



History of Federal Grants Distributed to School Districts and Special Education Cooperatives by OPI

<u>Agency</u>	<u>Grant</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
USED	Adult Basic Education Fed	1,096,148	971,138	984,712
	Carl Perkins	2,564,723	2,514,011	2,662,854
	Education Of Homeless Children	164,310	122,410	139,292
	Educ Technology State Grants	153,711		
	Even Start	5,967		
	Gear Up	20,739	45,237	26,126
	IDEA Part B	32,437,700	34,400,554	34,671,226
	IDEA Part D	44,414	43,483	79,673
	IDEA Preschool	1,123,970	1,128,945	1,100,019
	Migrant Incentive	45,000	92,500	102,500
	Title I Achievement	60,081	16,000	20,000
	Title I Improvement		517,900	551,683
	Title I Improving Basic Program	43,502,878	40,828,532	43,649,972
	Title I Migrant Education	1,185,956	717,506	1,136,007
	Title I Neglected & Delinquent	90,398	107,668	112,426
	Title I Part E Striving Readers	6,800,189	6,220,808	6,288,647
	Title I Sig 1003G	1,121,807	1,162,462	668,206
	Title II Part A Teacher	9,850,060	11,972,017	10,555,651
	Title II Part B Math Science	719,765	588,043	773,518
	Title III English Language	350,026	594,805	397,710
Title IV Part B 21st Century	5,397,424	5,029,047	5,285,403	
Title IV - Rural Low Income	356,249	404,354	383,227	
Subtotal USED Grants		107,091,515	107,477,420	109,588,852
USDA	School Foods	34,837,742	36,344,470	37,492,030
HHS	SAMHSA Aware			257,091
Total All Grants		141,929,257	143,821,890	147,337,973
Subtotal "Big 3"		110,778,320	111,573,556	115,813,228
%		78%	78%	79%

Note: Big 3 include IDEA Part B, Title I Improving Basic Program, and School Foods



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Title I Part A Allocations to School Districts

For districts with a total population (all persons) of 20,000 or more, the funds are allocated according to the statutory formula that consists of four factors:

- 1) U.S. Census Bureau poverty data that is statistically updated every year by the Bureau;
- 2) Count of families above the poverty level receiving TANF (Temporary Assistance to Needy Families) payments;
- 3) Foster children counts; and
- 4) Neglected and Delinquent children and youth counts.

For districts with a total population (all persons) of fewer than 20,000, Montana uses an alternative formula approved by the U.S. Department of Education that uses two factors:

- 1) Free and Reduced Meal counts from Child Nutrition Programs; and
- 2) Neglected and Delinquent children and youth counts

Districts may expend Title I Part A funds through either a “Title I Basic” or a “Schoolwide” budget

The Title I Basic budget consists only of Title I funds and may cover expenditures for identified students served in a Targeted Assistance Program in which supplemental educational services are provided only to the lowest achieving students who are most at risk of failing academically. These services are usually additional instructional time in reading and/or math but may include other services.

The Schoolwide budget consists of Title I funds plus any other eligible funds that may be transferred in from other sources such as Title II A and Title III. Schoolwide budgets may cover educationally related expenses for any and all students in the school as long as those expenditures are above and beyond the level of state and local funding the school is entitled to receive. To be “Schoolwide” a school must have 40% or more of its students from low-income families and spend one year developing a comprehensive plan for how funds will be used to upgrade the overall operation of the school, but ensuring that the lowest performing students are assisted in becoming academically successful.

Title I Part A Allocation to the School Level

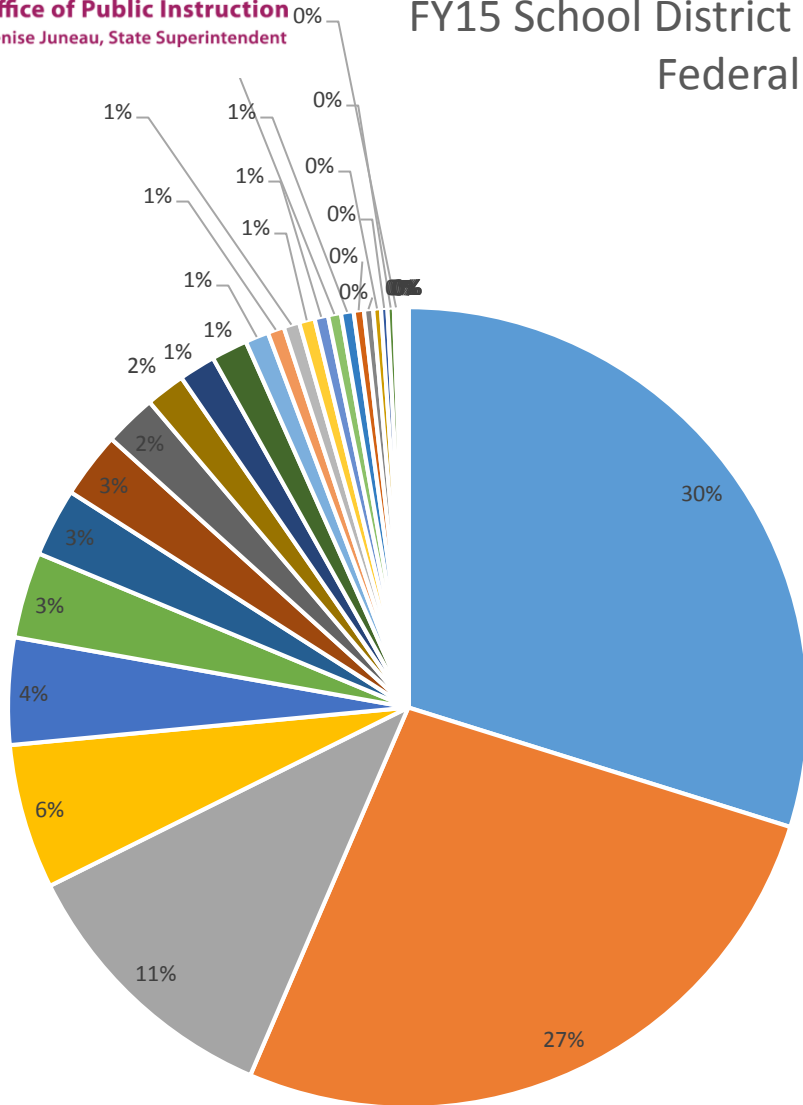
A district with only one school per grade span or with 1,000 or fewer students may allocate the Title I funds in any way the district deems appropriate to serve the educational needs of eligible students in a Targeted Assistance School or for all students in a Schoolwide program.

Districts with more than one school per grade span or more than 1,000 students must rank its schools using low-income data, usually Free and Reduced Meal counts, from the highest poverty school to the lowest poverty school. The district may do the ranking districtwide or by grade span. The district must first serve any school at 75% or higher poverty from any grade span, if any, before serving any lower ranked schools. The district may serve any school that is above the district average or grade span average in poverty or may serve any school above 35% poverty. The pool of funds available to the schools is divided by the total number of low-income students to determine a per student amount. The low-income count for each school to be served is multiplied by the per student amount to determine an allocation for each school to be served.

Submitted by: BJ Granbery, Title I Director, Montana Office of Public Instruction, Jan. 8, 2016



FY15 School District & Special Education Cooperative Federal Grant Expenditures

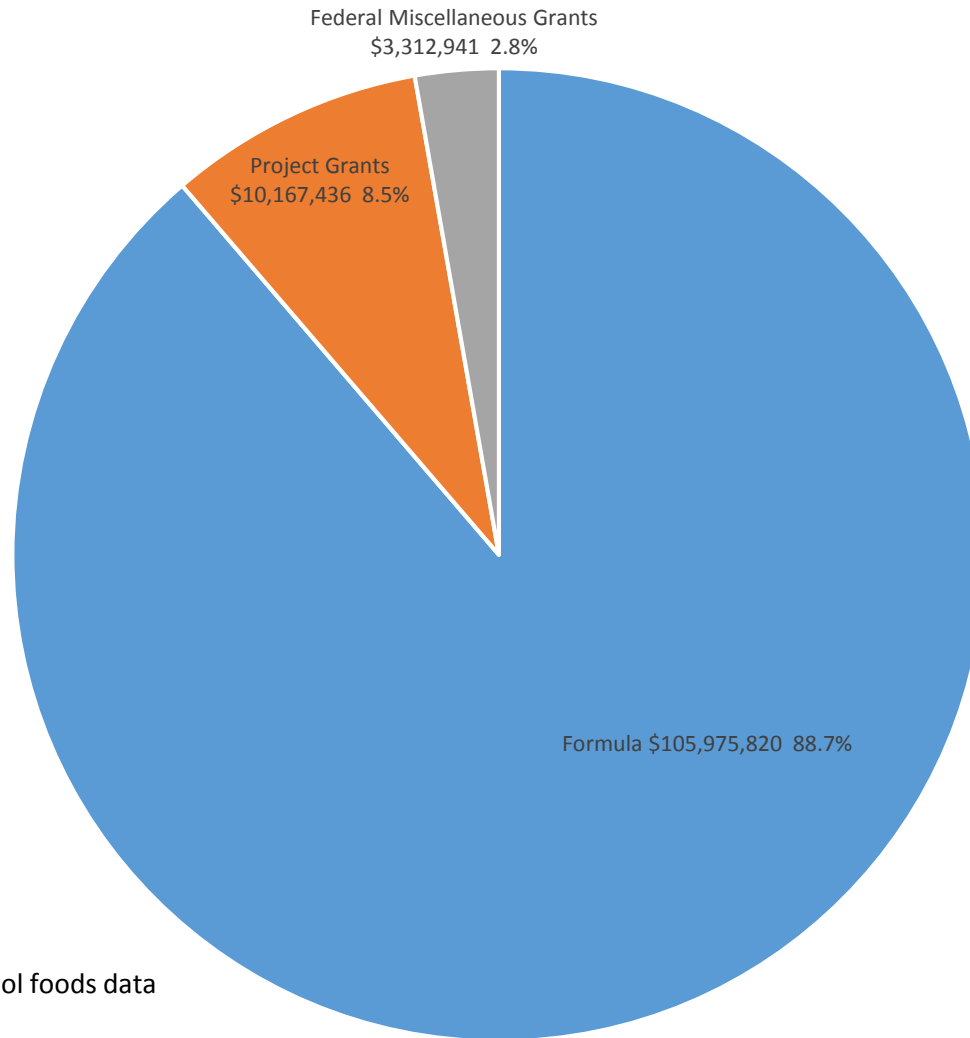


- 456 IDEA, Part B, Children with Disabilities \$35,629,179 29.83%
- 420 Title I, Part A, Improving Basic Programs \$31,813,505 26.63%
- 494 Schoolwide Program \$13,367,590 11.19%
- 430 Title II, Part A, Teacher & Principal Training & Recruiting Fund \$6,989,680 5.85%
- 423 Montana Striving Readers Grant \$5,151,306 4.31%
- 434 Title IV, Part B, 21st Century Community Learning Centers \$4,146,493 3.47%
- 413 Title VII Indian Education \$3,291,604 2.76%
- 412 Title VI, Part B, Subpart 1, Small rural Schools (SRS) \$3,179,264 2.66%
- 451 Carl Perkins (Federal Vo-Ed) - Basic Grant \$2,523,231 2.11%
- 410 Miscellaneous Federal Grants Direct from Feds \$1,906,080 1.60%
- 411 Head Start \$1,766,273 1.48%
- 471 GEAR UP \$1,744,629 1.46%
- 457 IDEA Preschool \$1,131,967 0.95%
- 465 Federal Miscellaneous Grants from OPI \$798,296 0.67%
- 454 Adult Basic & Literacy Education (ABLE) \$762,683 0.64%
- 432 Title III, Part A, English Language Acquisition & Language Enhancement \$756,289 0.63%
- 422 Title I, Part A, Improvement Grants \$654,111 0.55%
- 439 Title I, Part G, (SIG) Tier III \$623,965 0.52%
- 470 Federal Miscellaneous Grants from other State Agencies \$608,565 0.51%
- 437 Title VI, Part B, Subpart 2, Rural Low-Income Schools \$494,545 0.41%
- 421 Title I, Part A, Accountability \$441,522 0.37%
- 425 Title I, Part C, Migrant Education \$373,589 0.31%
- 414 Federal Johnson O'Malley (JOM) \$308,172 0.26%
- 427 Title I, Part D, Neglected, Delinquent & At-Risk Youth \$307,391 0.26%
- 458 IDEA State Program Improvement \$202,849 0.17%
- 482 Title VIII Impact Aid 8007 (b) Construction \$175,337 0.15%
- 438 Title X, Part C, Education of Homeless Children & Youth \$123,052 0.10%
- 453 Adult Basic Education TANF \$74,428 0.06%
- 426 Title I, Part C, Migrant Incentive \$61,002 0.05%
- 435 Title V, Part A, Innovative Programs \$20,272 0.02%
- 452 Carl Perkins (Federal Vo-Ed) - Competitive \$20,108 0.02%
- 431 Title II, Part D, Educational Technology \$7,287 0.01%
- 433 Title IV, Part A, Safe & Drug-Free Schools & Communities \$1,812 0.00%
- 473 Public Health Emergency Preparedness \$123 0.00%

Expenditures do not include school foods data
which totals \$34,961,000 in FY15



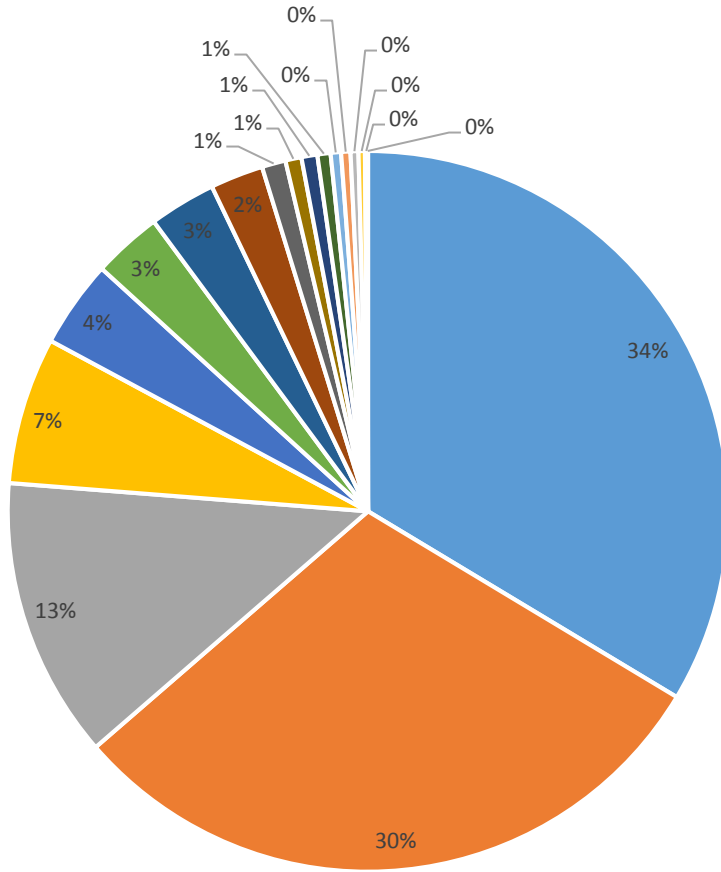
FY15 School District & Special Education Cooperative Expenditures by % of Federal Education Grant Type



Expenditures do not include school foods data which totals \$34,961,000 in FY15



FY15 School District & Special Education Cooperative Federal Formula Grant Expenditures

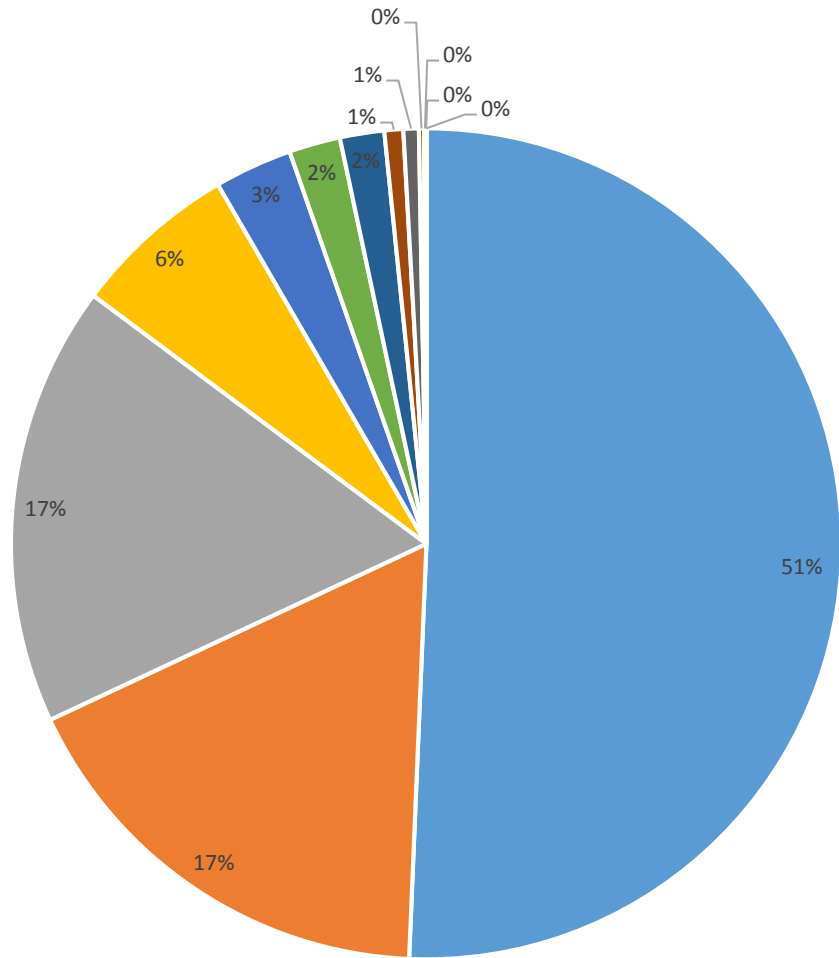


- 456 IDEA, Part B, Children with Disabilities \$35,629,179 33.62%
- 420 Title I, Part A, Improving Basic Programs \$31,813,505 30.02%
- 494 Schoolwide Program \$13,367,590 12.61%
- 430 Title II, Part A, Teacher & Principal Training & Recruiting Fund \$6,989,680 6.60%
- 434 Title IV, Part B, 21st Century Community Learning Centers \$4,146,493 3.91%
- 413 Title VII Indian Education \$3,291,604 3.11%
- 412 Title VI, Part B, Subpart 1, Small rural Schools (SRS) \$3,179,264 3.00%
- 451 Carl Perkins (Federal Vo-Ed) - Basic Grant \$2,523,231 2.38%
- 457 IDEA Preschool \$1,131,967 1.07%
- 454 Adult Basic & Literacy Education (ABLE) \$762,683 0.72%
- 432 Title III, Part A, English Language Acquisition & Language Enhancement \$756,289 0.71%
- 439 Title I, Part G, (SIG) Tier III \$623,965 0.59%
- 437 Title VI, Part B, Subpart 2, Rural Low-Income Schools \$494,545 0.47%
- 421 Title I, Part A, Accountability \$441,522 0.42%
- 425 Title I, Part C, Migrant Education \$373,589 0.35%
- 427 Title I, Part D, Neglected, Delinquent & At-Risk Youth \$307,391 0.29%
- 438 Title X, Part C, Education of Homeless Children & Youth \$123,052 0.12%
- 435 Title V, Part A, Innovative Programs \$20,272 0.02%

Expenditures do not include school foods data
which totals \$34,961,000 in FY15



FY15 School District & Special Education Cooperative Federal Project Grant Expenditures



- 423 Montana Striving Readers Grant \$5,151,306 50.66%
- 411 Head Start \$1,766,273 17.37%
- 471 GEAR UP \$1,744,629 17.16%
- 422 Title I, Part A, Improvement Grants \$654,111 6.43%
- 414 Federal Johnson O'Malley (JOM) \$308,172 3.03%
- 458 IDEA State Program Improvement \$202,849 2.00%
- 482 Title VIII Impact Aid 8007 (b) Construction \$175,337 1.72%
- 453 Adult Basic Education TANF \$74,428 0.73%
- 426 Title I, Part C, Migrant Incentive \$61,002 0.60%
- 452 Carl Perkins (Federal Vo-Ed) - Competitive \$20,108 0.20%
- 431 Title II, Part D, Educational Technology \$7,287 0.07%
- 433 Title IV, Part A, Safe & Drug-Free Schools & Communities \$1,812 0.02%
- 473 Public Health Emergency Preparedness \$123 0.00%



Description of Federal Grant Programs

Source: Catalog of Federal Domestic Assistance (CFDA)

Federal Grant	Program Description
Adult Basic Education Fed	To fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy and integrated English literacy-civics education programs. Participation in these programs is limited to adults and out-of-school youths aged 16 and older who do not have a high school diploma or equivalent and who are not enrolled or required to be enrolled in a secondary school under State law. See 20 USC 9202(1).
Carl Perkins	To develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs
Education Of Homeless Children	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 to: (1) establish or designate an Office of Coordinator for 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 (LEAs) to support the education of those children.
Gear Up	Provides 6-or 7-year grants to States and Partnerships to provide support, and maintain a commitment, to eligible low-income students, including students with disabilities, to help the students obtain a secondary school diploma (or its recognized equivalent) and to prepare for, and succeed in, postsecondary education. GEAR UP has two major service components. All projects provide a comprehensive set of early intervention services including mentoring, tutoring, academic and career counseling, services to increase parental involvement, and other college preparation activities like exposure to college campuses and financial aid information and assistance. Some projects provide college scholarships to participating students.
Idea Part B	To provide grants to States to assist them in providing special education and related services to all children with disabilities.
Idea Part D	To assist State educational agencies in reforming and improving their systems for personnel preparation and professional development in early intervention, educational and transition services, to improve results for children with disabilities. As used in this program, personnel means special education teachers, regular education teachers, principals, administrators, related services personnel, paraprofessionals, and early intervention personnel serving infants, toddlers, preschoolers, or children with disabilities, except where a particular category of personnel, such as related services personnel, is identified.



Description of Federal Grant Programs

Source: Catalog of Federal Domestic Assistance (CFDA)

Federal Grant	Program Description
Idea Preschool	To provide grants to States to assist them in providing special education and related services to 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 three during the school year
Migrant Incentive	To assist students who are engaged, or whose immediate family is engaged, in migrant and other seasonal farm work to obtain the equivalent of a secondary school diploma and subsequently to gain employment or be placed in an institution of higher education or other postsecondary education or training.
SAMHSA Aware	Substance Abuse and Mental Health Service Administration (SAMHSA) was reauthorized by the Children's Health Action of 2000, Public law 106-310. Under this reauthorization, SAMHSA was given the authority to address priority substance abuse treatment, prevention and mental health needs of regional and national significance through assistance (grants and cooperative agreements) to States, political subdivisions of States, Indian tribes and tribal organizations, and other public or nonprofit private entities. Under these sections, CSAT, CMHS and CSAP seek to expand the availability of effective substance abuse treatment and recovery services available to Americans to improve the lives of those affected by alcohol and drug additions, and to reduce the impact of alcohol and drug abuse on individuals, families, communities and societies and to address priority mental health needs of regional and national significance and assist children in dealing with violence and traumatic events through by funding grant and cooperative agreement projects. Grants and cooperative agreements may be for (1) knowledge and development and application projects for treatment and rehabilitation and the conduct or support of evaluations of such projects; (2) training and technical assistance; (3) targeted capacity response programs (4) systems change grants including statewide family network grants and client-oriented and consumer run self-help activities and (5) programs to foster health and development of children; (6) coordination and integration of primary care services into publicly-funded community mental health centers and other community-based behavioral health settings funded under Affordable Care Act (ACA).
School Foods	To assist States, through cash grants and food donations, in providing a nutritious nonprofit lunch service for school children and to encourage the domestic consumption of nutritious agricultural commodities
Title I - Achievement	Subsection of Title I Improving Basic Program shown below.



Description of Federal Grant Programs

Source: Catalog of Federal Domestic Assistance (CFDA)

Federal Grant	Program Description
Title I Improvement	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 to raise substantially the achievement of students in their lowest-performing schools. In general, State educational agencies (SEAs) must give priority for subgrants 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. LEAs seeking funding to serve such schools must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.
Title I Improving Basic Program	To help local educational agencies (LEAs) improve teaching and learning in high-poverty schools in particular for children failing, or most at-risk of failing, to meet challenging State academic achievement standards.
Title I Migrant Education	To assist States in ensuring that migratory children have the opportunity to meet the same challenging State content and performance standards that all children are expected to meet.
Title I Neglected & Delinquent	To help provide educational continuity for neglected and delinquent children and youth in State-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released.
Title I Part E Striving Readers	The objective of the Striving Readers Comprehensive Literacy program is to advance literacy skills, including pre-literacy skills, reading and writing for students from birth through grade 12, including limited-English-proficient students and students with disabilities.
Title I Sig 1003G	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 to raise substantially the achievement of students in their lowest-performing schools. In general, State educational agencies (SEAs) must give priority for subgrants 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. LEAs seeking funding to serve such schools must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.



Description of Federal Grant Programs

Source: Catalog of Federal Domestic Assistance (CFDA)

Federal Grant	Program Description
Title II Part A Teacher	To provide grants to State educational agencies (SEAs), local educational agencies (LEAs), State agencies for higher education (SAHEs) and, through SAHEs, to eligible partnerships of institutions of higher education (IHEs) and high-need local educational agencies (LEAs), in order to increase student academic achievement through such strategies as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom
Title II Part B Math Science	To improve the academic achievement of students in mathematics and science by encouraging States, institutions of higher education (IHEs), local educational agencies (LEAs), and elementary and secondary schools to participate in programs that: improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education; focus on the education of mathematics and science teachers as a career-long process; bring mathematicians and science teachers together with scientists, mathematicians, and engineers to improve those teachers' teaching skills; develop more rigorous mathematics and science curricula that are aligned with challenging state and local academic achievement standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and improve and expand training of mathematics and science teachers, including by training such teachers in the effective integration of technology into curricula and instruction.
Title III English Language	To help ensure that limited English proficient (LEP) children, including immigrant children and youth, attain English proficiency and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.
Title IV Part B 21st Century	To provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment for children, particularly students who attend high-poverty and low-performing schools. The program is intended to help students meet state and local student standards in core academic subjects, such as reading and math; to offer students a broad array of enrichment activities that reinforce and complement their regular academic programs; and to offer literacy and other educational services to the families of participating children.
Title IV - Rural Low Income	To provide financial assistance to rural districts to carry out activities to help improve the quality of teaching and learning in their schools.