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

2005-2006 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, 2005

Project Year: July 1, 2005 - September 30, 2006

AR Name Steve Gettel
District Name Mont Sch for Deaf Blind
Mailing Address 3911 Central Avenue Great Falls MT 59405
E-mail sgettel@sdb.state.mt.us
Telephone 4067716000
CO 07 LE 9258

Applications submitted no later than May 30, 2005, will be approved to begin July 1, 2005. Applications submitted after May 30, 2005, 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, 2005. Payments will begin after final approval is obtained and the Cash Request Form has been received.

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:

- ☐ 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 (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: 5/27/2005

- ☑ Superintendent
- ☐ Principal (if there is no Superintendent)
- ☐ County Superintendent (if there is no Superintendent or Principal)
- ☐ Approved Exception

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

Linda McCulloch, Superintendent
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2005-06 Annual Consolidated Application Project Information Sheet ESEA Title I, Part A

I. Preliminary Allocation

District Name Mont Sch for Deaf Blind Legal Entity: 9258 County Code: 07

Title I, Part A, Improving Basic Programs:

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

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 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 Districts Only

Prime Applicant District: Mont Sch for Deaf Blind

CO: 07 LE: 9258

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 Amount

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 K-12 Districts Only

Prime Applicant District: Mont Sch for Deaf Blind

CO: 07 LE: 9258

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 Amount

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: Mont Sch for Deaf Blind

CO: 07 LE: 9258

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
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.

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
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: Mont Sch for Deaf Blind

CO: 07 LE: 9258

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
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: Mont Sch for Deaf Blind

CO: 07 LE: 9258

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
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.

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
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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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.

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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.

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?)

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.

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.

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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.

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.

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.

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.

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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.

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

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

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

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.

Linda McCulloch, Superintendent
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Helena, Montana 59620-2501
www.opi.mt.gov

ESEA Title I, Part A—Annual Budget 2005-2006

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, 2006. **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 the next page 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: Mont Sch for Deaf Blind **CO:** 07 **LE:** 9258

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. _____ ☐ **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 2005 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@mt.gov and ask for the OPI Title I specialist assigned to this project. For fiscal questions contact Pat Dawes, (406) 444-3408, pdawes@mt.gov.

View Narrative

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

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

5a. Describe Equipment:

Linda McCulloch, Superintendent
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PO Box 202501
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www.opi.mt.gov

ESEA Title I, Part A—Annual Budget 2005-2006

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, 2006. **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: Mont Sch for Deaf Blind **CO:** 07 **LE:** 9258

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. _____ ☐ **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 2005 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@mt.gov and ask for the OPI Title I specialist assigned to this project. For fiscal questions contact Pat Dawes, (406) 444-3408, pdawes@mt.gov.

View Narrative

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

ESEA Title I, Part A
HS or K-12 District Budget
Equipment Justification Page

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

5a. Describe Equipment:

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

2005-06 Annual Consolidated Application Project Information Sheet ESEA Title II, Part A

I. Preliminary Allocation

District Name Mont Sch for Deaf Blind Legal Entity: 9258 County Code: 07

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
0792581406	9258	Mont Sch for Deaf Blind	643	643

9258 Mont Sch for Deaf Blind $643

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: Steve Gettel
Title: Superintendent
E-mail Address: sgettel@sdb.state.mt.us
Telephone: 4067716000
Fax: 4067716164
Address: 3911 Central Avenue Great Falls MT 59405

✔ 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
0792581406	9258	Mont Sch for Deaf Blind	643	643

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

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.mt.gov/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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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 contracted time.

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

Need More Space?

50% of students in the 4th, 8th, 10th and 11th grades will perform at 80% level of proficiency on a reading criterion and norm referenced test(s) by 2007. Current performance level: 33% of the 4th and 8th grade students and 0% of 11th grade students are at the proficient or advanced level based on 2003-2004 MontCAS testing. Fairview references: Schimmel, Edwards & Prickett, 1999,

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	Planned activities to increase student achievement
2	Identify and implement effective Professional development will be provided by the developers of
2	Identify and implement effective Professional development will be provided by school staff who

[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)]

I. A. What long-term student achievement goal(s) based upon your baseline data will you fund **with Title II, Part A and redirected funds?** [continued]

50% of students in the 4th, 8th, 10th and 11th grades will perform at 80% level of proficiency on a reading criterion and norm referenced test(s) by 2007. Current performance level: 33% of the 4th and 8th grade students and 0% of 11th grade students are at the proficient or advanced level based on 2003-2004 MontCAS testing. Fairview references: Schimmel, Edwards & Prickett, 1999, Ramachandran & Blakeslee, 1998, Jensen 1998, and Gladwell 2000. Read Naturally references: Kame' enui, Simmons, Good and Harn, 2002, Worf and Kafzir-Cohen, 2001, Torgesen, Rashotte, and Alexander, 2002 and Pinnell, et, al., 1995.

Return to Original Section

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

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

Return to Original Section

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[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.

IV. A. What employment data shows that this position is difficult to fill? [continued]

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

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

Return to Original Section

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

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**
8	Reading	40%
8	Language Arts	40%
5	Math	25%
4	Social Studies	20%
Number of paraprofessionals	**From (List each core academic area)**	**Representing what percentage of paraprofessionals in that core subject**
6	Language Arts/Reading/Math	80%
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)**	
2	Librarian, School Improvement	
3	School Psychologist, Speech/Language	
Number of administrators other than principals	**Position (superintendent, curriculum director, federal programs officer, etc.)**	
1	Superintendent	
Number of parents	**From (list student grade levels)**	
2	K-8	
1	9-12	
Number of other community members	**Position (school board member, business person, etc.)**	
2	MT Association for the Blind,	
1	LEA Special Education Coordinator	

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ESEA Title II, Part A—Annual Budget 2005-2006

CFDA 84.367A

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, 2006.

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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	545	643	819		
3. **SUB-TOTAL DIRECT COSTS**			819		
4. Indirect Costs @ 18.00 % (See Appendix A for directions.)	98	0			
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment					
6. **TOTAL BUDGET**	643	643	819		
7. **OPI Use Only: Approved By/Date**		PJ 7-22-05	ejf 1-23-06		

Project No. 0792581406

☑ **Project/Budget Approved** ☐ **Budget Approved** **Date**_____

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 2005 Title II, Part A program carryover funds has been completed. The final amount of $ 176 has been amended into this budget. The most recent approved amount is the total available for this project year as of this date. 1/2/2006

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

View Narrative

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ESEA Title II, Part A Budget Equipment Justification Page

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

5a. Describe Equipment:

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Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

2005-06 Annual Consolidated Application Project Information Sheet ESEA Title II, Part D

I. Preliminary Allocation

District Name Mont Sch for Deaf Blind Legal Entity: 9258 County Code: 07

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
				0

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

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

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

IV. Final Allocation (OPI USE ONLY)

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

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.mt.gov/EDTech/ and open the "District Data Requirements for 2005-2006" 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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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

District has implemented accountability measures to ensure that activities funded under this part are effective in:

☐ Yes ☐ No
(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.mt.gov/EdTech/

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

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.mt.gov/EdTech/ and open the "District Data Requirements for 2005-2006" 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) Students' 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 2005
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) Students' 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 2005
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 2005
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 2005
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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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
- ☐ Professional development provided during the workday (in-service)
- ☐ Professional development provided outside the contracted time

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

Complete all that apply:

$_____ Salaries, stipends, etc.

$_____ Travel expenses for professional development

$_____ Contracted services, supplies and materials

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

Check all that apply:

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

Other Strategies Budget Items

Complete all that apply:

$_____ Salaries (technology curriculum integration, technology support)

$_____ 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:
$_____	$_____	_____

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ESEA Title II, Part D—Annual Budget 2005-2006

CFDA 84.318X

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, 2006.

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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

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 2005 Title II, Part D program carryover funds has been completed. The final amount of $_____has been amended into this budget. The most recent approved amount is the total available for this project year as of this date.

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

View Narrative

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ESEA Title II, Part D Budget Equipment Justification Page

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

5a. Describe Equipment:

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2005-06 Annual Consolidated Application Project Information Sheet ESEA Title IV, Part A

I. Preliminary Allocation

District Name Mont Sch for Deaf Blind Legal Entity: 9258 County Code: 07

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
0792581606	9258	Mont Sch for Deaf Blind	234	234

9258 Mont Sch for Deaf Blind $234

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: Steve Gettel
Title: Superintendent
E-mail Address: sgettel@sdb.state.mt.us
Telephone: 4067716000
Fax: 4067716164
Address: 3911 Central Avenue Great Falls MT 5

☑ 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
0792581606	9258	Mont Sch for Deaf Blind	234	234

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

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 2004-05 activities, that serves as the Final Program Report.**

☐ **_____% 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 2004-05 program. Please indicate the percentage of funds dedicated to the following activities for that project year.**

Authorized Activity	Budget Limitations	2004-05 %	2005-06 %
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			
• dissemination of drug and violence prevention information to schools			
• 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			
• conflict resolution programs, peer mediation			
• alternate education services for violent or drug abusing students to reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from regular educational settings			
• counseling, mentoring, referral services and other student assistance practices			
• programs to encourage students to seek advice from a trusted adult regarding drugs and violence			
• drug and violence prevention activities designed to reduce truancy			
• violence prevention and education programs that address prejudice and intolerance, respect the rights of others, and resolve conflicts without violence			
• 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: Mont Sch for Deaf Blind CO: 07 LE: 9258

Authorized Activity	Budget Limitations	2004-05 %	2005-06 %
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		100	100
• school safety hotlines			
• community service and service-learning projects			
• background checks of LEA employees and prospective employees			
• youth suicide prevention programs and suicide prevention plans			
• programs for students faced with domestic violence or child abuse			
• evaluation and the collection of objective data to assess program needs and program success			
• after-school or before-school program			
• special or one-time events (e.g., Red Ribbon Week)			
GROUP 2 Activities • 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%**

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@mt.gov) 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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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
  - [x] Schoolwide programs
  - [x] 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 2005-06 school year.

	% of Reduction
[ ] Alcohol Use	
[ ] Tobacco Use	
[ ] Illegal Drugs	
[x] Violence	20

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

	% of Increase
[x] Building a supportive learning community through: • 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.

Goal #3 of MSDB's 5YCEP is to foster independence in students so that they will be responsible for their behavior, showing respect for self, others and property. Behaviors that lead to violence, that are targeted for reduction include harassment, bullying and intimidation, as well as verbal and physical abuse. Incident reports documenting non-criminal actions against the Code of Student Behavior (21 in 2002-03, 30 in 2003-04, and 57 in 2004-05) are a concern to both the staff and the administration. In school year 2004-05 there were three criminal violations resulting in student suspensions resulting from physical assault. The rise in incidents of non-criminal crimial actions is significant. In a prelimary analaysis fo the data, the rise in reports is in part attributed to better and more consistent reporting by staff of student violations against the code of conduct, particulary in the area of insubordiation in the classroom.

92% of parents responding to the anual satisfaction survey conducted in February, 2005, agreed or strongly agreed that thier child is safe at school and that there is adequate supervision at school and that teachers and students show respect for each other. 89% of parents agree or strongly agree that students show respect for each other.

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

- [ ] 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: Mont Sch for Deaf Blind CO: 07 LE: 9258

Program Activities	Budget Amount
1. In-service with education and cottage staff to implement "The Stop & Think Social Skills Program" by Howard M Knoff, Ph.D. published by Sopris West was conducted in the 2004-05 school year. The staff will be reoriented to the program and will continue to use it during the 2005-06 school year to influence changes in school climate and student behavior. 2. Revisions of school discipline reporting and data management system occured during the 2004-05 school year. This lead to better compliance and more accurate data on student behavior. A cottage counselor will continue to provide part-time coordination of the training and implementation activities necessary to support goal #3 Behavior from the 5YCEP, to improve school climate and reduce violence. 3. The consistent implementatin of the school-wide rules, developed during the 2002-03, will continue to be the foundation for improving student behavior as identified in MSDB's 5YCEP. 4. Student led "community service" projects, implemented during the 2002-03 school year, will be continued. These quarterly projects promote self esteem and positive self worth and have the potential to reduce negative behaviors including aggressive or violent behaviors.	198

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ESEA Title IV, Part A—Annual Budget 2005-2006

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, 2006.

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

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	198	198	265		
3. **SUB-TOTAL DIRECT COSTS**	198	198	265		
4. Indirect Costs @ 18.00 % (See Appendix A for directions.)	36	36	40		
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification					
6. **TOTAL BUDGET**	234	234	305		
7. **OPI Use Only: Approved By/Date**		07/01/2005	Madilon1/24/06		

Project No. 0792581606 ☑ **Project/Budget Approved** ☐ **Budget Approved** **Date** 7/1/2005

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 2005 Title IV, Part A program carryover funds has been completed. The final amount of $_____71_ 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@mt.gov. For fiscal questions contact Madilon Beatty, (406) 444-4403, mbeatty@mt.gov.

View Narrative

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ESEA Title IV, Part A Budget Equipment Justification Page

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

5a. Describe Equipment:

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2005-06 Annual Consolidated Application Project Information Sheet ESEA Title V, Part A

I. Preliminary Allocation

District Name Mont Sch for Deaf Blind Legal Entity: 9258 County Code: 07

Title V, Part A, Innovative Program:

Project Number	Prime App LE	Prime App Name	Preliminary Allocation for this LE	Preliminary Total Project Allocation
0792583906	9258	Mont Sch for Deaf Blind	281	281

9258 Mont Sch for Deaf Blind $281

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: Steve Gettel
Title: Superintendent
E-mail Address: sgettel@sdb.state.mt.us
Telephone: 4067716000
Fax: 4067716164
Address: 3911 Central Avenu

☑ 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
0792583906	9258	Mont Sch for Deaf Blind	281	281

ESEA Title V, Part A—Innovative Program

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

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 wit
  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 2005-06 school year:**

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)	
2	P-12		
Number of teachers		**From (List each grade level and core academic area)**	
2	HI Dept. P - 12	9-10	Science
2	VI Dept. P - 12	7-8	Language Arts
		5	Math
		8	Social Studies
Number of principals		**From (List school grade level; e.g., K-8)**	
1		P-12	HI and VI Department
Number of pupil services personnel		**From what area (library, counseling, etc.)**	
1		P-12	Speech/Language Path
1		P-12	School Psychologist

ESEA Title V, Part A—Innovative Program

Title V, Part A Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

ALLOWABLE CHOICES	PUBLIC		NONPUBLIC	
	Percent of funds	Total No. students served	Percent of funds	Total No. students served
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)**				

Need More Space?

What long-term student achievement 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 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	Specific planned activities to increase student achievement based on the need(s) above.

Need More Space?

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 the OPI or a plan that will be submitted by September 30.)				

Title V, Part A Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

ALLOWABLE CHOICES	PUBLIC Percent of funds	PUBLIC Total No. students served	NONPUBLIC Percent of funds	NONPUBLIC Total No. students served
B. Professional Development and Class-Size Reduction				
Will any Title V, Part A and redirected funds be expended for 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 contents standards and student academic achievement standards. (Must follow Title II, Part A rules.)	100	72	0	0
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.

Need More Space?

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

50% of students in the 4th, 8th, 10th and 11th grades will perform at 80% level of proficiency on a resading criterion and norm referenced test(s) by 2007. Current performance level: 33% of the 4th and 8th grade students and 0% of 11th grade students are at the proficient or advanced level based on 2003-2004 MontCAS testing. Fairview references: Schimmel, Edwards & Prickett, 1999, Ramachandran & Blakeslee, 1998, Jensen 1998, and Gladwell 2000. Read Naturally references: Kame' enui, Simmons, Good and Harn, 2002, Worf and Kafzir-Cohen, 2001, Torgesen, Rashotte, and Alexander, 2002 and Pinnell, et, al., 1995.

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	Specific planned activities to increase student achievement based on the need(s) above.
2	Professional development will be provided by the developers of the Fairview Reading Program to assist the staff in the implementation of the this researched based vocabulary development program for hearing impaired students. Effective instructional strategies will be identified and implemented for teaching vocabulary and reading comprehension to hearing impaired students. A bridge between ASL and written English so that users can begin to think and communicate in both languages (the Bridging Process); Strategies implement a structured approach to thinking and signing in ASL (conceptually) while reading and writing in English (ASL development/Spontaneous Written English and a shortcut to Phonemic Awareness) Schimmel, Edwards & Prickett, 1999 Ramachandran & Blakeslee, 1998 Jensen 1998, and Gladwell 2000
6	

Need More Space?

B. Allowable professional development activities will improve the knowledge of teachers and principals, and, in appropriate cases, para-professionals 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: Mont Sch for Deaf Blind CO: 07 LE: 9258

ALLOWABLE CHOICES	PUBLIC Percent of funds	PUBLIC Total No. students served	NONPUBLIC Percent of funds	NONPUBLIC Total No. students served
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 student achievement goal(s) based on your baseline data will you fund with the Title V, Part A and redirected funds?				

Need More Space?

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

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.)**

Need More Space?

Need More Space?

What long-term student achievement 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 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	Specific planned activities to increase student achievement based on the need(s) above.

Need More Space?

Title V, Part A Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

ALLOWABLE CHOICES	PUBLIC		NONPUBLIC	
	Percent of funds	Total No. students served	Percent of funds	Total No. students served
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)**				

Need More Space?

What long-term student achievement 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 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	Specific planned activities to increase student achievement based on the need(s) above.

Need More Space?

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).				
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: Mont Sch for Deaf Blind CO: 07 LE: 9258

ESEA Title V, Part A—Innovative Program

ALLOWABLE CHOICES	PUBLIC		NONPUBLIC	
	Percent of funds	Total No. students served	Percent of funds	Total No. students served
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 student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?				

Need More Space?

INSTRUCTIONS: Indicate the percentage of distribution among the activities supported by the district public and nonpubliTitle 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	Specific planned activities to increase student achievement based on the need(s) above.

Need More Space?

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 student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds?				

Need More Space?

Title V, Part A Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

ALLOWABLE CHOICES	PUBLIC		NONPUBLIC	
	Percent of funds	Total No. students served	Percent of funds	Total No. students served
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	Specific planned activities to increase student achievement based on the need(s) above.	Need More Space?

18. Programs to impove 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 student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? Need More Space?

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	Specific planned activities to increase student achievement based on the need(s) above.	Need More Space?

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

ALLOWABLE CHOICES	PUBLIC		NONPUBLIC	
	Percent of funds	Total No. students served	Percent of funds	Total No. students served
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.)**				

Need More Space?

What long-term student achievement 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 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	Specific planned activities to increase student achievement based on the need(s) above.

Need More Space?

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

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

$_____ + $_____ = $_____ $_____

Public Nonpublic (Total Allocation) Amount Per Pupil

USE ONLY IF NONPUBLIC SCHOOLS ARE SERVED

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ESEA Title V, Part A—Annual Budget 2005-2006

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, 2006.

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: Mont Sch for Deaf Blind CO: 07 LE: 9258

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3	Approved Budget 4
1. Salaries and Benefits Objects 1xx, 2xx	238				
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx		281	390		
3. **SUB-TOTAL DIRECT COSTS**	238		390		
4. Indirect Costs @ 18.00 % (See Appendix A for directions.)	43	0			
5. Equipment ($5,000 or more per unit) 5a. Describe Equipment Justification					
6. **TOTAL BUDGET**	281	281	390		
7. **OPI Use Only: Approved By/Date**		PJ 7-28-05	1-19-06		

Project No. 0792583906 ☑ **Project/Budget Approved** ☐ **Budget Approved** **Date**_____

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 2005 Title V, Part A program carryover funds has been completed. The final amount of $ 109.00 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@mt.gov. For fiscal questions contact Jurenne Fuchs, (406) 444-2560, jfuchs@mt.gov.

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ESEA Title V, Part A Budget Equipment Justification Page

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

5a. Describe Equipment:

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

A. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? [continued]

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Return to Original Section

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

I. A. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part A and funds redirected to Title V, Part A? [continued]

50% of students in the 4th, 8th, 10th and 11th grades will perform at 80% level of proficiency on a resading criterion and norm referenced test(s) by 2007. Current performance level: 33% of the 4th and 8th grade students and 0% of 11th grade students are at the proficient or advanced level based on 2003-2004 MontCAS testing. Fairview references: Schimmel, Edwards & Prickett, 1999, Ramachandran & Blakeslee, 1998, Jensen 1998, and Gladwell 2000. Read Naturally references: Kame' enui, Simmons, Good and Harn, 2002, Worf and Kafzir-Cohen, 2001, Torgesen, Rashotte, and Alexander, 2002 and Pinnell, et, al., 1995.

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Professional development will be provided by the developers of the Fairview Reading Program to assist the staff in the implementation of the this researched based vocabulary development program for hearing impaired students. Effective instructional strategies will be identified and implemented for teaching vocabulary and reading comprehension to hearing impaired students. A bridge between ASL and written English so that users can begin to think and communicate in both languages (the Bridging Process); Strategies implement a structured approach to thinking and signing in ASL (conceptually) while reading and writing in English (ASL development/Spontaneous Written English and a shortcut to Phonemic Awareness) Schimmel, Edwards & Prickett, 1999,Ramachandran & Blakeslee, 1998,Jensen 1998, and Gladwell 2000.

Professional development will be provided by school staff who have been trained in the research based, Read Naturually program will be dentified and implemented to motivate and involve struggling readers in the act of reading to improve their fluency and to accelerate their reading achievement. Effective teaching strategies for improving reading fluency for Braille and large print readers through teacher modeling, repeated reading, and progress monitoring. Hasbrouck, J.E., Ihnot, C., and Rogers, G. (1999). Read Naturally: A strategy to increase oral reading fluency. Reading Research Instruction, 39 (1), 27-37.

Return to Original Section

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

II. A. What long-term student achievement goal(s) based on your baseline data will you fund with the Title V, Part A and redirected funds? [continued]

II. B. Based on this conclusion, list what classes will be reduced to increase student achievement. [continued]

Grade/subject to be reduced	2003-04 Student/teacher Ratio	2004-05 Student/teacher Ratio

Return to Original Section

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

II. C. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? [continued]

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Return to Original Section

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

II. D. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? [continued]

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Return to Original Section

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

II. E. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? [continued]

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Return to Original Section

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

II. F. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part A and funds redirected to Title V, Part A? [continued]

Return to Original Section

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Return to Original Section

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

II. G. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? [continued]

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Return to Original Section

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

II. H. What long-term student achievement goal(s) based on your baseline data will you fund with Title V, Part Aand redirected funds? [continued]

Specific planned activities to increase student achievement based on the need(s) above. [continued]

Return to Original Section

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE (Elem or K-12) : 9258 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.mt.gov/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 percent of funds 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 ☐ Processed	OPI Signature: Date:
	Date:	Updates/Revisions:

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2005-06 Annual Consolidated Application Project Information Sheet ESEA Title VI, Part B, Subpart 2

I. Preliminary Allocation

District Name Mont Sch for Deaf Blind Legal Entity: 9258 County Code: 07

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

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

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

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

IV. Final Allocation (OPI USE ONLY)

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

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

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE (Elem or K-12) : 9258
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 for activities as appropriate to the titles,
- Title I, Part A,
- Title III—Language Instruction for Limited English Proficient and Immigrant Student 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.mt.gov/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 for Limited English Proficient and Immigrant Student activities		
Title IV, Part A—SDFSC activities		

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

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

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

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

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ESEA Title VI, Part B, Subpart 2 Rural Low-Income Schools—Annual Budget 2005-2006

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, 2006.

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 for directions.

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: (Elem or K-12) 9258 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. _____ ☐ **Project/Budget Approved** ☐ **Budget Approved** **Date**_____

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

☐ The final determination of fiscal year 2005 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@mt.gov.
For fiscal questions contact Madilon Beatty, (406) 444-4403, mbeatty@mt.gov.

View Narrative

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ESEA Title VI, Part A, Subpart 1 Budget Equipment Justification Page

Prime Applicant District: Mont Sch for Deaf Blind CO: 07 LE: 9258

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 school year 2005-06 can be found at: http://www.opi.mt.gov/SchoolFinance/Acct.html

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2005-2006 ESEA Title VI, Part A, Subpart 2 Transferability of Funds

District Name: Mont Sch for Deaf Blind

Legal Entity No. (Elem or K-12) 9258
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 2.5.6

2005-06 Annual Consolidated Application Progress Report

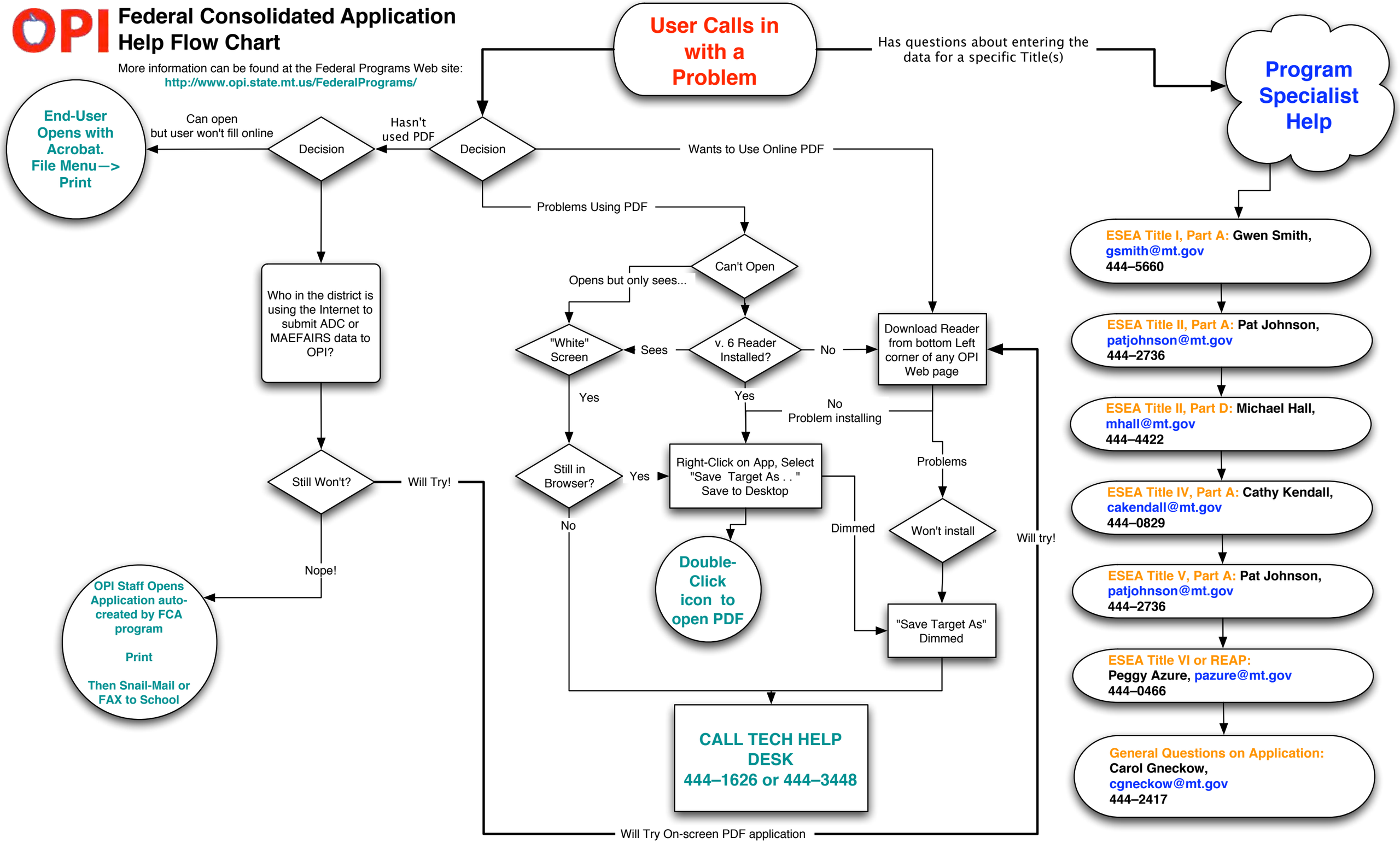
District: (RLI) **CO:** 07 **LE:** 9258

1	2	3	4	5	6
Program Title	Application has been Received by OPI (Due May 30)	Application has been checked in at OPI	OPI is returning this Section to the District for changes	District is returning this Section to the OPI with changes	The Project/Budget or Budget for this Section of the Application has been Approved
Title I, Part A				EL / HS	
Title II, Part A	✔ 5/27/2005	✔ 6/6/2005			PB ✔ B Date
Title II, Part D					PB B Date
Title IV, Part A	✔ 5/27/2005	✔ 6/6/2005			PB ✔ B Date 7/1/2005
Title V, Part A	✔ 5/27/2005	✔ 6/6/2005			PB ✔ B Date
Title VI, Part A, Subpart 2, Transferability					Eligible Processed Date
Title VI, Part B, Subpart 1, SRS					Eligible Processed Date

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 or Manual Action Will be read from page 1 of the application. Updated at OPI	Automated Will be read from FCA check-in at OPI	Manual Updated by OPI check-in personnel	Manual Updated by OPI program specialist(s)	Automated Will be read from budget pages

For Authorized Users ONLY: Export Data Import Data

Federal Consolidated Application Help Flow Chart

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