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 Les Wells
District Name Hays-Lodge Pole K-12 Schls
Mailing Address PO Box 110 Hays MT 59527
E-mail
Telephone 4066733120
CO 03 LE 1213

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
- [x] Title VI, Part B, Subpart 1 (SRS)
- [ ] Title VI, Part B, Subpart 2 (RLI)
- [ ] 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
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
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2004-05 Annual Consolidated Application
Project Information Sheet
ESEA Title I, Part A

I. Preliminary Allocation

District Name Hays-Lodge Pole K-12 Schls Legal Entity: 1213 County Code: 03

Title I, Part A, Improving Basic Programs:

Project Number	Prime App LE	Prime App Name	Preliminary Allocation for this LE	Preliminary Total Project Allocation
0312133105	1213	Hays-Lodge Pole K-12 Schls	303395	303395

Consortia Members

1213 Hays-Lodge Pole K-12 Schls $283,666

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: Les Wells
Title: Superintendent
E-mail Address:

Telephone: 4066733120
Fax: 4066733415
Address: PO Box 110 Hays MT 59527

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

Change the Project Director Information to:

Project Director: Mrs. Violet Crasco
Title: Federal Programs Director
E-mail Address: vc_NativeVisions@yahoo.co

Telephone: 406 673-3121
Fax: 406 673-3415
Address: PO Box 110
City: Hays State: MT ZIP: 59527

IV. Final Allocation (OPI USE ONLY)

Project Number	Prime App LE	Prime App Name	Final Allocaton for this LE	Final Total Project Allocation
0312133105	1213	Hays-Lodge Pole K-12 Schls		283666

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. 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: • The number of children ages 5-17 in poverty from the Census (not available by school). • The number of children eligible for free/reduced lunch or free milk. • The number of children in families enrolled in FAIM or other welfare. • The number of children eligible to receive Medicaid. • 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. Exceptions: • Any school attendance area may be designated as eligible if at least 35 percent of the children are from low-income families. • 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** 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. **Use of Low-Income Measure** 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. **Attendance Areas Below 35 Percent Poverty Rate** 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** 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. **Remaining funds** 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. **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: Hays-Lodge Pole K-12 Schls

CO: 03 LE: 1213

Adjusted Title I Allocation

Total Title I Allocation for LEA	$_____	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.	$_____	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.)	$_____	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	$_____	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	$_____	See directions on page 3, number 4.
5. Set-aside for Public School Choice and/or Supplemental Education Services	$_____	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.	$_____	

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)

_____

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

Month Used:_____

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: Hays-Lodge Pole K-12 Schls

CO: 03 LE: 1213

Adjusted Title I Allocation

Total Title I Allocation for LEA	$ 283,666	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.	$	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.)	$ 42,550	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	$	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	$ 8,000	See directions on page 3, number 4.
5. Set-aside for Public School Choice and/or Supplemental Education Services	$ 28,367	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.	$ 204,749	

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
$ 204,749	÷	337	= $	607

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) FreFree/Reduced Price October Cou

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

Month Used: October 2003

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

Grades	Enrollment	No. Poor Students	Per Pupil amout
K-6	89	89	89
7-8	48	48	48
HS	91	91	91

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: Hays-Lodge Pole K-12 Schls

CO: 03 LE: 1213

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											
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.

Andre Norm School and Barbara Cliff School will participate in Title 1, Part A Educational Services

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: Hays-Lodge Pole K-12 Schls

CO: 03 LE: 1213

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											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
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: Hays-Lodge Pole K-12 Schls

CO: 03 LE: 1213

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	246	91	337	246	91	337	100.00				
Name of Public School & Grades											
1 Hays/Lodge Pole H.S.	98		98	98		98	100.00	1		59,741	
2 Lodge Pole Elementary	93		93	93		93	100.00	1		56,703	
3 St. Pauls Mission, K-6		90	90		90	90	100.00	2			54,689
4 Andre Norm School		1	1		1	1	100.00	3			
5 Hays/Lodgepole 7 & 8	55		55	55		55	100.00	1		33,616	
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.

Andre Norm School is not participating
Barbara Cliff School is not operating

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.

Three high quality student academic assessments are implemented in the Hays/Lodge Pole School District 50 curriculum in determining academic success. These assessments will not replace the required State Assessment, the IOWA Basic Skills Indicators or change the status of School Improvement.

(A.) Scholastic Reading Inventory, K-12
(B.) Stanford Diagnostic Assessment in Reading and Math, K-12
(C.) Dibles Assessment under the Reading 1st Grant

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.

District 50 will continue to compile and disaggregrate the state assessments in reading and math for each grade level to ensure that all students are progressing by 3 % according to the MontCast Assessment. Any student not meeting minimum AYP requirements is closing the gap through academic gains will be reassessed and a plan of action will be developed and implemented. We will implement the Standford Diagnostic Assessment to assess student achievement and placement. We will implement Scholastic 180 Reading Inventory for student reading placement.

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?)

Hays/Lodge Pole School will continue to offer assistance through implementation of tutors in the reading, math and English Classrooms, K-12, Provide Before/After School Tutor Assistance and Summer School to students challenged by the academic achievement standards in reading, math and English, Continue to provide Parent Involvement support through the Parent Involvement Program(new goal-parents in the classroom), Supplemental Service providers (Elementary Staff-Project-Based Learning and Other OPI Approved Providers), Continue to purchase sciencifically-based reading and math curriculum, K-8., Continue to provide Differential Learning and Reading/ Writing Teaching Strategies in the classrooms and to supplement Highly Qualified Teachers salaries in the areas of math & Lang. Arts.

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.

The planned professional development strategy to coordinate Title 1, Part A with Title 2, Part A and D. Five On-Site and Off-Site Training in the areas of: 1.) Integrating Technology into the Curriculum and Classroom Instruction 2.) Reading and Writing in the Content Areas 3.) Differental Learning 4.) Analyaing and Assessing Student Data to enhance teaching strategies and student learning (Integration of Native American Indian Culture and Traditions in the curriculum and instruction) 5.) Effective Classroom Management Strategies to improve Classroom Behavior. Each Title Program will cost share the trainings according to the requirements and plan of the grants. The grants will pay for training consultants, teacher stipends, college tuition, books and supplies for paraprofessional and professionals.

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.

a. School District 50' Administration will colaborate with the Tribal Headstart Director, Reading First Coordinator and Kindergarden Teachers to develop a plan of action for: 1.) Kindergarden Tradition into the Lodge Pole Elementary School the 2nd semester of 2005 2.) Professional Development Services and Financial Responsibility of each entity in the areas of reading, math, English and Integration of Native American Indian curriculum and instruction in the classroom 3.) Plans to adopt, train and implement the Succcess For All Reading Model for Headstart Programs, so the reading curriculum is aligned from beginning to end.
b. School District 50's Administration, Leadership Team and Parent Committees will collaborate, plan and implement strategies that will increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. The team will analyze student data, instructional strategies, learning styles, program budgets and curriculum to best meet the needs of the students and staff.

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.

We are a School-Wide Title 1, School.

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.

Sciencifically-Based Curriculum in the areas of reading and math such as: Success For All, K-3, Scholastic Reading 180, K-12, Open Court,K-8, PLATO and Accelerated Math Curriculums, Supplemental Service Providers, Continue support of 21st Century After School Programs(reading-math tutoring-health enhancement activities) continue support of Summer School, Continued support of Professional Development-Teaching and Learning Strategies and Parent Involvement Literacy and Parent Activities.

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.

The Hays/Lodge Pole School District 50 will create a data base that will track migratory children and former migratory children who are eligible to receive Title 1 Services under part A and the type of services they receive. A Public Hearlng is held each year for Title 7, Indian Education Grant and the administration will address this priority at this time. Next, the administration informs the parents at the beginning of the school yea, the School Improvement Plans, School AYP Status and the services to be offered to the students during the course of the year. This item will be communicated in a letter sent home and every effort will be made to include the migratory children in the educational services provided by the Hays/Lodge Pole School District.

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 Hays/Lodge Pole School District 50 will use collabortive fundings from Title 1, Part A and Headstart to support preschool programs in the Hays/Lodge Pole Headstart Programs in the areas of Professional Development and Curriculum and Assesssment. Preschool Teachers will be invited to attend specific training that supports Classroom Management, Curriculum, Assessment and Teaching and Learning Strategies. The school district and the Headstart Director will colaborate in the planning and implementation of curriculum and assessment programs that are relevant to the needs of the pre-school children in order to make their educational transition to Kindergarden effortless.

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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 Hays/Lodge Pole School District 50 have and will continue to purchase scientically-based reading and math curriculum that supports the academic needs of our students, will continue to provide Highly Qualified Teachers (experienced in teaching Minority Children,) wil continue to provide professional development in support of the teaching and learning strategies that sustain the special academic needs of our children and provide supplemental academic learning activities, before and after school and in summer school.

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

The Hays/Lodge Pole School District 50 will set-aside $60,000.00 of the Title 1, Part A funding, to provide professional development in the areas set-forth by the School District's 5th Year Educational Plan. The district will continue to modify the professional development education plan as directed by the needs of the teachers, principals and paraprofessionals.

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

The school district 50 has committed to providing a school-based mental health service by Dr. Hilary Maxwell, relating to drug use, violence and other environmental factors that relate to all children in our schools. The Homeless children and foster children will also be involved in the 21st Century Grant Program, titled, Warriors of the 21st Century. It is a Physical and Health Enhancement After-School Program. The $6,290.00 pledged toward the ten foster students will be used to provide more school-based mental health service for the these children.

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

Our successful parent involvement program for the school year 2003-04 averaged 47% parent participation in school literacy and after-school parent activities. However, the next goal is to empower the parent involvement in the classrooms. This can be in the form of tutoring, mentoring, as a teacher's aide or as a resource person. The strategy implemented will be the Token Economy Program for parents. Meaning, the parents will receive points for specific involvement activities that take place in the classroom during the day. They will be able to trade those points for specific items in the parent store. This extincix approach to empowering parents is extremely successful, as the unemployment rate is nearing 90% on the Fort Belknap Indian Reservation.

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.

The Hays/Lodge Pole School District 50 colborates with other grant programs in the district and other tribal educational programs on the reservation to support before, after and summer school programs for the students that are low-achieving, special needs, homeless and limited English. The Title 1, Part A Program provides a set-aside reserve of 30,000.00 for supplemental educational services for students in a low performing school. Approx. another $5,000.00 will be set-aside for a summer school program from Title 1, Part A, and other grant programs will provide a match of $5,000.00 or more if needed to provide educational services outside of the regular school day.

Linda McCulloch, Superintendent
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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: Hays-Lodge Pole K-12 Schls **CO:** 03 **LE:** 1213

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. 0312133105		☐ Project/Budget Approved	☐ Budget Approved	Date _____	

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

5a. Describe Equipment:

No Equipment

Linda McCulloch, Superintendent
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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: Hays-Lodge Pole K-12 Schls **CO:** 03 **LE:** 1213

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3	Approved Budget 4
1. Salaries and Benefits Objects 1xx, 2xx	212,376	212,376	212,376		
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx	91,019	71,290	74,025		
3. **SUB-TOTAL DIRECT COSTS**		283,666	286,401		
4. Indirect Costs @ ____% (See Appendix A for directions.)					
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification					
6. **TOTAL BUDGET**	303,395	283,666	286,401		
7. **OPI Use Only: Approved By/Date**		Terry Teichrow Digitally signed by Terry Teichrow DN: CN = Terry Teichrow, C = US, O = Office of Public Instruction, OU = Title I Date: 2004.08.16 13:30:14 -06'00'	Pat Dawes Digitally signed by Pat Dawes DN: CN = Pat Dawes, C = US Reason: I am approving this document Date: 2005.02.25 11:29:03 -07'00'		

Project No. 0312133105 ☑ Project/Budget Approved ☐ Budget Approved Date 07/01/2004

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 2,735 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 10-01-2004

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

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

5a. Describe Equipment:

No Equipment

Linda McCulloch, Superintendent
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www.opi.state.mt.us

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

0312131

I. Preliminary Allocation

District Name Hays-Lodge Pole K-12 Schls Legal Entity: 1213 County Code: 03

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
0312131405	1213	Hays-Lodge Pole K-12 Schls	66482	66482

Consortia Members

1213 Hays-Lodge Pole K-12 Schls $66,482

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: Les Wells
Title: Superintendent
E-mail Address:

Telephone: 4066733120
Fax:
Address: PO Box 110 Hays MT 59527

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

Change the Project Director Information to:

Project Director: Violet Crasco
Title: Federal Programs Director
E-mail Address: vc_NativeVisions@yahoo.com

Telephone: 406 673-3121
Fax: 406 673-3415
Address: Box 110
City: Hays State: MT ZIP: 59527

IV. Final Allocation (OPI USE ONLY)

Project Number	Prime App LE	Prime App Name	Final Allocaton for this LE	Final Total Project Allocation
0312131405	1213	Hays-Lodge Pole K-12 Schls	66482	66482

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

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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?**

Twenty-one core academic subject teachers will attend 4 professional development training and implement the teaching/student learning strategies as measured by 3 2004-05 Teachers'

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	100% of 21 teachers will implement 2	Differentiated Learning, reading and writing in the content
3	same as above	same as above
4	100% of the 31 teachers and 10	Continuous updated training in effective classroom

[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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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

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

[x] 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?

60% of the 8th grade and 50% of 7th grade will increase 5% in reading and math in one year

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
8th	30	15	60% student will increase 3% in reading and math
7th	30	15	50% student will increase 3% in reading and math

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.) [x] 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.) [x] 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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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**
2	All content areas	100%
1	Business Ed.	
Number of paraprofessionals	**From (List each core academic area)**	**Representing what percentage of paraprofessionals in that core subject**
1	All content areas	32%
Number of principals	**From (List school grade level; e.g., K-8)**	
1	K-12	
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	Federal Programs Officer	
Number of parents	**From (list student grade levels)**	
3	4,5,8,6,	
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.)

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

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

CFDA 84.367A

0312131405

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3	Approved Budget 4
1. Salaries and Benefits Objects 1xx, 2xx	49,862	49,862	49,862		
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx	16,621	16,621	30,509		
3. **SUB-TOTAL DIRECT COSTS**			80,371		
4. Indirect Costs @ ____% (See Appendix A for directions.)					
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment **Justification**					
6. **TOTAL BUDGET**	66,482	66,482	80,371		
7. **OPI Use Only: Approved By/Date**		Pat Johnson Digitally signed by Pat Johnson DN: CN = Pat Johnson, C = US Date: 2004.07.23 12:37:25 -06'00'	E. Jurenne Fuchs Digitally signed by E. Jurenne Fuchs DN: CN = E. Jurenne Fuchs, C = US Date: 2005.02.22 09:24:59 -07'00'		

Project No. 0312131405 ☑ 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) _____% of these Title funds are redirected to Title_____.
_____% 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 $ 13,889 has been amended into this budget. The most recent approved amount is the total available for this project year as of this date. 10/1/2004

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
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ESEA Title II, Part A - Budget

Equipment Justification Page

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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

03121360

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
0312136005	1213	Hays-Lodge Pole K-12 Schls	12642	12642

Consortia Members

1213 Hays-Lodge Pole K-12 Schls $12,412

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: Les Wells
Title: Superintendent
E-mail Address:

Telephone: 4066733120
Fax: 4066733415
Address: PO Box 110 Hays MT 59527

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

Change the Project Director Information to:

Project Director: Violet Crasco
Title: Federal Programs Director
E-mail Address: vc_nativevisions@yahoo.com

Telephone: 406-673-3120
Fax: 406-673-3415
Address: PO Box 110
City: Hays State: MT ZIP: 59527

IV. Final Allocation (OPI USE ONLY)

Project Number	Prime App LE	Prime App Name	Final Allocaton for this LE	Final Total Project Allocation
0312136005	1213	Hays-Lodge Pole K-12 Schls	12412	12412

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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: Havs-Lodge Pole K-12 Schls CO: 03 LE: 1213

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: _____
Instrument: TAGLIT Survey

TAGLIT Section 2(a) Teachers' Technology Skills

2(a)(1)	Basic Skills	Section Average	___
2(a)(2)	Multimedia Tools	Section Average	___
2(a)(3)	Communication Tools	Section Average	___
2(a)(4)	Research/Problem Solving	Section Average	___

Objective 4.1
Data Collection Date: _____
Instrument: TAGLIT Survey

TAGLIT Section 3(a) Teachers' Technology Use

3(a)(1)	Basic Skills	Section Average	___
3(a)(2)	Multimedia Tools	Section Average	___
3(a)(3)	Communication Tools	Section Average	___
3(a)(4)	Research/Problem Solving	Section Average	___

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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:

$ 720 Salaries, stipends, etc.

$ 600 Travel expenses for professional development

$ 416 Conference registration fees

$ 1,500 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) Smart Board(2), Classroom Performance System(2), Projectors (3)
  (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)

$ 9,176 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:
$ 12,412	$ 12,412	26.00

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

CFDA 84.318X

0312136(

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3	Approved Budget 4
1. Salaries and Benefits Objects 1xx, 2xx	720	720	720		
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx	4,896	11,692	14,337		
3. **SUB-TOTAL DIRECT COSTS**		12,412	15,057		
4. Indirect Costs @ ____% (See Appendix A for directions.)					
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification	7,026				
6. **TOTAL BUDGET**	12,642	12,412	15,057		
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 Date: 2004.07.08 12:16:28 -06'00'	Madilon Beatty Digitally signed by Madilon Beatty DN: CN = Madilon Beatty, C = US Date: 2005.02.17 14:43:16 -07'00'		

Project No. 0312136005 ☑ 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) _____% of these Title funds are redirected to Title_____.
_____% 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 $ 2,645 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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

5a. Describe Equipment:

Hays/Lodge Pole School District 50' Technology Program assimilated the State Mandated Standards and Brenchmarks into the Technology Curriculm. Effective Technology Practices, Teaching Methods, Assessments and Technology Equipment have been modified to enhance the academic needs of students who are Low Performing, Limited English, Special Needs, Homeless and Foster children in our K-12 School District.

1. Smart Boards: Enhances and increases student learning with visual and audio communication by interation amoung teachers and peers. Enhances content-area learning with technology-infused lessons to reach students with diverse learning styles and needs. Gives the opportunity for students to work actively with peers and also creates an environment for project-oriented activities.

2. Classroom Performance Systems (CPS): Provides flexibility, adaptability, critical thinking, problem solving and collaboration amoung students. Allows teachers to test students and automatically be provided with results to review data and trasform it into useful knowledge for future teaching and learning.

3. Data Projectors: Provides opportunity for using a variety of media and formats to communicate information and curriculum effectively to a variety of learning styles. Aids in demonstrating ideas effectively and creatively in an assortment of forms, including text, video, graphics and conversation.

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

I. Preliminary Allocation

District Name Hays-Lodge Pole K-12 Schls Legal Entity: 1213 County Code: 03

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
0312131605	1213	Hays-Lodge Pole K-12 Schls	8960	8960

Consortia Members

1213 Hays-Lodge Pole K-12 Schls $8,960

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: Les Wells
Title: Superintendent
E-mail Address:

Telephone: 4066733120
Fax: 4066733415
Address: PO Box 110 Hays MT 59527

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

Change the Project Director Information to:

Project Director: Violet Crasco
Title: Federal Programs Director
E-mail Address: vc_NativeVisions@yahoo.com

Telephone: 406 673-3121
Fax: 1 406 673-3415
Address: Box 110
City: Hays 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
0312131605	1213	Hays-Lodge Pole K-12 Schls	8960	8960

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

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.**

☑ 100 **% 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 Age appropriate and developmentally based activities or curricula that: • address consequences of violence and illegal drug use • promote individual responsibility • teach students that most people do not illegally use drugs • teach social and peer pressure skills to resist illegal drug use • teach about the dangers of drugs • engage students in the learning process • 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.**		
• involve families, community and drug/violence prevention providers to set clear expectations against violence and illegal use of drugs		11	
• dissemination of drug and violence prevention information to schools			10
• training of school personnel, parents, and community members in prevention related to drug and violence prevention			
• community-wide planning			
• school-based mental health services related to drug use and violence			30
• 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		35	
• 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			20
• violence prevention and education programs that address prejudice and intolerance, respect the rights of others, and resolve conflicts without violence		35	
• 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)			

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

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

Authorized Activity	Budget Limitations	2003-04 %	2004-05 %
GROUP 1 Activities (continued) • 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			
• 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		19	30
• special or one-time events (e.g., Red Ribbon Week)			20
GROUP 2 Activities • acquiring and installing metal detectors, electronic locks, surveillance cameras or related equipment; canine searches • reporting criminal offenses committed on school property • developing and implementing comprehensive school security plans • 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.** (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%.)		
GROUP 3 Activities • 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.**		
GROUP 4 Activities • administration costs	**Not more than 2% of the awarded funds can be spent on Group 4.**		
OTHER • indirect costs	**Must have an approved ICR on file with OPI.**		
TOTAL BUDGET		**100%** 100	**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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.**
- [ ] Acquire or implement school security measures.
- [ ] 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
[ ] Alcohol Use	15
[ ] Tobacco Use	15
[ ] Illegal Drugs	15
[ ] Violence	15

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

	% of Increase
[ ] Building a supportive learning community through: • challenging and engaging curriculum • opportunities for participation and service (involvement of families, students, school personnel and community)	20

Other

- [x] Comprehensive and systematic plans for improving school climate, safety and discipline
- [ ] Security
- [x] 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.

Student Personal Conduct Skills in the classroom. School classroom records illustrate a greater need to address personal conduct skills in the classroom. Acquired data indicates need to address behaviors such as tardies, (47 cases of student body), truancy; (63 cases of student body), insubordination (73 cases of student body, the data does not reflect the true picture due to lack of written reports of staff). Reports of tobacco use indicates 15 cases and substance abuse at 4 cases. This data does not reflect a true pioture as well.

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

- [x] Youth Risk Behavior Survey
- [ ] Prevention Needs Assessment
- [x] School Discipline Records
- [ ] 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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

Program Activities	Budget Amount
1.) Student Leadership, Staff Leadership Team, School Board Member, Impact Aid Parent and Administration will modify the student handbook for the school year 2004-05. The classroom management plans will be implemented into the handbook.	$896.00
2.) Dr. Hilary Maxwell, Triangle Mental Health will conduct a school-based Mental Health Program for intervention and prevention services for students, K-12. The Impact Aid Grant will provide 3/4 of the consultant fee.	$2,688.00
3.) Drug/Violence Prevention Program and Activities	$1,792.00
4.) After-school, Before School or Summer Program Activities	$1,792.00
5.) Special events-one time event	$1792.00
Total Cost	$8,960.00

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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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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	8,960	8,960			
3. **SUB-TOTAL DIRECT COSTS**		8,960			
4. Indirect Costs @ ____% (See Appendix A for directions.)					
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification					
6. **TOTAL BUDGET**		8,960			
7. **OPI Use Only: Approved By/Date**		Cathy Kendall Digitally signed by Cathy Kendall DN: CN = Cathy Kendall, C = US, O = Office of Public Instruction, OU = Title IV Program Date: 2004.07.22 11:19:58 -06'00'			

Project No. 0312131605 ☑ 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) _____% of these Title funds are redirected to Title_____.
_____% 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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

5a. Describe Equipment:

No Equipment ordered

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

0312

I. Preliminary Allocation

District Name Hays-Lodge Pole K-12 Schls Legal Entity: 1213 County Code: 03

Title V, Part A, Innovative Program:

Project Number	Prime App LE	Prime App Name	Preliminary Allocation for this LE	Preliminary Total Project Allocation
0312133905	1213	Hays-Lodge Pole K-12 Schls	3487	3487

Consortia Members

1213 Hays-Lodge Pole K-12 Schls $3,487

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: Les Wells
Title: Superintendent
E-mail Address:

Telephone: 4066733120
Fax: 4066733415
Address:

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

Change the Project Director Information to:

Project Director: Violet Crasco
Title: Federal Programs Director
E-mail Address: vc_NativeVisions@yahoo.co

Telephone: 406 673-3121
Fax: 406 673-3415
Address: Box 110
City: Hays State: MT ZIP: 59527

IV. Final Allocation (OPI USE ONLY)

Project Number	Prime App LE	Prime App Name	Final Allocaton for this LE	Final Total Project Allocation
0312133905	1213	Hays-Lodge Pole K-12 Schls	3487	3487

ESEA Title V, Part A—Innovative Program

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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:**

Home School Program- Andre Norem

Mission Grade School

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)
3	3,7,9		

Number of teachers	From (List each grade level and core academic area)	Number of teachers	From (List each grade level and core academic area)
4	2,3		
	7-8 reading Science		
	9-12 reading/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)
	principal K-6		

Number of pupil services personnel	From what area (library, counseling, etc.)	Number of pupil services personnel	From what area (library, counseling, etc.)
3	k-12 Librarian		
	21st Century Directo		
	Federal Prog Officer		

ESEA Title V, Part A—Innovative Program

Title V, Part A Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.

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, 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,						

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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? ☐ **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?

~~60% of the students grades 7th - 12th grades will increase 3% in reading as measured by the MontCAS by May 2005. ORIGINAL: Library circulation will increase 10% as a result of new Library materials purchased with these funds. This material will also support the Sucess For All, K-6 Reading Program, the Scholastic 180, 7-12 grades and Open Court Reading Program.~~

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	65% of the students, 7-12 grades, will chec	. Holiday Literary Festival -different activities (6-16) 2. Children's Theatre Activities 3.

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).	100	246	50	100	90	10
b. Computer software and hardware for instructional use.						
c. Other instructional/educational materials, including assessments and curricular materials.						

Title V, Part A Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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.

$ 2,553.70 (Public) + $ 933.30 (Nonpublic) = $ 3,487.00 (Total)

$ 10.37 Amount Per Pupil

USE ONLY IF NONPUBLIC SCHOOLS ARE SERVED

Linda McCulloch, Superintendent
Office of Public Instruction
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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.

0312133905

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: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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	3,487	3,487			
3. **SUB-TOTAL DIRECT COSTS**		3,487			
4. Indirect Costs @ ____% (See Appendix A for directions.)					
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification					
6. **TOTAL BUDGET**	3,487	3,487			
7. **OPI Use Only: Approved By/Date**					

Project No. 0312133905 ☑ 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) _____% of these Title funds are redirected to Title_____.
_____% 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
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PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

ESEA Title V, Part A - Budget

Equipment Justification Page

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

5a. Describe Equipment:

No Equipment

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

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03

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: Peggy Azure Digitally signed by Peggy Azure DN: CN = Peggy Azure, C = US Reason: I have reviewed this document Date: 2004.07.30 14:50:19 -07'00' Date: 7/1/04
	Date: 7/1/04	Updates/Revisions: per fax 7/30/04 pa

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 Hays-Lodge Pole K-12 Schls Legal Entity: 1213 County Code: 03

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: Hays-Lodge Pole K-12 Schls CO: 03

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:

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

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: Hays-Lodge Pole K-12 Schls CO: 03 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
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ESEA Title VI, Part A, Subpart 1
Budget
Equipment Justification Page

Prime Applicant District: Hays-Lodge Pole K-12 Schls CO: 03 LE: 1213

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: Hays-Lodge Pole K-12 Schls

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										
Title II Part D										
Title IV Part A										
Title V Part A										

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:_____

Version 1.1

For OPI Use ONLY

2004-05 Annual Consolidated Application Progress Report

District: Hays-Lodge Pole K-12 Schls **County:** 03 **LE:** 1213

1 Program Title	2 Application has been Received by OPI (Due May 30)	3 Application has been Checked in at OPI	4 OPI is Returning this Section to the District for Changes	5 District is returing this Section to the OPI for Changes	6 The Project/Budget or Budget for this Section of the Application has been Approved
Title I, Part A	✔ 6/7/2004	✔ 6/11/2004			PB B Date EL HS ✔ 07/01/2004
Title II, Part A	✔ 6/7/2004	✔ 6/11/2004			PB B Date ✔ 07/01/04
Title II, Part D	✔ 6/7/2004	✔ 6/11/2004			PB B Date ✔ 07/01/04
Title IV, Part A	✔ 6/7/2004	✔ 6/11/2004			PB B Date ✔ 07/01/04
Title V, Part A	✔ 6/7/2004	✔ 6/11/2004			PB B Date ✔ 07/01/04
Title VI, Part B, Subpart 2, Transferability					Eligible Processed Date
Title VI, Part B, Subpart 1, SRS	✔ 8/10/2004	✔ 8/10/2004			Eligible Processed Date ✔ ✔ 7/1/04

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
	Automated Action Will be read from page 1 of the application. Updated at OPI	Manual Will be read from FCA check-in at OPI	Manual Updated by OPI Specialists and check-in personnel	Manual Updated by District and OPI	Automated Will be read from budget pages

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

Version 1.1

OFFICE OF PUBLIC INSTRUCTION
PO BOX 202501
HELENA MT 59620-2501
www.opi.state.mt.us
(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

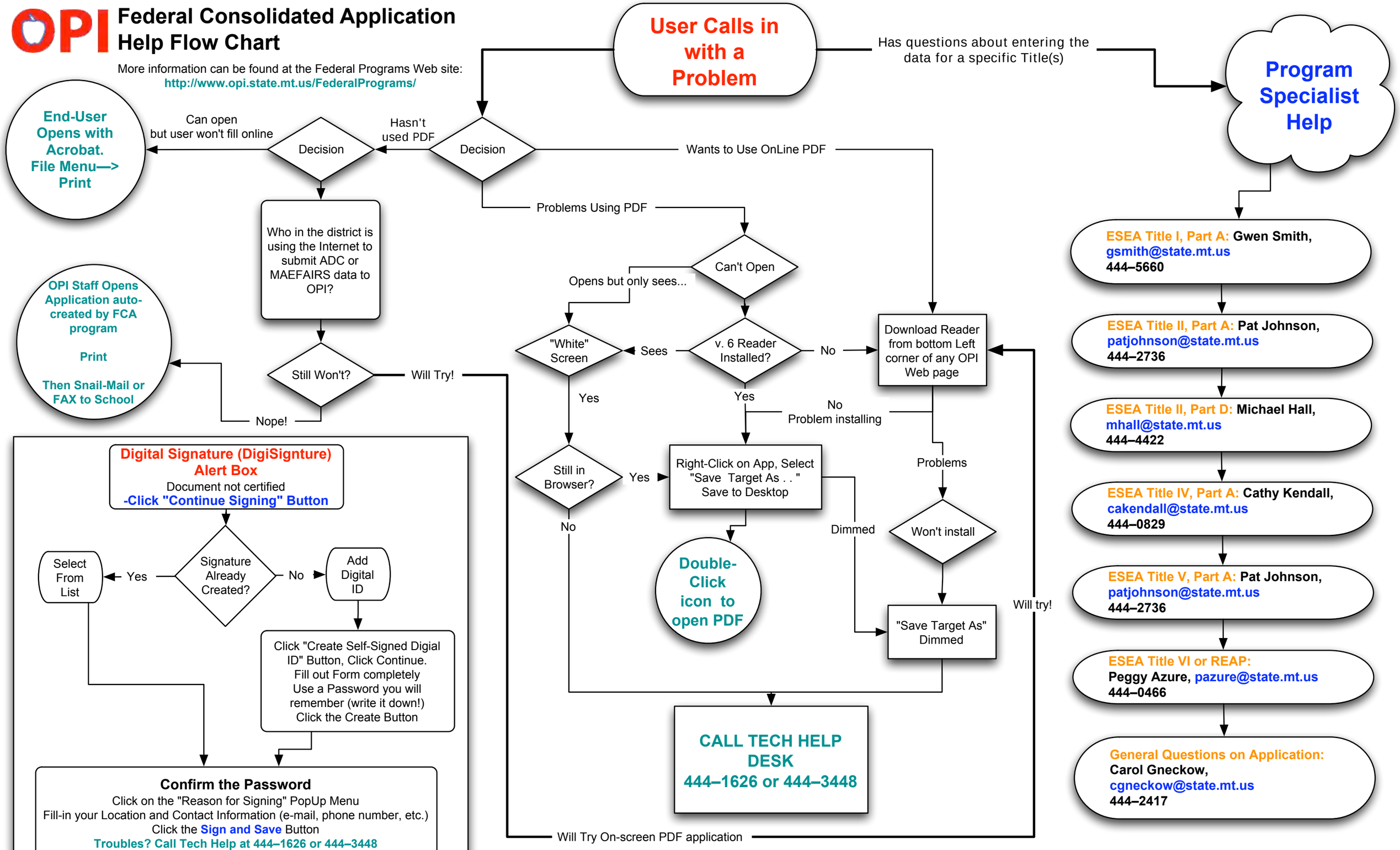
Nancy Coopersmith, Assistant Superintendent
Department of Education Services

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