

## **100.1 PROGRAM DESCRIPTIONS**

The following state, federal, and private grant programs are administered by the Office of Public Instruction(OPI):

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### **State Program Descriptions**

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#### **ADULT EDUCATION**

Legal Reference: 20-7-701, 20-7-702, 20-7-711, 20-7-712, 20-7-714, MCA

The funds provided by the state of Montana are combined with the federal adult basic education funds to provide adult basic education services throughout Montana. The state funds are used to help maintain Montana's obligation for match and maintenance of effort requirements to receive federal funds.

In addition to state-provided funds, provision is made for local public school and community college districts and counties to levy funds to provide for adult basic education and literacy services. These funds also provide an important portion of the match and maintenance of effort requirements for local programs in Montana to receive federal adult basic education funding.

Refer to the FEDERAL ADULT EDUCATION BASIC GRANT PROGRAM below for further information.

#### **GIFTED AND TALENTED STATE GRANT PROGRAM**

Legal Reference: 20-7-903, MCA

The Gifted and Talented state grant program provides grant funds for supplemental financial assistance to school districts to strengthen the quality of programs for gifted and talented students. Approximately 100 school systems receive state funding to supplement their gifted and talented programs each year, based on an application and the local district gifted and talented education plan required under ARM 10.55.804, with approval based on successful completion of the application. Grants are awarded according to a formula determined by the size and number of applicant school systems, the amount of their matching funds (required by law) and the funds provided to the program by the legislature.

#### **INDIAN EDUCATION FOR ALL**

Legal Reference: 20-1-501, MCA

Indian Education for All Montanans encourages every Montanan to learn about the distinct and unique heritage of American Indians in a culturally responsive manner in cooperation with Montana tribes. Funding is provided to school districts and regional service providers to support and enhance their efforts to implement Indian Education for All.

## **SERVICES FOR SIGNIFICANT NEEDS STUDENTS**

Authority: HB2, Appropriation Language

These are state funds which, when available, are announced and provided to school districts on a priority basis to assist with the costs of students with significant behavioral or physical needs served by public schools. Students eligible to be served with these funds include all of the following: students with significant behavioral or physical needs, conduct disorder students, juvenile sex offenders, students identified as emotionally disturbed (ED) under special education or as severely emotionally disturbed (SED) under the Montana Mental Health Access Plan. To be considered treatment services, the funds must be used for meeting a student's mobility or physical/health care needs and/or treating, managing and/or directing student behavior during the course of the school day. Examples of day treatment services include: nursing services, therapy (group, family, and individual), cost of instruction for teacher and paraprofessional time assigned to serving children in therapeutic group home settings and alternate education sites, provision of behavior management specialist services and enhanced supervision, including probation and contracted mental health services.

Announcements regarding the availability of such funds are made through the Division of Special Education.

## **STATE CAREER AND VOCATIONAL/TECHNICAL EDUCATION FUNDS**

Legal Reference: 20-7-301, 20-7-302.1, 20-7-303, 20-7-305, 20-7-306, MCA

The program provides funding to assist high schools in paying the additional costs of approved career and technical education programs. Career and technical education programs eligible for state vocational funding include: agriculture education; health science education; business education; family and consumer sciences education; industrial/technology education; and marketing education. Programs must be taught by instructors endorsed in the respective curricular area.

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### **Federal Program Descriptions**

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#### **ADULT EDUCATION--BASIC GRANTS TO STATES**

Authority: Adult Education and Family Literacy Act of 1998, Section 211(b).

Regulations: EDGAR

CFDA#: 84.002

Provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy and civics education programs. Participation in these programs is primarily adults and out-of-school youths at least 16 years old.

## **GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)**

Authority: The Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 2 as amended  
Regulation: 34 CFR 694  
CFDA#: 84.334

Encourages disadvantaged young people to pursue high goals, remain in school, and complete coursework suitable for college acceptance. The program administers early college preparation and awareness activities to provide Montana students with comprehensive mentoring, counseling, outreach, and other supportive services. The GEAR UP program also operates a financial assistance program that awards scholarships to students participating in Montana higher education. The program consists of approximately 20 staff, more than 20 cooperating campuses, and 21-23 school districts. The Office of the Commissioner of Higher Education (OCHE) is the fiscal agent for GEAR UP in Montana.

## **TITLE PROGRAMS**

### **ESEA TITLE I, PART A -- IMPROVING BASIC PROGRAMS**

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part A, Section 1111-1127  
Regulations: EDGAR  
CFDA#: 84.010A

Provides financial assistance through state education agencies (SEAs) to local education agencies (LEAs) to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging state academic standards.

### **ESEA TITLE I, PART A, IMPROVEMENT GRANTS**

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part A, Section 1111-1127  
Regulations: EDGAR  
CFDA#: 84.010A

Provide assistance to LEAs with supplemental resources to carry out their school improvement and corrective action responsibilities under section 1116(c) of Title I.

### **ESEA TITLE I, PART A, SCHOOLWIDE**

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part A, Section 1114

Regulations: EDGAR

CFDA#: N/A – Part of Title I, Part A

To provide a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track Federal dollars. Instead, schoolwide programs can use all allocated funds to increase the amount and quality of learning time.

### **ESEA SCHOOL IMPROVEMENT GRANTS (SIG Cohort 2)**

Authority: Elementary and Secondary Education Act (ESEA), as amended, Title I, Part A, Section 1003(g), 115 Stat. 1442, 20 U.S.C 6303(g).

Regulations: EDGAR

CFDA#: 84.377

To support competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. In general, SEAs must give priority to LEAs with Title I-eligible schools ranked in the bottom five percent of such schools, based on student achievement and lack of progress in improving student achievement, as well as secondary schools with a graduation rate below 60 percent over a number of years (Tier I schools). LEAs seeking funding to serve such schools must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. LEAs may also seek funding for other Title I schools in improvement that have been designated as eligible for funding according to the state's definition of persistently lowest achieving schools (Tier II or Tier III schools).

### **ESEA TITLE I, PART C -- MIGRANT EDUCATION**

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part C, Section 1301-1309

Regulations: EDGAR

CFDA#: 84.011A

Provide financial assistance to the state education agencies (SEAs) to support high-quality and comprehensive educational programs for children of migratory workers to help reduce the educational disruptions and other problems that result from repeated moves.

### **ESEA TITLE I, PART C, MIGRANT EDUCATION COORDINATION PROGRAM**

Authority: Elementary and Secondary Education Act of 1965, Title I, Part C, Section 1308, 20 USC 6398  
Regulations: EDGAR  
CFDA#: 84.144A

To encourage the interstate and intrastate coordination of migrant education including consortium arrangements in order to reduce the administrative costs of state education agencies (SEAs) receiving Title I, Migrant Education Program funds under 84.011A

### **ESEA TITLE I, PART D -- EDUCATION OF NEGLECTED AND DELINQUENT AND AT-RISK YOUTH**

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part D, Section 1411-1420  
Regulations: EDGAR  
CFDA#: 84.013A

To extend services and learning time in state institutions and community day programs and encourages smooth transitions to continue schooling or enter the job market; supports collaboration with local correctional facilities.

### **ESEA TITLE I, PART E – STRIVING READERS**

Authority: Elementary and Secondary Education Act of 1965, as amended, Title I, Part E, Section 1502; FY 2010 Consolidated Appropriations Act, Public Law 111-117.  
Regulations: EDGAR  
CFDA#: 84.371C

The purpose of Montana's Striving Readers Program (MSRP), is to: (1) improve the school readiness and success of disadvantaged youth, birth through grade 12, by advancing their literacy skills, including the pre-literacy skills of children birth through age 5; (2) establish a comprehensive approach to literacy development based on Montana's Literacy Plan (MLP), with emphasis on data-based decision making and effective use of technology; and (3) decrease the percentage of participating high school students who drop out of high school and, therefore, increase the graduation rate at all participating high schools. Funds are used to award MSRP subgrants to eligible applicants for the purposes above.

### **ESEA TITLE II, PART A, IMPROVING TEACHER QUALITY**

Authority: Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title II, Part A, Section 2101-2123  
Regulations: EDGAR  
CFDA#: 84.367A

Provides grants through state education agencies (SEAs) to local education agencies (LEAs) to increase student academic achievement by improving teacher and principal

quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and by holding local educational agencies and schools accountable for improvements in student academic achievement.

#### **ESEA TITLE II, PART B, MATHEMATICS AND SCIENCE PARTNERSHIPS**

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No child Left Behind Act of 2001, P.L. 107-110, Title II, Part B, Sections 2201-2203

Regulations: EDGAR

CFDA#: 84.366

Provides grants through state education agencies (SEAs) to improve the academic achievement of students in mathematics and science through projects that support partnerships of organizations representing preschool through higher education. The MSP program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between school districts, including high need districts, and the science, technology, engineering, and mathematics (STEM) and education facilities in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science educations.

#### **ESEA TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT AND ACADEMIC ACHIEVEMENT ACT**

Authority: Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001, Title III, Part A, P.L.107-110, Sections 3111-3129

Regulations: EDGAR

CFDA#: 84.365

Provides financial assistance to state and local agencies to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

#### **ESEA TITLE IV, PART B, 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS**

Authority: Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001, PL.107-110, Title IV, Part B, Section 4201-4206

Regulations: EDGAR

CFDA#: 84.287

Provides financial assistance for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment during

non-school hours (before school, after school, and summer hours). Services must reinforce and complement regular academic programs, and may also offer literacy and educational development to families. Award priority is given to applicants that serve students who attend Title I school wide schools or schools that serve a high percentage of students from low-income families. Priority is further given to applications submitted jointly by LEAs receiving funds under Title I, Part A and community-based entities.

#### **ESEA TITLE VI, PART A, SUBPART 2, TRANSFERABILITY**

Authority: Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title VI, Part A, Sections 6121-6123

Regulations: Guidance from the U.S. Department of Education

Allows local educational agencies (LEAs) that have not been identified as in need of improvement or corrective action under Title I to transfer up to 50 percent of its formula allocation under Improving Teacher Quality (Title II-A) to supplement its allocation under any of the programs listed above. An LEA also may use the funds to supplement the Title I allocation.

An LEA identified as in need of improvement may transfer up to 30 percent of its allocation for the programs listed above only if it transfers the funds to: (1) supplement its school improvement allocation; or (2) carry out Title I improvement activities. An LEA identified as in need of corrective action may not transfer any funds.

#### **ESEA TITLE VI, PART B, SUBPART 1, SMALL RURAL SCHOOLS ACHIEVEMENT (SRSA)**

Authority: Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title VI, Part B, Sections 6211-6213

Regulations: Guidance from the U.S. Department of Education and EDGAR  
CFDA#: 84.358A

Provides 100% flexibility among title programs, except no funds can be flexed from Title I, Part A. In addition to the flexibility provisions, SRSA provides additional grants directly from the United States Department of Education to help eligible districts meet the requirements of ESEA/NCLB.

#### **ESEA TITLE VI, PART B, SUBPART 2, RURAL AND LOW-INCOME SCHOOLS (RLIS)**

Authority: Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title VI, Part B, Sections 6221-6224

Regulations: Guidance from the U.S. Department of Education and EDGAR  
CFDA#: 84.358.B

Provides financial assistance by state educational agencies to local educational agencies for activities authorized under ESEA, Title I, Part A; parental involvement activities that meet the requirements of ESEA Title I, Part A; teacher recruitment and

retention that meet the requirements of Title II, Part A; teacher professional development that meets the requirements of Title II, Part A; educational technology that meets the requirements of ESEA, Title II, Part D; activities authorized under ESEA Title III; Safe and Drug-Free Schools and Communities activities that meet the requirements of Title IV, Part A, Subpart 1.

#### **ESEA TITLE X, PART C, EDUCATION OF HOMELESS CHILDREN AND YOUTH**

Authority: Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title X, Part C, Sections 1031-1034  
Regulation: EDGAR  
CFDA#: 84.196

To provide activities and services to ensure that homeless children and youths enroll in, attend and achieve in school. Establishes a representation in each SEA for coordinating programs and to develop and carry out a state plan for education of homeless children and youths, implement programs to heighten awareness of school personnel regarding the problems of the homeless and to provide grants to LEAs.

### **SPECIAL EDUCATION PROGRAMS**

#### **INDIVIDUALS WITH DISABILITIES EDUCATION ACT, (IDEA) PART B**

Authority: Education for All Disabled Children Act of 1975, as amended by the Individuals with Disabilities Education Act of 2004, P.L.108-446  
Regulations: EDGAR and 34 CFR 300  
CFDA#: 84.027

Provides financial assistance to state and local educational agencies in order to support special education and related services to students with disabilities.

#### **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PRESCHOOL**

Authority: Education for All Disabled Children Act of 1975, as amended by the Individuals with Disabilities Education Act of 2004, 20 USC 1419  
Regulations: EDGAR and 34 CFR 301  
CFDA#: 84.173

Provides financial assistance to states to assist them in providing special education and related services to disabled children ages 3 through 5 years, planning and developing a statewide comprehensive delivery system for disabled children from birth through age 5 years and providing direct and support services to disabled children ages 3 through 5 years.



## **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), STATE PROGRAM IMPROVEMENT GRANTS FOR CHILDREN WITH DISABILITIES**

Authority: P.L.105-107 Individuals with Disabilities Education Act, 20 USC 1451-1456  
Regulation: EDGAR  
CFDA#: 84.323A

To assist state education agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

### **OTHER PROGRAMS**

#### **TEAM NUTRITION PROGRAM**

Authority: P.L.108-199, Consolidated Appropriations Act, 2004  
Regulations: OMB Circulars No. A-87, A-102, and A-133; 41 CFR 1-15.2; and any USDA Regulations implementing OMB Circulars, such as 7 CFR 3015-3019, 3021, as amended  
CFDA#: 10.574

To provide grants to assist state agencies in achieving the team nutrition goal of improving children's lifelong eating and physical activity habits using the Dietary Guidelines for Americans and the Food Guide Pyramid.

#### **CAREER AND TECHNICAL EDUCATION-BASIC GRANTS TO STATES**

Authority: Carl D. Perkins Career and Technical Education Act of 2006.  
Regulations: EDGAR  
CFDA#: 84.048A

To provide states with support for career and technical education programs that improves the academic, career, and technical skills of students. It supports the developing, improving, and expanding use of technology in career and technical education. It also supports professional development programs and assists with the preparation for nontraditional training and employment as well as providing support for partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities. It serves individuals in state institutions as well as providing support for programs for special populations that lead to high skill, high wage careers.

## **AMERICAN RECOVERY AND REINVESTMENT ACT PROGRAMS (ARRA)**

### **ESEA TITLE I, PART A -- IMPROVING BASIC PROGRAMS, RECOVERY ACT (ends 9/30/11)**

Authority: Elementary and Secondary Education Act of 1965 (ESEA), Title I, Part A, 20 USC 6301 et seq. and the American Recovery and Reinvestment Act of 2009 (ARRA), Public Law 111-5  
Regulations: EDGAR  
CFDA#: 84.389A

To help local educational agencies (LEAs) and schools to improve the teaching and learning of children failing, or most at-risk of failing, to meet challenging state academic achievement standards.

### **ESEA TITLE II, PART D -- ENHANCING EDUCATION THROUGH TECHNOLOGY (ED-TECH), RECOVERY ACT (ends 9/30/11)**

Authority: Elementary and Secondary Education Act of 1965, as amended, Title II, Part D - Enhancing Education Through Technology  
Regulations: EDGAR  
CFDA#: 84.318

The NEW SLATE (ARRA funded) grants were awarded to five partnerships consisting of a host local school district, additional high need districts, a Regional Service Agency (RSA) provider, and the OPI. A hallmark of the implementation of the EET program has been to serve rural schools through the creation of effective consortia. The RSAs, through consultation with the OPI and each other, implemented effective strategies for meeting the wide range of goals and objectives as set forth by the U.S. Department of Education and the OPI.

#### ESEA Title II, Part D, Ed Tech Program Goals

1. To improve student academic achievement through the effective use of technology in teaching and learning,
2. To improve the technology literacy of teachers and students, and
3. To improve the capacity of teachers to effectively and efficiently integrate technology into their curriculum and instruction.

### **EDUCATION FOR HOMELESS CHILDREN AND YOUTH, RECOVERY ACT (ends 9/30/11)**

Authority: McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B; American Recovery and Reinvestment Act of 2009 (ARRA), Public Law 111-5  
Regulations: EDGAR  
CFDA#: 84.387A

To ensure that all homeless children and youth have equal access to the same free, appropriate public education available to other children, the Education for Homeless Children and Youth program provides assistance to states, outlying areas, and the Bureau of Indian Education (BIE) to: (1) establish or designate an Office of Coordinator of Education of Homeless Children and Youths; (2) develop and carry out a state plan

for the education of homeless children; and (3) make subgrants to local educational agencies to support the education of those children.

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PRESCHOOL, RECOVERY ACT (ends 9/30/11)**

Authority: Individuals with Disabilities Education Act (IIEA), as amended, Part B, Section 619, 20 USC 1419; American Recovery and Reinvestment Act of 2009 (ARRA), Public Law 111-5

Regulations: EDGAR

CFDA#: 84.392A

To provide grants to states to assist them to make available special education and related services for children with disabilities ages 3 through 5 years, and at a state's discretion, to 2-year-old children with disabilities who will reach age 3 during the school year.

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), STATE PROGRAM IMPROVEMENT GRANTS FOR CHILDREN WITH DISABILITIES, RECOVERY ACT (ends 9/30/11)**

Authority: Individuals with Disabilities Education (IDEA), as amended, Part B, Section 611-618, 20 USC 1411-1418; American Recovery and Reinvestment Act of 2009 (ARRA), Public Law 111-5

Regulations: EDGAR

CFDA#: 84.391A

To provide grants to states to assist them in providing a free appropriate public education to all children with disabilities.

**ESEA TITLE I, SCHOOL IMPROVEMENT GRANTS, RECOVERY ACT (ARRA SIG) (ends 9/30/13)**

Authority: Elementary and Secondary Education Act of 1965, as amended, Title I, Part A, Section 1003(g); American Recovery and Reinvestment Act of 2009 (ARRA)

Regulations: EDGAR

CFDA#: 84.388 -- OPI "Schools of Promise" projects

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), as amended by the Recovery Act, are grants to state educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

## Private Program Descriptions

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### **GRADUATION MATTERS MONTANA (GMM)**

Grant from the Dennis and Phyllis Washington Foundation

The Montana Office of Public Instruction received a grant from the Dennis and Phyllis Washington Foundation, to fund up to 15 local Graduation Matters Montana (GMM) initiatives each year, for three years, starting in 2012. Grants of up to \$10,000 are available to Montana public schools for existing GMM initiatives and for new GMM initiatives through a competitive application process.