 2—Rural Low-Income Schools (RLI) allows eligible local education agencies to use funds allocated under this subpart for any of the following:

- Teacher recruitment and retention (Title II, Part A),
- Teacher professional development (Title II, Part A) or (Title II, Part D),
- Educational Technology (Title II, Part D),
- Parental involvement activities as appropriate to the titles,
- Title I, Part A,
- Title III—Language Instruction Activities, or
- Title IV, Part A—Safe and Drug-Free Schools and Communities.

Eligible local education agencies (LEAs) are those LEAs that:

(a) are not eligible for Title VI, Part B, Subpart 1—Small Rural Schools program,
(b) serve only schools that have a School Locale Code of 6, 7 or 8, and
(c) have a poverty rate of at least 20 percent as determined by Census data.

1. **To determine district eligibility and review program information, access the spreadsheet and other information at http://www.opi.state.mt.us/RuralEd/Index.html - or check page 44 to determine if the district has an RLI allocation.**

2. **Is the district eligible to participate in the RLI program?**

☐ Yes If you answered YES, go to question 3.

☐ No If you answered NO, **stop**. Do not complete the rest of this form.

3. **Complete the Applicant's Intended Use of Funds table below by indicating what percent of allocated RLI funds will be used for the allowable activities.**

***Applicant's Intended Use of Funds***

| Use of Funds | Percent of RLI Funds | |
|---|---|---|
| | Elem or K-12 | High School |
| Teacher recruitment and retention (Title II, Part A) | | |
| Teacher professional development (indicate: ☐ Title II, Part A or ☐ Title II, Part D) | | |
| Educational technology ( Title II, Part D) | | |
| Parental involvement activities (title program for which funds will be used: _____) | | |
| Title I, Part A activities | | |
| Title III Language Instruction activities | | |
| Title IV, Part A—SDFSC activities | | |

4. **Complete the Annual Budget for the RLI Title VI, Part B, Subpart 2 program.**

**Note:**
**Accountability**—Districts must account for the use of these funds programmatically under the title for which the activities most closely align. An RLI-specific project number has been assigned to track these funds and fiscal accountability remains with the RLI project.

**Assessment**—Districts must administer an assessment that is consistent with the requirements of Title I and must report to the OPI data on (a) the increase/decrease in student academic achievement, (b) the increase/decrease in student dropout rates, and (c) such other factors that the OPI may identify in order to determine the district's effectiveness in improving academic achievement.

| For OPI Use Only | District is REI/RLI-eligible: ☐ Yes ☐ No | OPI Signature:_____ Date:_____ |
|---|---|---|
| | Date: | Updates/Revisions: |

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# ESEA Title VI, Part B, Subpart 2 Rural Low-Income Schools—Annual Budget 2004-2005

CFDA 84.358B

**CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS**

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

Prime Applicant District: Glendive Elem CO: 11

LE: (Elem or K-12) _____
LE: (High School) _____

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|---|---|---|---|---|---|
| 1. Salaries and Benefits Objects 1xx, 2xx | | | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | | | | |
| 3. **SUB-TOTAL DIRECT COSTS** | | | | | |
| 4. Indirect Costs @ ____% (See Appendix A for directions.) | | | | | |
| 5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification | | | | | |
| 6. **TOTAL BUDGET** | | | | | |
| 7. **OPI Use Only: Approved By/Date** | | | | | |

**Project No.** _____ ☐ Eligible ☐ Approved Date _____

**OPI USE ONLY** Districts: Please review the items checked below concerning this budget.

☐ The final determination of fiscal year 2004 Title VI, Part B program carryover funds has been completed. The final amount of $_____has been amended into this budget. The most recent approved amount is the total available for this project year as of this date _____.

**For assistance with program questions contact Peggy Azure, (406) 444-0466, pazure@state.mt.us.**
**For fiscal questions contact Madilon Beatty, (406) 444-4403, mbeatty@state.mt.us.**

View Narrative

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
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# ESEA Title VI, Part A, Subpart 1
## Budget
## Equipment Justification Page

Prime Applicant District: Glendive Elem CO: 11 LE: 0206

5a. Describe Equipment:

## Example Indirect Cost Calculation

To calculate Indirect Costs on Line 4: If approved rate is 4.32% and total grant award is $40,000 and equipment cost on Line 5 is $5,500:

$$\frac{\text{Indirect Cost Rate}}{(1.00 + \text{Indirect Cost Rate})} \times \text{Total Award less Equipment (Line 5) (\$40,000 - \$5,500) = Line 4}$$

$$\frac{.0432}{1.0432} \times \$34{,}500 = \$1{,}428.68 \text{ (Line 4)}$$

To check, multiply the approved rate times Line 3.

**The current indirect cost rate for FY 2004-05 can be found at: http://www.opi.state.mt.us/SchoolFinance/Acct.html**

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# 2004-2005
# ESEA Title VI, Part A, Subpart 2
# Transferability of Funds

District Name: Glendive Elem

Legal Entity No. (Elem or K-12) _____
Legal Entity No. (High School) _____

Title VI, Part A, Subpart 2 provides a local education agency (LEA) the flexibility to redirect the use of a portion of its formula grant allocations for certain federal ESEA programs to supplement its formula grant allocation under certain other federal ESEA programs. An LEA can only redirect funds within its administrative unit and between programs in which the LEA participates.

**Note:** **Districts eligible for Title VI, Part B, Small Rural Schools (SRS) stop here. Do not complete this form. For redirection of allocated funds, complete the SRS program page 43 in the consolidated application.**

**Notes:** **An LEA may not redirect the use of any of its Title I, Part A funds to any other title.**
**An LEA that intends to redirect funds must conduct consultations with private school officials (as per Section 9501 of ESEA) if the proposed redirect of funds takes funds from a program that provides services to students, teachers or other educational personnel from private schools.**

Limits on Transferability of Funds—Percent of Funds

An LEA that has not been identified as being in need of improvement under Title I, Part A or as being subject to corrective action under Title I, Part A may redirect the use of **up to 50 percent** of its formula allocation from any or all of the four listed programs to any of the five listed programs.

An LEA that has been identified as being in need of improvement under Title I may redirect the use of **up to 30 percent** of its formula allocation from any or all of the four listed programs to supplement its school improvement activities or for improvement activities under Title I Section 1116(c).

An LEA that has been identified as being subject to corrective action under Title I may not redirect the use of any funds.

Transfer of Funds

- In the following table, enter into the appropriate column the percent of funds you are redirecting from a title (those listed in the first column) to a different title (those listed in the first row).
- If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds.
- Use the Modification Request form to modify only the **programs** impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which the funds were originally allocated.
- You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form.

| Title from which funds are being redirected | Title to which the use of funds is being redirected | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Title I Part A | | Title II Part A | | Title II Part D | | Title IV Part A | | Title V Part A | |
| | Elem or K-12 | HS | Elem or K-12 | HS | Elem or K-12 | HS | Elem or K-12 | HS | Elem or K-12 | HS |
| Title II Part A | 50% | 50% | | | | | | | | |
| Title II Part D | 50% | 50% | | | | | | | | |
| Title IV Part A | 50% | 50% | | | | | | | | |
| Title V Part A | 50% | 50% | | | | | | | | |

**Fiscal/Program Reporting:** I understand that any funds redirected for the use in another title will be accounted for fiscally under the title from which the funds were originally allocated and programmatically under the title for which they were used.

| | |
|---|---|
| **Authorized Representative** | Signature:_____ Phone:_____ Date:_____ |
| **Clerk/Business Official** | Signature:_____ Phone:_____ Date:_____ |

**For OPI Use ONLY**

# 2004-05 Annual Consolidated Application Progress Report

**District:** Glendive Elem **County:** 11 **LE:** 0206

| 1<br>Program Title | 2<br>Application has been Received by OPI (Due May 30) | 3<br>Application has been Checked in at OPI | 4<br>OPI is Returning this Section to the District for Changes | 5<br>District is returing this Section to the OPI for Changes | 6<br>The Project/Budget or Budget for this Section of the Application has been Approved |
|---|---|---|---|---|---|
| **Title I, Part A** | ✔ 6/3/2004 | ✔ 6/15/2004 | ☐ | ☐ | PB B Date<br>EL ✔ ☐ 07/01/04<br>HS ✔ ☐ 07/01/04 |
| **Title II, Part A** | ✔ 6/3/2004 | ✔ 6/15/2004 | ☐ | ☐ | PB B Date<br>✔ ✔ 7/01/04 |
| **Title II, Part D** | ✔ 6/3/2004 | ✔ 6/15/2004 | ☐ | ☐ | PB B Date<br>✔ ☐ 07/01/04 |
| **Title IV, Part A** | ✔ 6/3/2004 | ✔ 6/15/2004 | ☐ | ☐ | PB B Date<br>✔ ✔ 07/01/04 |
| **Title V, Part A** | ✔ 6/3/2004 | ✔ 6/15/2004 | ☐ | ☐ | PB B Date<br>☐ ✔ 07/01/04 |
| **Title VI, Part B, Subpart 2, Transferability** | ✔ 6/3/2004 | ✔ 6/15/2004 | ☐ | ☐ | Eligible Processed Date<br>✔ ✔ 07/01/04 |
| **Title VI, Part B, Subpart 1, SRS** | ☐ | ☐ | ☐ | ☐ | Eligible Processed Date<br>☐ ☐ |

| **Allowable Fund Source (from)** | **Copy of Redirected Use of Funds from page 43 (to)** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Column 1 | Column 2 | | Column 3 | | Column 4 | | Column 5 | | Column 6 | | Column 7 | |
| | **Title I, Part A** | | **Title II, Part A** | | **Title II, Part D** | | **Title III** | | **Title IV, Part A** | | **Title V, Part A** | |
| | **El or K-12** | **HS** | **El or K-12** | **HS** | **El or K-12** | **HS** | **El or K-12** | **HS** | **El or K-12** | **HS** | **El or K-12** | **HS** |
| **Title II, Part A** | | | | | | | | | | | | |
| **Title II, Part D** | | | | | | | | | | | | |
| **Title IV, Part A** | | | | | | | | | | | | |
| **Title V, Part A** | | | | | | | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Title VI, Part B, Subpart 2, RLI** | ☐ | ☐ | ☐ | ☐ | Eligible Processed Date<br>☐ ☐ |
| | Automated Action<br><br>Will be read from page 1 of the application. Updated at OPI | Manual<br><br>Will be read from FCA check-in at OPI | Manual<br><br>Updated by OPI Specialists and check-in personnel | Manual<br><br>Updated by District and OPI | Automated<br><br>Will be read from budget pages |

For Authorized Users ONLY: **Export Data** **Import Data**

Version 1.1

**OFFICE OF PUBLIC INSTRUCTION**
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**(406) 444-3095**
**(888) 231-9393**
**(406) 444-0169 (TTY)**

**Linda McCulloch**
**Superintendent**

April 2004

Dear ESEA Consolidated Application Authorized Representative:

The following contains the ESEA Consolidated Application information for Title I, Part A; Title II, Parts A and D; Title IV, Part A; Title V, Part A; and Title VI, Part B, Subparts 1 and 2.

**Application Due Date and Allocation Information for Fiscal Year 2004-05**
The completed application must be submitted to the Office of Public Instruction (OPI), no later than May 30, 2004. Allocation information for covered programs is provided online at http://www.opi.state.mt.us/FederalPrograms/Index.html. Allocations for all programs are based on preliminary information provided to the OPI by the U.S. Department of Education. Final information concerning state allocations is usually received in the OPI before July 1 of each year. It is possible district allocations may change following receipt of the final state allocations.

**Fiscal Closeout Report, Budget/Program Modification and Cash Advance Request Forms**
For your use during the 2004-05 school year, these forms are needed to administer the above listed programs:

1. Fiscal Closeout Report form (Due November 10)
   http://www.opi.state.mt.us/pdf/FEDPrgms/FsclClosout.pdf

2. Annual Budget and Program Modification Request form (Due June 1 for projects that end June 30, September 1 for projects that end September 30)
   http://www.opi.state.mt.us/pdf/FEDPrgms/BudModReq.pdf

3. Cash Advance Request form (This form must be received at the Office of Public Instruction by the 25th of the month PRECEDING the first month a cash advance is needed. The amount requested for a particular month will be sent on the 10th day of that month.)
   http://www.opi.state.mt.us/pdf/FEDPrgms/CashAdvReq.pdf

**Project Year**
The project year for ESEA Titles I, Part A; II, Parts A and D; IV, Part A; V, Part A; and VI, Part B, Subparts 1 and 2 will be 15 months, beginning July 1, 2004, and ending September 30, 2005. This will allow districts ample time to expend project funds without requesting project extensions. However, the district may close the project earlier than September 30, 2005, and may submit Final Program Reports and Fiscal Closeout Reports before November 10, 2005.

**Final Program Reports for the 2003-04 School Year**
You will use these forms to report on the 2003-04 (current school year) programs. The ESEA Title II, Part A and Part D, and Title V, Part A final Program Reports will be sent to districts in May. There is no Final Program Report for ESEA Title IV, Safe and Drug-Free Schools and no Final Program Report for ESEA Title VI, Small, Rural School Achievement Program and Rural and Low-Income School Program. All Final Program Reports for the 2003-04 school year are due at the OPI no later than November 10, 2004.

**Grant Files Required**
The OPI policy requires the district business office to maintain a central file for each grant project, including a copy of the approved application, approved budget, award letter, and all other significant related correspondence. Please give a copy of every grant document to the district clerk to ensure compliance. (See OPI State and Federal Grants Handbook, section 400-11 for further information.)

**Web Site Address**
The OPI Web site address http://www.opi.state.mt.us/FederalPrograms/ will supply you with information for the current project year. The OPI State and Federal Grants Handbook is located at the above Web site.

**Questions**
The Office of Public Instruction staff join me in wishing you and your staff a successful school year. Please do not hesitate to contact us if we may assist you. You may also contact me by telephone, (406) 444-5541 or by e-mail, ncoopersmith@state.mt.us.

Sincerely,

Nancy Coopersmith

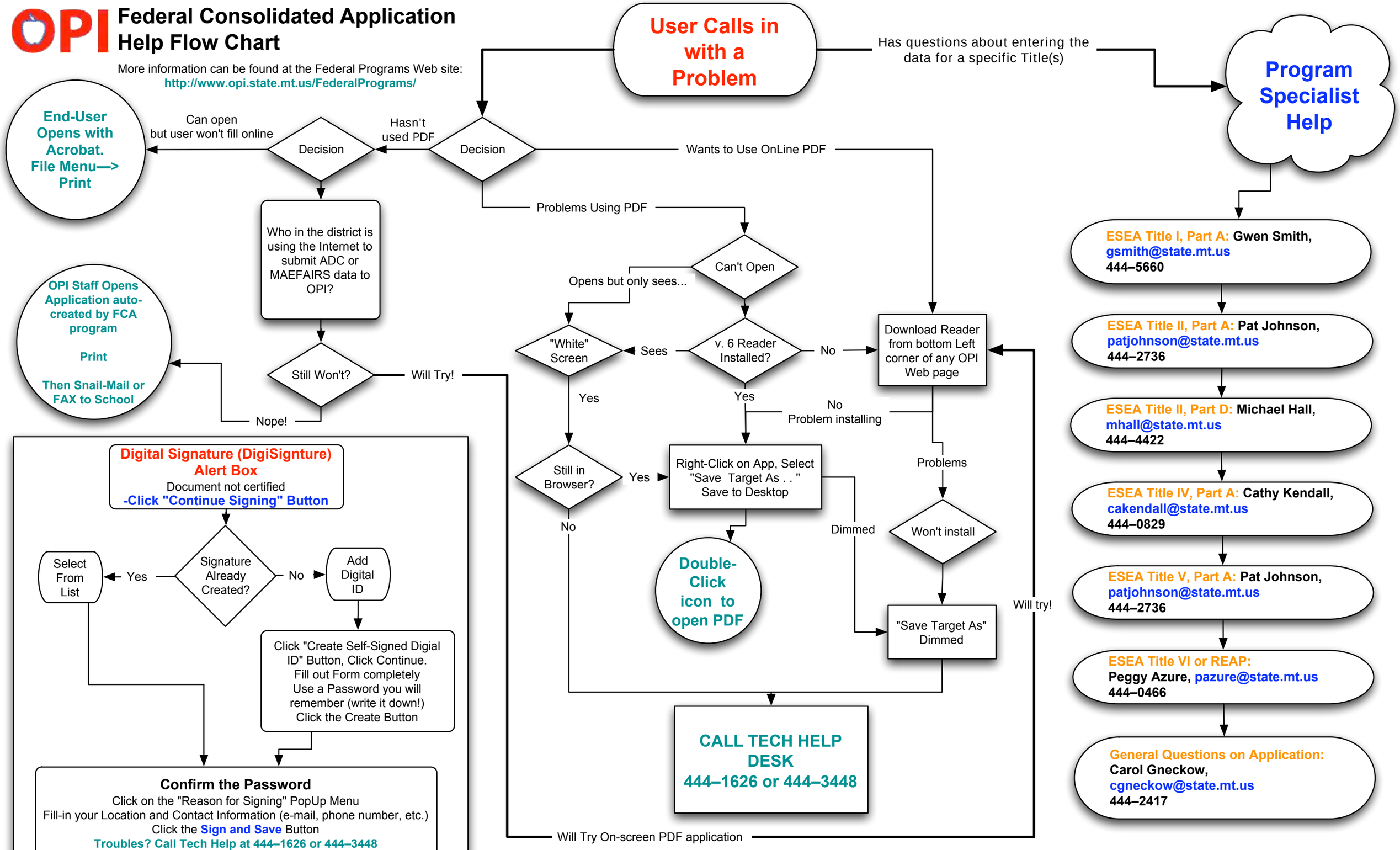
Nancy Coopersmith, Assistant Superintendent
Department of Education Services

Attachments

ESEA Title IA: BJ Granbery, bgranbery@state.mt.us
ESEA Title IIA: Pat Johnson, patjohnson@state.mt.us
ESEA Title IID: Michael Hall, mhall@state.mt.us
ESEA Title IVA: Cathy Kendall, cakendall@state.mt.us
ESEA Title VA: Pat Johnson, patjohnson@state.mt.us
ESEA Title VI : Peggy Azure, pazure@state.mt.us

# Federal Consolidated Application Help Flow Chart

More information can be found at the Federal Programs Web site:
http://www.opi.state.mt.us/FederalPrograms/




OPI Prepared by the Montana Office of Public Instruction • Linda McCulloch, Superintendent • Spring 2004