Putting Montana Students First

Montana's Consolidated State Plan Under the Every Student Succeeds Act

Montana Office of Public Instruction

Draft of Public Comment August 2017

TABLE OF CONTENTS

COVER

TABLE OF CONTENTS

SUPERINTENDENT'S LETTER

MONTANA EDUCATIONAL FACTS

INTRODUCTION 10

COVER PAGE 12

PROGRAMS INCLUDED IN THE CONSOLITATED STATE PLAN 13

A TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (LEA) 14

1. CHALLENGING STATE ACADEMIC STANDARDS AND ASSESSMENTS 14
2. EIGHTH GRADE MATH EXCEPTION 15
3. NATIVE LANGUAGE ASSESSMENTS 16
4. STATEWIDE ACCOUNTABILITY SYSTEM AND SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES 17
5. DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS 35
6. SCHOOL CONDITIONS 36
7. SCHOOL TRANSITIONS 38

B TITLE I, PART C: EDUCATION OF MIGRATORY CHILDREN 41

1. SUPPORTING NEEDS OF MIGRATORY CHILDREN 41
2. PROMOTE COORDINATION OF SERVICES 43

C TITLE I, PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK 47

1. TRANSITIONS BETWEEN CORRECTIONAL FACILITIES AND LOCAL PROGRAMS 48
2. PROGRAM OBJECTIVES AND OUTCOMES 48
   A. SUBPART 1 PROGRAM 48
   B. SUBPART 2 PROGRAM 51

D TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION 51

1. USE OF FUNDS 51
2. USE OF FUNDS TO IMPROVE EQUITABLE ACCESS TO TEACHERS IN TITLE I, PART A SCHOOLS 55
3. SYSTEM OF CERTIFICATION AND LICENSING 55
4. IMPROVING SKILLS OF EDUCATIORS 58
5. DATA AND CONSULTATION 60

6. TEACHER PREPARATION 61

E TITLE III, PART A, SUBPART 1; ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT 63

1. ENTRANCE AND EXIT PROCEDURES 63
2. SEA SUPPORT FOR ENGLISH LEARNER PROGRESS 64
3. MONITORING AND TECHNICAL ASSISTANCE 65

F TITLE IV, PART A; STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS 67

1. USE OF FUNDS 67
2. AWARDING SUBGRANTS 68

G TITLE IV, PART B: 21ST CENTRUY COMMUNITY LEARNING CENTERS 70

1. USE OF FUNDS 70
2. AWARDING SUBGRANTS 73

H TITLE V, PART B, SUBPART 2: RURAL AND LOW-INCOME SCHOOL PROGRAM 75

1. OUTCOMES AND OBJECTIVES 75
2. TECHNICAL ASSISTANCE 75

I EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM, MCKINNEY-VENTO HOMELESS ASSISTANCE ACT TITLE VII, SUBTITLE B 76

1. STUDENT IDENTIFICATION 76
2. DISPUTE RESOLUTION 77
3. SUPPORT FOR SCHOOL PERSONNEL 77
4. ACCESS TO SERVICES 78
5. STRATEGIES TO ADDRESS OTHER PROBLEMS 79
6. POLICIES TO REMOVE BARRIERS 80
7. ASSISTANCE FROM COUNSELORS 81

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS 82

APPENDIX B; NOTICE TO ALL APPLICANTS 85

APPENDIX C: HOPE FOR MONTANA STUDENTS 88

July 12, 2017

Dear Montanans,

I am pleased to introduce Montana's draft state plan under the 2015 federal Every Student Succeeds Act (ESSA) for public comment. This draft is the result of strong collaboration between the Montana Office of Public Instruction (OPI), education stakeholders, policymakers, tribal leaders, and our diverse schools, businesses, and communities across the state. Montana's plan will **put Montana students first** by creating a comprehensive system of individual school accountability, promoting long-term student growth, and moving beyond the strict federal mandates of the previous federal No Child Left Behind Act.

As State Superintendent, I know that student success comes from a bottom-up approach to education rather than heavy-handed federal mandates. Under ESSA, Montana has additional flexibility to promote local control while showing how our state is meeting federal requirements. Montana is a large, rural state with unique challenges and diverse student populations in our public school system. A one-size-fits-all approach does not promote success for all Montana students.

The long-term goals and accountability indicators in Montana's plan close long-standing achievement gaps and provide educational opportunities for all Montana students. **ALL means ALL in Montana.** Numerous community conversations reflect that school strength is defined in many ways and varies from community to community. Schools in Montana will take innovative approaches to invest in student success through college and career readiness.

Through this plan we will:

- **A+** Serve ALL of Montana's diverse student populations
- **A+** Support family and community engagement
- **A+** Promote local control and flexibility
- **A+** Raise awareness of mental health and suicide prevention
- **A+** Focus on Science, Technology, Engineering, and Math (STEM) education beginning in middle school
- **A+** Ensure that beginning in middle school and through graduation, students are aware of opportunities to be college and career ready
- **A+** Recruit and retain high-quality teachers, especially in our rural communities

This draft is a living document. I welcome continued input on how Montana can best serve our students from families, educators, communities, and all Montanans. Please send your comments, questions, and input to ESSAinput@mt.gov, 406-444-3095, or 1227 11th Avenue, Helena, MT 59601.

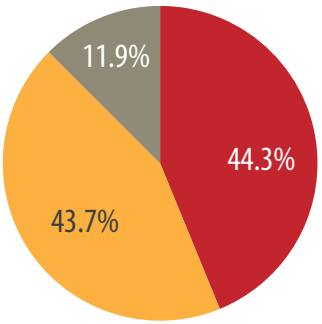
Thank you for ***Putting Montana Students First***,

Elsie Arntzen
State Superintendent

Facts About Montana Education 2017

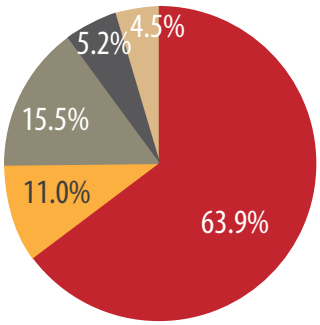
Montana Public School Districts Statewide Revenues and Expenditures

Montana Public School Districts
Statewide Revenues with 2015-2016



- Local and County Revenue
- State Revenue
- Federal Revenue

Montana Public School Districts
Statewide Expenditures 2015-2016



- Instruction and Support
- Administration
- Facilities
- Transportation
- Other

OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT

www.opi.mt.gov

About the Big Sky State

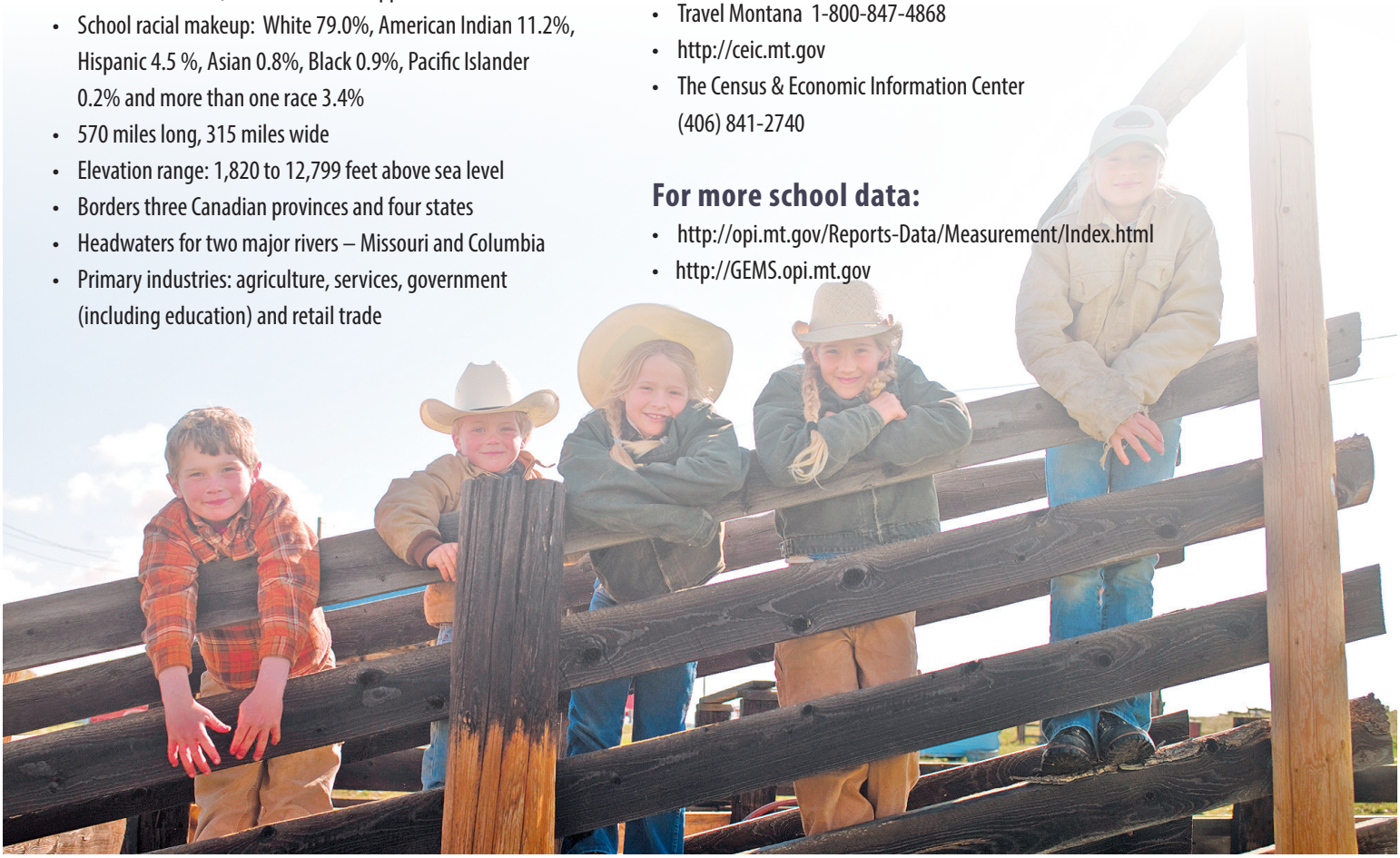
- Population: 1,042,520 (2016 Estimate)
- Size: 147,046 square miles (fourth largest state)
- Population density: 7.0 per square mile
- State racial makeup: White 89.4%, American Indian 6.3%, Hispanic 2.9%, Asian 0.8%, Black 0.4%, Pacific Islander 0.2%, (2010 Census)
- Seven Indian Reservations and 12 Tribal Nations, including one landless tribe, the Little Shell Chippewa
- School racial makeup: White 79.0%, American Indian 11.2%, Hispanic 4.5 %, Asian 0.8%, Black 0.9%, Pacific Islander 0.2% and more than one race 3.4%
- 570 miles long, 315 miles wide
- Elevation range: 1,820 to 12,799 feet above sea level
- Borders three Canadian provinces and four states
- Headwaters for two major rivers – Missouri and Columbia
- Primary industries: agriculture, services, government (including education) and retail trade

For more information about Montana, contact:

- www.mt.gov
- Travel Montana 1-800-847-4868
- http://ceic.mt.gov
- The Census & Economic Information Center (406) 841-2740

For more school data:

- http://opi.mt.gov/Reports-Data/Measurement/Index.html
- http://GEMS.opi.mt.gov



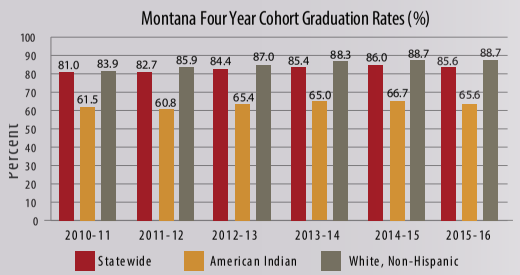
Facts About Montana Education 2017

High School Graduates

	2016
High School Graduates	9,316
HiSET recipients (ages 16 to 19)	1,036

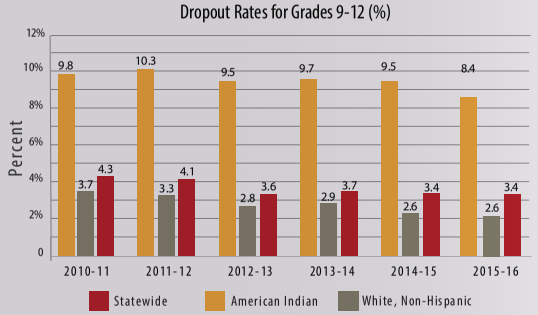
Public and State-Funded Only Montana Four Year Cohort Graduation Rates

Overall high school graduation rates have improved over the past five years. The gap between American Indian students and all students combined is 20 percentage points. The gap between white students and American Indian students is 23 percentage points.



Dropout Rates for Grades 9-12, 2010-11 to 2015-16

Dropout rates improved for most subgroups in 2015-16.



Licensed K-12 Staff and Paraprofessionals

	2016 -17
Teachers- Classroom, Title I, Special Ed.	10,646
Superintendents and Assistant Superintendents	157
Principals and Assistant Principals	516
Other Administrative Staff	118
Education Specialists (Library, Guidance Counselors)	964
Licensed Professional (Noneducator)	369
Paraprofessionals	2,662
Total Licensed and Paraprofessional Staff	**15,432**

Student/Teacher Ratio

	2011-12	2012 -13	2013 -14
Montana average	14	14	14
National average	16	16	16

Data from Common Core of Data, U.S. Department of Education

Montana Public School Enrollment

	2015 -16	2016 -17	% Change 2016 to 2017
Elementary			
Prekindergarten	1,155	1,066	
Kindergarten	11,502	11,678	
Grades 1-6	68,883	69,312	
Grades 7-8	21,933	22,261	
Total Elementary	**103,473**	**104,317**	**0.8%**
High School			
Grades 9-12	41,764	41,985	
Total High School	**41,764**	**41,985**	**0.5%**
State-Funded Schools*			
Elementary (Pre K-8)	21	20	
High School (9-12)	58	53	
Total State-Funded Schools	**79**	**73**	**-7.6%**
Total Public School Enrollment	**145,316**	**146,375**	**0.7%**

* The state-funded schools are Pine Hills School and the Montana School for the Deaf and Blind. Riverside School closed during the summer of 2016.

Montana (PK-12) showed an increase in enrollment in 2016 - 17 of 0.7%. Elementary grades (PK-8) showed an increase in enrollment of 0.8%. High school enrollment increased by 0.5%.

School Size and Enrollment 2016-17

School Size	# of Schools	Percent of Schools	Enrollment	Percent of Enrollment
500 or greater	51	6%	45,370	31%
250 to 499	163	20%	59,569	41%
100 to 249	163	20%	26,396	18%
50 to 99	112	14%	7,777	5%
<50	330	40%	7,263	5%
	819	**100%**	**146,375**	**100%**

Poverty Indicators

Poverty Indicators	MT	National	Rank
Age 5-17 in Families in Poverty*	16.80%	19.50%	22nd
Percent Eligible for Free/Reduced Lunch**	43.60%	52.20%	17th

*US Census Bureau 2015
** Common Core of Data, 2014-15 School Year

Public School Districts 2016-17

K-12 districts	58
Combined elementary (joint board)	98
Combined high school (joint board)	98
Single districts (146 el, 4 hs)	150
State-funded districts	2
Nonoperating districts	3
Total School Districts	**409**

School Data 2016-17

Elementary Schools	436
Middle, 7&8	214
High Schools	171
Total Schools	**821**

Nonpublic School Enrollment (Self-Reported)

	2014 -15	2015 -16	2016-17	% of Total Enrollment
Private	8,119	8,448	8,603	5.2%
Home school	4,954	5,003	5,273	3.1%
Total	**13,073**	**13,451**	**13,876**	**8.3%**

College Readiness Tests

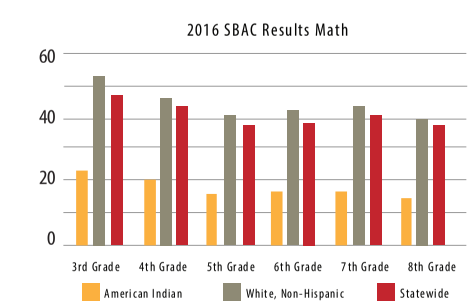
Test Scores	2014 MT	2014 Natl	2015 MT	2015 Natl	2016 MT	2016 Natl
ACT**	20.5	21	20. 5	21	20.1	21
SAT*						
VERBAL (Critical Reading)	555	497	557	489	565	487
MATH	552	513	557	498	564	497
WRITING	530	487	534	475	537	472

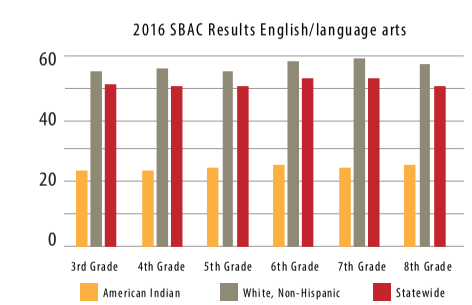
** American College Testing Program-- High Score 36. In 2016, 100 % of Montana graduating seniors took the ACT. Nationally, 59 percent of graduating seniors took the ACT.

* Scholastic Aptitude Test-- High Score 800. In 2016, 8 percent of Montana graduating seniors took the SAT. Nationally, 43 percent of graduating seniors took the SAT.

2016 Smarter Balanced Assessment Consortium (SBAC) Results Math and English/Language Arts.

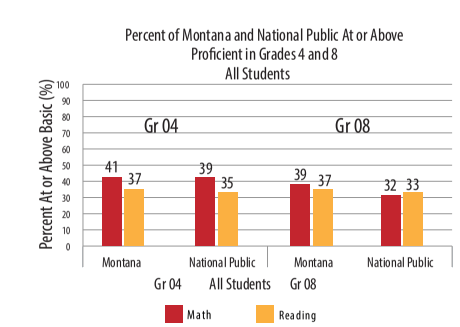
In Spring 2016, Montana students took the SBAC test in the 3rd through 8th grade, measuring progress toward state standards in math and English/language arts.





2015 National Assessment of Educational Progress (NAEP)

This chart shows the percent of the "All Students" category in Montana and the National Public who scored at or above proficient. A proficient achievement level in NAEP represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.



Data obtained from the NAEP Data Explorer (NDE):http://nces.ed.gov/nationsreportcard/naepdata

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- ***April 3, 2017**; or*
- ***September 18, 2017**.*

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) *Include the information on the Cover Sheet;*
2) *Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;*
3) *Indicate that the SEA worked through CCSSO in developing its own template; and*
4) *Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.*

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State

---

[1] *Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.*

plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact *(Name and Position):*	*Telephone:*
Mailing Address:	*Email Address:*
By signing this document, I assure that: *To the best of my knowledge and belief, all information and data included in this plan are true and correct.* *The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.* *Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.*	
Authorized SEA Representative (Printed Name)	*Telephone:*
Signature of Authorized SEA Representative	*Date:*
Governor (Printed Name)	*Date SEA provided plan to the Governor under ESEA section 8540:*
Signature of Governor	*Date:*

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. *Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*

The Board of Public Education is responsible for adopting standards of accreditation for Montana schools. See §20-2-121 and §20-7-101, Montana Code Annotated (MCA), and Art. X, sec. 9(3)(a) of the Montana Constitution. Among the accreditation standards are content standards. The Board adopts a schedule, process, and criteria for standards revision to assure Montana citizens that their public schools are providing all the children of our great state with a well-rounded education founded on challenging academic expectations.

The following list shows the adoption dates for the most recent content standards in each content area:

- Arts standards adopted 2016
- Health Enhancement standards adopted 2016
- Science standards adopted 2016
- Early Childhood Education Standards 2015
- English Language Arts standards adopted 2011
- Mathematics standards adopted 2011
- English Language Proficiency standards adopted 2011
- Information Literacy-Library Media standards adopted 2008
- Technology standards adopted 2008
- Social Studies standards adopted 2000
- Workplace Competencies standards adopted 2000
- World Languages Career and Technology Education standards adopted 2000
- World Languages standards adopted 1999

The standards revision process supports Montana's longstanding commitment to equality of opportunity for all students and ensures that the Montana education system prepares every child to graduate from high school with the capability to succeed and excel in college, careers, civic engagement, and lifelong learning.

The Board of Public Education's schedule for revision of standards complies with Administrative Rules of Montana (ARM) 10.53.104, which states:

1. Montana's content standards shall be reviewed and revised on a recurring schedule.
2. A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at regular intervals.
3. The standards review process shall use context information, guidelines, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

The OPI has proposed the following schedule for the Board of Public Education to consider.

Table A

Cycle	Content Standards	Research/Review	Revision	Negotiated Rulemaking	Adoption	Begin Implementation
Cycle I January 2018-July 2021	Social Studies Career and Technical Education Digital Literacy/Computer Science/Library Media	January 2018-April 2019	May-October 2019	November 2019-March 2020	September 2020	**July 1, 2021**
Cycle II January 2021-July 2023	Mathematics World Languages	January–April 2021	May–October 2021	November 2021–March 2022	September 2022	**July 1, 2023**
Cycle III January 2023-July 2025	English Language Arts/Literacy and English Learners Health & Physical Education	January–April 2023	May–October 2023	November 2023–March 2024	September 2024	**July 1, 2025**
Cycle IV January 2025-July 2027	Arts Science	January–April 2025	May–October 2025	November 2025–March 2026	September 2026	**July 1, 2027**

This schedule may change based on resource availability or other factors.

In accordance with §20-7-101, MCA, the Superintendent of Public Instruction will recommend proposed content standards to the Board of Public Education that are consistent with the processes, guidelines, and considerations outlined by the Board.

2. *Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):*
   i. *Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?*
      ☐ *Yes*
      ☒ *No*

   ii. *If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:*
      a. *The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA*;

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

c. In high school:

1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☐ *Yes*

☐ *No*

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

3. <u>Native Language Assessments</u> (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

For a language other than English to be present to a significant extent in the participating student population, there would need to be more than 15 percent of the student population speaking a particular language. Montana demographics indicate very small numbers of students speak a language other than English and no single language is currently represented by more than 15 percent of the student population. American Indian students in Montana, who comprise the majority of English learner (EL) students in the state, are from numerous tribes with minimal or lost written languages. In Montana the Blackfeet and Crow languages are the two most prominent oral American Indian languages, and, since English is spoken at home, most of these students require academic language support rather than a native language assessment. There is a great movement in the state to support teaching of native languages and language immersions classrooms are growing. There is a very small percentage of students who speak Spanish or German; however, this does not approach the 15 percent threshold. ELs consist of two

percent of the total student body population in Montana. American Indian languages have the highest number of ELs at 67 percent of the total with German at 11.6 percent and Spanish at 9.5 percent. Therefore, there are no languages significant in Montana that meet the definition given above.

ii. *Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.*

Not Applicable

iii. *Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.*

Not Applicable

iv. *Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing*

a. *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);*

Not Applicable

b. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

Not Applicable

c. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

Not Applicable

4. *<u>Statewide Accountability System and School Support and Improvement Activities</u> (ESEA section 1111(c) and (d)):*

i. *<u>Subgroups</u> (ESEA section 1111(c)(2)):*

a. *List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).*

The only racial and ethnic subgroups in Montana with substantial populations include White and American Indian. The student racial makeup of Montana is:

- White 79%
- American Indian 11.2%
- Hispanic 4.5%
- Asian .8%
- Black .9%
- Pacific Islander.2%
- More than one race 3.4%

b. *If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.*

Not Applicable

c. *Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.*

☐ *Yes*

☒ *No*

d. *If applicable, choose one of the following options for recently arrived English learners in the State:*

☒ *Applying the exception under ESEA section 1111(b)(3)(A)(i); or*

☐ *Applying the exception under ESEA section 1111(b)(3)(A)(ii); or*

☐ *Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.*

ii. *<u>Minimum N-Size</u> (ESEA section 1111(c)(3)(A)):*

a. *Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.*

Montana has determined that the minimum number of students necessary to carry out the provisions of Title I, Part A for the purposes of disaggregating subgroups for accountability purposes is ten. A minimum n-size of ten would include more schools in the accountability system (used to identify schools for comprehensive and targeted support every three years). At a minimum number of ten, 582 Title I schools would be included and 92 schools would be excluded because of their small size.

b. Describe how the minimum number of students is statistically sound.

Montana meets this requirement with an n-size of ten. This minimum n allows for comparisons across schools and subgroups. It also accommodates the small school sizes and rural nature of Montana.

c. Describe how the minimum number of students was determined by the State, including how the state collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Minimum n was determined through consensus at various meetings with our many partners in education including: teachers, administrators, parents, tribal leaders, leaders in business and industry, OPI staff, and other stakeholders. Pros and cons of adopting a higher or lower minimum number were discussed with our partners in education who determined that the proposed minimum n allows for the most schools possible to be included in the accountability process while still maintaining statistical validity and not revealing any personally identifiable information.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[2]

The Montana Office of Public Instruction (OPI) has a Student Records Confidentiality Policy that establishes procedures and responsibilities under federal and state laws governing the access, use, and dissemination of confidential, sensitive, and/or restricted student information by the OPI. See link for complete policy: http://opi.mt.gov/pub/AIM/Policies/StudentRecordsConfidentialityPolicy.pdf.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability

---

[2] *Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.*

purposes, provide the State's minimum number of students for purposes of reporting.

Not Applicable

iii. *<u>Establishment of Long-Term Goals</u> (ESEA section 1111(c)(4)(A)):*

a. *<u>Academic Achievement</u>. (ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The Montana OPI has developed long-term goals for academic achievement that are both ambitious and attainable. Montana currently administers the Smarter Balanced Assessment for Grades 3-8 and the ACT for Grade 11 to measure academic achievement. Montana is currently establishing proficiency levels for the ACT as well as participating in a standards-alignment study to ensure that the ACT is a valid measure of content standards. The 2015-2016 test results will serve as the baseline data for the long-term goals. The long-term goals are extended out for six school years to the 2021-2022 school year. Interim goals for each year are shown in the table below for all subgroups of students. When data is received in August of 2017 these tables will be updated and another year will be added.

Montana has developed long-term goals that expect schools to reduce the number of students that are not proficient (or not graduating, depending on the indicator) by four percent each year. These goals are calculated in the same way for individual schools as they are for statewide goals. Along with the four percent reduction of students that are not proficient there is an aspect of the calculation that takes student enrollment size into account. This part of the calculation helps ensure that a school did not reach the four percent reduction based on random chance. Montana is asking schools to show enough improvement to demonstrate that the results are indicative of an actual reduction in the non-proficiency rate.

These long-term goals are ambitious as schools are expected to decrease the percent of non-proficient students by four percent each year. Because of the calculation that takes student enrollment into account, smaller schools will have to show more improvement than large schools to confirm statistical significance. Montana has a diverse array of large and small schools which require this correction for school size in determining ambitious long-term goals.

2. *Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.*

Table B

Academic Achievement Goals: English Language Arts Proficiency Rates							
Subgroups	**Language Arts: Baseline Data (2016)**	**Language Arts: Year 1: (2017)**	**Language Arts: Year 2: (2018)**	**Language Arts: Year 3: (2019)**	**Language Arts: Year 4: (2020)**	**Language Arts: Year 5: (2021)**	**Language Arts: Year 6: (2022)**
All Students	50.1%	52.1%	54.0%	55.8%	57.6%	59.3%	60.9%
Economically Disadvantaged	37.1%	39.6%	42.0%	44.4%	46.6%	48.7%	50.8%
Children with Disabilities	16.1%	19.5%	22.7%	25.8%	28.8%	31.6%	34.3%
English Learners	8.3%	11.9%	15.5%	18.8%	22.1%	25.2%	28.2%
White	55.1%	56.9%	58.6%	60.3%	61.8%	63.4%	64.8%
American Indian	23.7%	26.7%	29.7%	32.5%	35.2%	37.8%	40.3%

Table C

Academic Achievement Goals: Mathematics Proficiency Rates							
Subgroups	**Math Baseline Data (2016)**	**Math 1: (2017)**	**Math 2: (2018)**	**Math 3: (2019)**	**Math 4: (2020)**	**Math 5: (2021)**	**Math 6: (2022)**
All Students	41.8%	41.8%	46.3%	48.5%	50.5%	52.5%	54.4%
Economically Disadvantaged	29.8%	32.6%	35.3%	37.9%	40.3%	42.7%	45.0%
Children with Disabilities	14.9%	18.3%	21.6%	24.7%	27.7%	30.6%	33.4%
English Learners	8.6%	12.2%	15.7%	19.1%	22.4%	25.5%	28.4%
White	46.6%	48.7%	50.8%	52.7%	54.6%	56.4%	58.2%
American Indian	17.8%	21.1%	24.3%	27.3%	30.2%	33.0%	35.7%

3. *Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.*

The long-term goals focus on reducing the number of students not proficient by four percent each year. This ensures subgroups with a higher percentage of non-proficient students (such as American Indian students) improve at a faster rate than the highest performing subgroups, thereby closing achievement gaps between the highest and lowest performing groups.

b. *Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. *Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.*

As shown in Table D, Montana has set an ambitious yet attainable goal that nearly 90 percent of all students will graduate from high school by 2023. Like the academic achievement goals, the goals for graduation are to decrease the number of students who do not graduate by four percent per year, which accelerates increases in graduation rates for American Indian students, students with disabilities, economically disadvantaged students and English learners.

2. *If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.*

Not Applicable

3. *Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.*

Table D

Graduation Rates							
Subgroups	**Baseline (2016)**	**Year 1: (2017)**	**Year 2: (2018)**	**Year 3: (2019)**	**Year 4: (2020)**	**Year 5: (2021)**	**Year 6: (2022)**
All students	85.6%	86.2%	86.8%	87.3%	87.8%	88.3%	88.8%
Economically Disadvantaged	76.4%	77.4%	78.3%	79.1%	80.0%	80.8%	81.5%
Children with Disabilities	77.8%	79.1%	80.4%	81.7%	82.9%	84.0%	85.1%
English Learners	58.7%	60.4%	62.0%	63.5%	65.0%	66.4%	67.7%
White	87.3%	87.8%	88.3%	88.7%	89.2%	89.6%	90.0%
American Indian	65.6%	66.9%	68.3%	69.5%	70.8%	71.9%	73.0%

4. *Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.*

As detailed above, the long-term goals and measurements of interim progress for the four-year graduation rates requires larger improvements in graduation rates for American Indian

students, English learners, economically disadvantaged students, and students with disabilities than for white students and all students overall.

c. *<u>English Language Proficiency.</u> (ESEA section 1111(c)(4)(A)(ii))*

1. *Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.*

Based on research, the OPI has determined that students growing at least 0.5 points on the composite score on the World Class Instructional Design and Assessment (WIDA) access test each year should attain English language proficiency within five years. The OPI's definition of proficiency is a score of 5.0 or higher on the composite score and a 4.0 or higher on each of the language domains. These goals are ambitious in that they aim to increase English learner proficiency by nearly 20 percentage points over six years.

2. *Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.*

Table E

World-Class Instructional Design and Assessment (WIDA): Students showing Progress							
Subgroups	**Baseline (2016)**	**WIDA: Year 1: (2017)**	**WIDA: Year 2: (2018)**	**WIDA: Year 3: (2019)**	**WIDA: Year 4: (2020)**	**WIDA: Year 5: (2021)**	**WIDA: Year 6: (2022)**
English Learners	44.6%	47.8%	50.9%	53.8%	56.6%	59.2%	61.7%

The long-term goals display a 4% reduction in the number of students not proficient (or not graduated) each year. This allows for stronger growth in real numbers among low scoring subgroups in order to close the achievement gaps between these subgroups and the state average. In addition, the adjustments to the goals set year over year use normalization procedures to take into account the subgroup population. The following equation is used to determine the next year's goal:

$p+(1-p)*.04+ .43* \sqrt{(((p+(1-p)*.04)*(1-(p+(1-p)*.04))\ )/n)}$

Where: p = previous year's percent proficient or percent graduated

n = number of students in the subgroup

z* = .43 This is the z score used to designate how much evidence is needed to show the reduction of students that are not proficient is statistically significant.

iv. Indicators (ESEA section 1111(c)(4)(B))

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The Academic Achievement indicator will be proficiency on the Smarter Balanced Summative Assessment in Mathematics and English Language Arts (ELA) for grades 3-8. For high school students the Academic Achievement indicator will be measured by scale scores on the ACT (proficiency levels are currently being developed). These tests are administered annually and measure academic achievement for all students and separately for each subgroup of students. This indicator is aligned with the long-term goals for the state.

The state assessment, Smarter Balanced Assessment Consortium (SBAC), has valid data for one year. The OPI will not have enough data to demonstrate how this measure will aid in the meaningful differentiation of schools until September of 2017 when scores are received. Both the ACT and Graduation Rate indicators include distribution values that provide a clear difference between high and low achievement, therefore identifying schools for comprehensive or targeted support and improvement.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Statewide assessment improvement for English Language Arts and Mathematics will be applied to only K-8 schools. These tests are administered annually and measure academic achievement for all students and separately for each subgroup of students. The 2015-2016 school year will be established as the baseline for growth and growth targets will be adopted for six years.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State,

at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

The four-year adjusted cohort graduation rates will be used as the Graduation Rate indicator. The cohort rate is a standardized way to measure graduation rates among Local Education Agencies (LEAs) and across the state. The rate is computed annually for all students and separately for each subgroup of students.

d. *Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.*

WIDA ACCESS 2.0 data will be used to compare the current year to the previous year for a progress measurement. WIDA Consortium (hereafter WIDA) has created and expanded on comprehensive English language development standards (2004, 2007, and 2012) that represent the second language acquisition process. The five basic standards cover the language students need to comprehend and five areas of academic English language: social and instructional language and the language of the content areas of language arts, mathematics, science, and social studies. All language domains are assessed (listening, speaking, reading, and writing). WIDA's ACCESS 2.0 assesses the English language development standards.

e. *School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.*

In consultation with our many partners in education, including: teachers; administrators; parents; tribal leaders; leaders in business and industry; OPI staff; and other stakeholders; the OPI has determined the following indicators as measures of school quality or student success: student engagement; school climate; and college and career readiness.

5th Indicator for Montana Flexibility

Table F

For Grades K-5	For Grades 6-8	For Grades 9-12
Satisfactory attendance - 20 points STEM Indicator: Proficiency on statewide science assessment - 10 points Program quality indicators for improving school climate, reducing behavior issues and increasing engagement - 5 points	Satisfactory attendance - 20 points STEM Indicator: Proficiency on statewide science assessment - 10 points Program quality indicators for improving school climate, reducing behavior issues and increasing engagement - 5 points	Satisfactory attendance - 15 points Percentage of students who are college and/or career ready, determined when students meet one or more of the following criteria: CCR - 15 points - College-ready benchmark on ACT composite, or - Concentrator in a Career and Technical Education pathway, or - Completion (with passing grade) of a dual enrollment course, AP or IB Program quality indicators for improving school climate, reducing behavior issues and increasing engagement - 5 points

Each of the indicators was selected based on available data and ability to meaningfully differentiate school performance. Satisfactory attendance (defined as missing five percent or less of the school year) is included in elementary school, middle school, and high school. In recognition of STEM fields and the value the state places on science, proficiency on the statewide science test is included at the 4th and 8th grade level. With respect to college and career readiness indicators, the OPI will be working with our partners in education, the Office of Higher Education, local universities, tribal colleges and community colleges, Department of Labor, Department of Commerce, and others to further develop additional measures in the future, such as Industry Recognized Credentials and military readiness. In addition to these measures of student engagement, school climate, and student success; partners in education felt strongly about including school quality measures that acknowledged their commitment to creating positive environments, to using data effectively, and to implementing evidence-based practices with fidelity. Such programs or practices may include use of the Early Warning System, positive behavioral programs (e.g., the Montana Behavioral Initiative), etc. Therefore, the OPI will be creating a measure of school quality that takes into account high quality implementation of these programs and practices. This measure will be weighted at five points within the system.

v. *<u>Annual Meaningful Differentiation</u> (ESEA section 1111(c)(4)(C))*

a. *Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.*

Montana will develop a system of meaningful differentiation based on all indicators in our state accountability system for all students and for each subgroup of students. The first four indicators include EL progress, proficiency on statewide assessments, academic improvement, and graduation rates. These four indicators are important foundational measurements for schools and make up a majority of the accountability system. The fifth indicator includes satisfactory attendance, proficiency on the statewide science assessment, college and career readiness, and program quality indicators. Montana will differentiate schools by levels of support: Comprehensive, Targeted, and Universal. This system will focus on providing supports where they are most needed. The annual determinations will be made for all public schools each year; but the ranking to determine the lowest performing five percent of all schools (high schools with less than a 67 percent graduation rate), and schools with consistently underperforming subgroups will occur every three years. Summative ratings will be the percentage of points a school has earned in this proposed system of annual meaningful differentiation. Points for each indicator are found by: Points = (school rank/total schools in rank) multiplied by total points for each indicator. A school can only earn points for an indicator if the school has an n>/=10. If the school does not meet the minimum n size, the amount of points a school can earn for that indicator is subtracted from the school's total of possible points the school can earn. The summative rating is a percentage such that: summative rating = total points earned/total points possible.

b. *Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.*

Montana will develop a system of meaningful differentiation based on all indicators in our state accountability system for all students and for each subgroup of students. The indicators will include EL progress, proficiency on statewide assessments, academic improvement, and graduation rates. These four indicators are important foundational measurements for schools. Each of these indicators will be given "substantial weight" in compliance with the law.
The proposed weights for each indicator are as follows:

The 5 Required Indicators for the Accountability System

Table G

Federally Required Indicators 1-4 Totaling 65 Points		
Accountability Indicators	K-8	High school
Academic Achievement - proficiency on statewide mathematics and ELA assessments	25 points	30 points
Academic Growth	30 points	N/A
English Learner Progress - applied to all schools with ten or more English Learners	10 points	10 points
Four-year adjusted cohort graduation rate	N/A	25 points
Montana Flexibility Indicator 5 Totaling 35 Points		
Satisfactory Attendance	20 points	15 points
College and Career Ready Percentage of students determined to be college and/or career ready, defined by students meeting one or more of the following criteria: • College-ready benchmark on ACT composite or… • Concentrator in a Career and Technical Education pathway, or • Completion (with passing grade) of a dual enrollment course, AP, or IB	N/A	15 points
STEM Indicator: Proficiency on statewide science assessment CRT	10 points	N/A
School Survey of program quality indicators for improving school climate, reducing behavior issues, and increasing engagement	5 points	5 points

c. *If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.*

The methodology used for schools for which an accountability determination cannot be made (e.g., P-2 schools) will be to apply the assigned ranking of the next grade in the feeder school (Grade Three for P-2 schools). This will primarily apply to P-2 schools in Montana.

vi. *Identification of Schools (ESEA section 1111(c)(4)(D))*

a. *Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.*

The OPI will use the accountability indicators described previously in section A.4 to determine a ranking for schools in order to identify the lowest performing five percent of Title I schools,

including elementary, middle, and high schools, beginning with school year 2018-2019.

b. *<u>Comprehensive Support and Improvement Schools</u>. Describe the State's methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.*

The OPI will identify all public high schools with a graduation rate below 67 percent for comprehensive support and improvement beginning with the 2018-2019 school year.

c. *<u>Comprehensive Support and Improvement Schools</u>. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.*

The OPI will identify such schools for comprehensive support and improvement if these schools have not increased the performance of all student subgroups to exceed the level of performance of the lowest performing five percent of Title I schools overall after three years of additional targeted support. These schools will first be identified for comprehensive support and improvement beginning with school year 2021-2022.

d. *<u>Frequency of Identification</u>. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.*

Every three years, the OPI will identify schools for comprehensive support and improvement beginning with the 2018-2019 school year.

e. *<u>Targeted Support and Improvement</u>. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))*

Annual meaningful differentiation, using the accountability indicators, will be made for all public schools . Each year, schools will be identified for targeted support and improvement if any subgroup has performed at a level equivalent to the performance of all students in the lowest performing five percent of schools for three years in a row (which defines

consistently underperforming subgroups). The LEAs with such schools will implement measures to improve student outcomes in the underperforming student subgroups. Montana will begin identifying schools with "consistently underperforming" subgroups beginning with the 2021-2022 school year.

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D))

The OPI will identify schools for targeted support and improvement using annual meaningful differentiation. A school with any subgroup performing at a level equivalent to the performance of schools in the lowest performing five percent will be identified for targeted support and improvement. Montana will begin identifying such schools for targeted support and improvement beginning with the 2018-2019 school year.

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Not Applicable

vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

For any schools that do not meet the 95 percent student participation rate in statewide mathematics and reading/language arts assessments, either overall for all students or for any student subgroup consisting of 10 or more students, schools will be assigned the lowest average score on each measure for the missing student values.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

a. *Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.*

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for comprehensive support. The OPI has identified three criteria for exiting comprehensive support.

- The first criteria is to exit out of the lowest performing five percent of Title I schools. This is the basic criteria necessary to exit comprehensive support. Title I schools that are no longer in the lowest performing five percent and all high schools that have improved graduation rates to be at or above 67 percent will be eligible to exit comprehensive support.
  Once schools have met the first criteria, they must meet either the second or the third criteria to demonstrate continuous improvement and not fall back into the lowest performing 5 percent.
- The second criteria is to meet the academic goals (ELA and Math) set in a school's Continuous School Improvement Plan. Every district and school is required to submit a Continuous Improvement Plan. The plan will be driven by a comprehensive needs assessment and the school's report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state.
- The third criteria is to show continual improvement in at least three of the components within the comprehensive needs assessment. Components include operational foundations of school success, academic leadership, school-wide commitment, curriculum and standards, effective instruction, professional development, and evidence-based interventions. The OPI and external partners providing support to schools will score individual schools each year on a scale from 1 to 5. A score of 1 indicates beginning implementation of each component while a score of 5 represents a fully sustained implementation of the component. Continual improvement will mean moving from a 1 to at least a 3 over the course of three years.

b. *<u>Exit Criteria for Schools Receiving Additional Targeted Support</u>. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.*

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for targeted support on an annual basis.

To exit targeted support status, all subgroups must perform at a level higher than the lowest performing five percent of schools, as determined in the annual meaningful determination process.

c. *<u>More Rigorous Interventions</u>. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section*

The support and guidance described below will be provided to schools in comprehensive support when first identified and will increase in intensity for schools that fail to meet the exit criteria after three years.

Schools identified for comprehensive support will work in partnership with the LEA and the OPI to conduct a needs assessment of both operational and instructional components. Operational components include: school board efficiency; financial stability; human resource management and staff retention; school climate; student engagement and leadership; and family, community and tribal engagement. Instructional components are detailed in the Montana plans for literacy and mathematics.

All schools identified for comprehensive and targeted support and improvement will be expected to develop and implement a Continuous School Improvement Plan based on the comprehensive needs assessment The OPI will provide guidance to LEAs and schools in analyzing data and developing their plans, setting appropriate goals for academic achievement aligned with state goals, and goals for instruction and climate. The OPI will also assist the LEAs and schools with choosing evidence-based interventions, and provide professional development and technical assistance. The OPI will also assist LEAs and schools in establishing structures for ensuring tribal, family and community involvement in all stages of the process, and with monitoring implementation and effectiveness. The OPI will promote the use of evidence-based strategies. Specific strategies for school improvement will be drawn from the OPI's experience in providing direct technical assistance and support to schools and districts. Strategies Include:

- Building community capacity to support kindergarten transitions;
- Building school board efficiency through a school board coach;
- Providing wraparound services to students and their families (e.g., mental and physical health services, mentoring);
- Engaging students in school improvement through youth voice and advocacy work;
- Supporting culturally responsive practices, particularly for American Indian communities;
- Implementing systemic literacy improvements (as described in the Montana Literacy Plan); through specialized instructional personnel including a variety of educators, as well as library media and digital literacy specialists.
- Use of the Montana Early Warning System to identify students at risk of dropping out of school, apply targeted interventions based on student needs, and track interventions over time to determine if the interventions are working.

High Priority districts (those in which 100 percent of their schools are identified for comprehensive support) will be identified every three years. However, the OPI will develop a seven year support plan. The OPI has learned from prior experience and research that large-scale school improvement takes multiple years. Therefore, the OPI will support high-priority districts over the course of seven years. After the first three years, the three criteria for exiting comprehensive support will be reviewed with each high priority district and next steps for continued improvement for the district and each school will be identified and

supported. Schools making progress will continue with the OPI's support. Schools not making progress will receive support through additional interventions and intensive support from a three-person OPI and district level team. The goal is to have all schools within a high-priority district out of the bottom 5 percent within seven years. The high-priority district may choose to exit a school from comprehensive support if they meet the exit criteria, or the district may choose to have the OPI continue to support the school to ensure continual improvement.

d. *Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.*

Every three years, the OPI will conduct a comprehensive review to analyze and identify what is working, what is not, and what changes need to be made within the performance management system. Aspects to be analyzed include:

- Improvement on all accountability indicators
- The Continuous Improvement Plans
- The funding supports in our fiscal E-Grants system in order to equitably allocate those funds with flexibility to the extent available in distribution methods.

e. *Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.*

The OPI will provide technical assistance to LEAs throughout every step of the continuous improvement cycle, beginning with support for conducting a comprehensive needs assessment. The OPI will provide a structured process for the needs assessment. The OPI will provide technical assistance to school leaders in engaging tribal leadership, families, community and others in conducting the needs assessment, analyzing data and developing the Continuous Improvement Plan.

The OPI will provide indicators with example evidence for operational and instructional components of successful schools, and a structured process for the needs assessment. The OPI will provide a new plan template which will assist with aligning funding and programs and with selecting evidence-based practices and determining capacity to implement possible interventions. The OPI will provide guidance to LEAs in writing the plans, setting attainable goals aligned with interim and long-term goals for the state (ELA, math, EL progress, school

climate and quality), and with progress monitoring. The OPI will also assist with aligning instructional programs to reflect the goals and evidence-based practices. Additionally, the OPI will provide LEAs with a list of approved technical assistance and professional development providers who have demonstrated success in improving student outcomes. The OPI will coordinate these services by assigning staff members to individual districts to provide direct support and connect LEAs to resources and supports offered by the OPI, tribes, regional support providers, statewide agencies and other partners. Finally, the OPI will assist with progress monitoring.

f. *Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.*

Not Applicable

5. *Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.*[3]

The OPI will continue to improve equitable access to effective teachers through the ongoing implementation of the 2015 Montana Plan to Ensure Equitable Access to Excellent Educators. By expanding partnerships and collaboratively analyzing data and adjusting goals, the plan will help to ensure that all students, including low-income and minority students, have equitable access to effective educators. Montana will show whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by out-of-field or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.

As required by the ESSA, the OPI will also publicly report the percentage of teachers categorized as "ineffective" by LEAs based on the state definition and consistent with applicable state privacy law and policies. By the fall of 2018, the OPI will determine the definition of an ineffective teacher.

2015 Montana Plan to Ensure Equitable Access to Excellent Educators—link below
http://opi.mt.gov/pdf/FEDPrgms/HQT/15EducatorEquityPlan.pdf

[3] *Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.*

6. *<u>School Conditions</u> (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.*

Montana recognizes the importance of a safe and supportive school environment which nurtures and facilitates strong collaborative learning communities that support the whole child, the whole school, and the whole community. Positive school conditions are essential for promoting student learning, academic achievement, school success, healthy development, effective risk prevention, and positive social relationships that support and value every child.

In addition to supports for positive environments, key agency initiatives target school climate to reduce bullying and misbehavior leading to discipline that exclude students from the classroom and their education program.

The OPI will support positive school environments by collaborating across systems with LEAs to prioritize safe and healthy student activities. Supports include professional development in implementing a strong Multi-Tiered System of Supports (MTSS); mentoring and school counseling; bullying and harassment prevention; violence and suicide prevention; health enhancement; substance use prevention; mental health; traffic education; tobacco use prevention; and natural, technology, and man-made disaster preparation and response plans. All of these supports are aligned with the Administrative Rules of Montana (ARM) for school accreditation. Additionally, the OPI provides guidance and technical assistance to Montana schools on youth suicide awareness and prevention training materials, as required by state law. 20-7-1310, MCA

Key Initiatives to Support School Conditions Include:

The Montana Behavioral Initiative (MBI) - MBI uses a positive response to intervention framework that provides a three-tiered continuum of support and a problem-solving process to assist schools in meeting the needs of and effectively educating all students. Each participating school is provided with an MBI consultant to facilitate the MBI implementation process with the schools and to assist in gathering data.
http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/

Another facet of the MBI program is the MBI Summer Institute held each June. This week-long training is available to all Montana school staff and provides over 300 sessions on topics ranging from bullying and harassment, to healthy nutrition; student mental health; discipline; and training for school resource officers. Each year the Summer Institute attracts over 1,200 participants. Schools participating in the MBI program have many tools available to help them address concerns that exist regarding the school climate. One of the tools available is a student survey that provides a snapshot look at student attitudes, concerns, and aspirations related to the climate of the school. The school teams are provided professional development on how to use these tools effectively to engage the student population in problem-solving.

Other tools that are made available by the state education agency (SEA) include: behavior screeners, model policies, bullying prevention toolkit, health and safety curriculum materials, suicide prevention training and protocols, Youth Risk Behavior Survey, and school specialists for specific supports.

Bully-Free Montana Tool Kit

The OPI created a Bully-Free Toolkit that is a portfolio of templates on model policies, reporting structures, tools for parents, and other resources that districts may implement. http://opi.mt.gov/Programs/TitlePrgms/SafeSchools/bully.html

Mental Health Awareness & Suicide Prevention

The OPI continues to work with various agencies, legislators and organizations to streamline efforts and programs to reduce youth suicide and create mental health awareness in the state of Montana. Through these partnerships we have been able to host Heads Up Camps during the summer of 2017 and plan to continue throughout the upcoming school year. Heads Up Camps are intensive multi-day workshops for students in which we train students on resiliency, Youth Mental Health First Aid, and leadership. The OPI offers training for staff as well as students. The OPI has planned to increase mental health awareness in the upcoming years and will be holding events to inspire hope, mental health awareness and substance abuse prevention. See Appendix C http://opi.mt.gov/Programs/HealthTopics/SuicideAware.html

School Safety and Emergency Operations Planning

Montana law requires LEAs to adopt a school safety or emergency operations plan that addresses issues of school safety (§ 20-1-401, MCA). The OPI has developed guidelines to support schools in assessing school conditions. This process helps LEAs to develop a safety structure that addresses physical, cultural, climate, psychological, and emotional health for prevention and response to an emergency or incident. The OPI has made available a six-part course through the online Teacher Learning Hub that facilitates schools in the planning process. http://opi.mt.gov/Programs/HealthTopics/index.html?gpm=1_7#gpm1_6

School-Based Child Nutrition Programs

The OPI Health Enhancement Division promotes nutritional well-being as part of a comprehensive learning environment and is focused on reducing disparity in student populations. The OPI encourages participation in various school nutrition programs and nutrition education in curriculum to promote healthy choices. The OPI works with multiple state agencies and local organizations to combine efforts to end child hunger and promote nutrition. Find details on the many programs on the link below. http://opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/index.html

Educator, Support Staff & Administrator Training

Agency staff conduct training for all school staff that includes discipline best practices and alternatives to traditional exclusionary remedies, such as restorative justice models. Research that supports the negative impacts of exclusionary suspensions is shared. The OPI has implemented strategies for providing training and supports which include:

- Online training delivery through the Teacher Learning Hub
- Content specialists
- Conferences and training:
  - Comprehensive System of Professional Development
  - Regional Education Service Area
  - Summer Institute
- Curriculum Consortia
- On-site coaches and consultants
- Webinars
- Professional learning communities
- Cultural Awareness

7. *<u>School Transitions</u> (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.*

The OPI recognizes that there are four critical transitional times within the span of a student's education which must be supported through a variety of programs, models, and evidence-based best practices that include the purposeful engagement of parents and families in a framework that is both trauma-informed and culturally responsive. Both the OPI and LEAs will collaborate and coordinate across federal, state, tribal, and locally-funded programs to provide such supports to students and to the parents and families. The OPI also supports the vertical alignment of core subject areas. When curriculum and instruction are aligned across the P-12 grade span, students are able to seamlessly transition from one grade level to the next with the assurance that the skills and knowledge acquired at each grade level provides a scaffold for the next one.

The OPI works in partnership with many state and local entities and with LEAs to ensure effective transitions across all grades, with particular focus on the following:

<u>Early Childhood to Kindergarten</u>

- Collaboration between elementary schools, local preschool programs, special education preschools, and Head Start programs
- A kindergarten transition tool
- Special assistance for children in foster care and homeless children including immediate enrollment, transportation and community referrals for children in foster care and homeless children
- Evidence-based programs (e.g., Parents as Teachers, Families as Teachers, Parent Teacher Home Visiting program)
- Collaboration with school counselors
- Family and Community Engagement

Elementary to Middle School

- School-family communication, which must include information about the school's curriculum, assessment, and test score data for their child, the school, the district, and the state in a form that is clear and understandable
- Meaningful opportunities for families to engage in their child's learning
- The Montana Early Warning System (EWS) and the Multi-Tiered System of Support (MTSS) model. These systems use data to identify students who may be struggling academically or at risk of dropping out. Educators can use this information to make sure students get the support they need to be successful. MTSS is used at all grade levels; the statewide EWS begins with Grade Six
- Collaboration with school counselors

Middle School to High School

Many Montana LEAs are K-8 and given the rural nature of the state, many ninth grade students attend school in another town at a regional or county high school serving a large geographic area. To support effective transitions, the OPI provides information and technical assistance regarding:

- Evidence-based practices that support high school transitions such as summer bridge programs, Check & Connect, shadowing and peer mentorship
- Parent Teacher Home Visits, "positive first contact" phone calls, or other outreach to parents and families
- Effective counseling practices including communicating high school expectations, rules, state and local requirements for graduation, college enrollment, and career training opportunities with students and families
- Youth mental health programs and practices including Project AWARE and Youth Mental Health First Aid training (Montana SOARS)
- Opportunities to develop innovative educational experiences such as project-based learning, place-based learning, and STEM

The OPI works with LEAs to support dropout prevention by:

- Providing the Early Warning System and technical assistance for implementation
- Encouraging districts to offer credit recovery options that are standards-aligned (Montana Digital Academy)
- Providing professional development and technical assistance to alternative school programs across the state in creating innovative programming
- Encouraging alternative and innovative educational opportunities such as alternative programs, career and technical education pathways, dual enrollment, and more

High School to College, Career, and Community

As with each transition, families are key partners in the transition from high school, and must be provided with the resources necessary to assist their students in making informed choices about

post-secondary options. The OPI benefits from collaboration with a variety of state agencies to support this transition and works with LEAs to provide:

- Career and technical education programming that gives students an opportunity to earn industry-recognized credentials and move into further training after high school through the Big Sky Pathways
- Advanced Placement (AP) courses and International Baccalaureate (IB) programs
- Dual enrollment opportunities in academic and career and technical education courses, which gives students an opportunity to earn college credits
- Career and Technical Student Organizations (e.g., BPA, DECA, FFA, FCCLA, HOSA, Skills USA, and TSA) which give students the ability to explore career options, gain practical job skills and certifications, and meet experts and employers
- Jobs for Montana Graduates, which teaches job skills including public speaking and leadership as well as how to prepare college applications and financial planning
- GEAR UP & TRIO, which help students prepare for college
- Counseling services that support career and college exploration
- Information regarding financial aid and the college admissions process with special assistance to foster children and homeless youth
- Specific post-secondary planning for students with IEPs
- MCIS High School Career Development Framework offered by MT DLI

B. Title I, Part C: Education of Migratory Children

1. *<u>Supporting Needs of Migratory Children</u> (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:*
   - *i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;*
   - *ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;*
   - *iii. The integration of services available under Title I, Part C with services provided by those other programs; and*
   - *iv. Measurable program objectives and outcomes.*

C. Through the implementation of the Office of Migrant Education's Continuous Improvement Cycle (CIC), the Montana Migrant Education Program (MEP) ensures that migratory children receive the full range of services that are available from appropriate local, state, and federal education programs. The CIC includes statewide Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), implementation of the plan, and program evaluation. The CNA identifies the unique needs of migratory children in Montana, the SDP identifies the services to be provided to migratory children based on the unique needs identified in the CNA, and the program evaluation determines the extent to which the services are implemented with fidelity and the outcome/ impact on migratory students and their parents. Throughout the CNA and SDP processes, appropriate local, state, and federal education programs are identified to serve migratory children so that the migrant program services are supplemental to those programs.

The goal of the Montana MEP is to provide leadership to the field regarding programs and services that promote academic excellence and equity for the migrant students of Montana. To achieve this goal, the Montana MEP strives to create conditions that empower educators working with migrant children to collaborate in designing programs that build upon student strengths, eliminate barriers, provide continuity of education, and produce levels of performance for migrant students that meet or exceed those of the general student population. Educators who serve migrant children are provided a variety of professional development and training opportunities relevant to the type of instructional services that are planned for migrant students within the state.

The Montana MEP helps migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life so they can be successful in school. Furthermore, the Montana MEP prioritizes services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards, and who have moved from one school district to another during the performance period which runs from September 1 to August 31 of any given

year. MEP funds must be used in a supplemental manner to address the unmet educational and supportive needs of migrant children that result from mobility to permit them to participate effectively in school, preschool, and non-traditional learning environments for those migrant children who are out-of-school youth.

The children of migrant, mobile agricultural workers and fishers have unique needs due to high poverty, high mobility, and disrupted schooling. It is important to understand the unique needs of migrant students as distinct from English learners or other special populations who are not mobile, so that those distinct needs are addressed in the service delivery planning process. Each year, using relevant educational and supportive service data gathered by MEP staff, the Montana MEP updates the statewide Comprehensive Needs Assessment to identify the needs of Montana migrant students.

ii. Every two to three years, depending on changing demographics, the SEA convenes a Needs Assessment Committee (NAC) consisting of SEA staff (e.g., Migrant; Title III, Part A; Reading; Math) and parent/community and school district representatives (teachers, administrators, and other school staff) to review migrant student needs as evidenced in educational and health data collected in Montana and suggest solutions to address those needs. The Montana MEP CNA follows the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit; A Tool for State Migrant Directors* (2012). The process follows the Office of Migrant Education's (OME) Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment? Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*. During NAC meetings, concern statements are reviewed and revised along with needs indicators and needs statements. The NAC reviews data related to migrant student achievement, attendance, mobility, and migrant activities. In addition, MEP staff and parents from across the state are surveyed to determine the types and extent of needs of migrant students living in isolated locations. Data analysis and descriptions of the procedures are recorded in the annual CNA reports.

iii. Concern statements developed during the NAC form the basis of the development of strategies and Measurable Performance Objectives (MPO) developed during the SDP process. Solutions are proposed to improve student achievement, the possible effects that the solutions may have on the causes of the need, the feasibility of implementing the solutions, the acceptability to stakeholders, and suggested criteria for evaluating the results of the implemented solutions. The SDP provides the guidelines for integrating services available under Title I, Part C with services provided to other programs, including Title III; Title I, Part A; IDEA; McKinney-Vento; Migrant Health; and Housing and Labor providers, with close collaboration with Rural Employment Opportunities (REO). REO is a 501(c) (3) nonprofit corporation founded in 1981 as the Montana Farmworker Council. Since 1981, a direct grant from the U.S. Department of Labor (currently, the National Farmworker Jobs Program) has allowed REO to serve migrant and seasonal farmworkers. By working through REO, which has field offices throughout the state in key agricultural areas, as a sub-grantee, the SEA complies with the statutory mandate for statewide identification and recruitment of migratory Recruitment

efforts and other special projects.

iv. Strategies and MPOs are developed during the SDP process. MPOs are the desired outcomes of the strategies included in the SDP. An appropriate MPO is one that articulates the differences that participation in the MEP will make for migrant students. Because the strategies are directly related to the identified concerns and needs, which relate to state performance targets, the MPOs, which quantify the differences that the MEP will make, are also connected to state performance targets. The *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (2012) states that a strong MPO is focused, detailed, quantifiable, and provides a clear definition of what you would consider a "success" in meeting a particular need. The Montana MEP created a set of MPOs based on the needs identified in the CNA and the strategies developed during the SDP process. Montana MPOs address migrant student promotion to the next grade level, ratings of Project MASTERY on the Fidelity of Strategy Implementation (FSI) tool, pre-/post-summer reading and math assessment results, secondary course completion, and gains in secondary student leadership skills. OME requires that SEAs conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the Montana MEP MPOs address the following:

- Was the program implemented as described in the approved project application?
- What worked, what did not work, and what improvements should be made in the implementation of Montana MEP projects and programs?
- What professional development opportunities were provided to staff at the local, regional, state, or national level?
- What were the assessment results in key areas of instruction, including credit accrual opportunities, kindergarten readiness, technology, reading and math?
- What types of credit accrual instruction/programs were provided to students?
- What efforts were made to serve Out-of-School Youth (OSY) and to retrieve dropouts?

In evaluating program results, the evaluation of the Montana MEP addresses questions such as the following, which are aligned with the Measurable Program Outcomes:

- What percentage of students receiving supplemental reading or math instruction during the regular school year were promoted to the next grade level?
- What percentage of students who received summer reading or math instruction demonstrated at least a gain in their posttest scores?
- What percentage of secondary education course work was completed or is in progress toward completion?

2. *<u>Promote Coordination of Services</u> (ESEA section 1304(b) (3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.*

Because migrant students move frequently, a central function of the MEP has always been to reduce the effects of educational disruption on migrant children to improve their educational achievement. MEP projects have developed a wide array of strategies that enable schools that serve the same migrant students to communicate and coordinate with one another. In Montana, inter/intrastate collaboration is focused on data collection, transfer, and maintenance through the following activities: (1) year round Identification and Recruitments (ID&R) and collaboration with sending states; (2) use of the New Generation System (NGS) and the Migrant Student Information Exchange (MSIX) for interstate student record transfer. Specifically, NGS is a secure, web-based interstate information network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. The system allows educators to record the movement of migrant students through the educational process by producing online records of a student's educational progress and health profile. Educators can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows educators to generate various student-level, management, and OME performance reports. NGS users can query, add, and update records on students, enrollments, assessments, special needs, and various health data. For academic records, members can add, update, consolidate, or view information on unresolved courses, failed courses, recommended courses, passed courses, academic credits, state graduation plans, and graduation requirements.

The U.S. Department of Education was mandated by Congress in Section 1308(b) of ESEA, as amended by the No Child Left Behind Act of 2001, to assist states in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department has implemented MSIX, whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. Montana is fully operational in MSIX and the Montana Migrant System/NGS interfaces with it as well as with the state student data base (AIM) to allow the OPI to complete reports on interstate and intrastate student records. Montana is able to provide student data, as required, for the Comprehensive State Performance Report (CSPR) and to meet other federal and state data requirements. Ongoing training is provided to Montana MEP staff throughout the year on all of these systems. (3) coordination with Achievement in Montana (AIM), Montana's student information system for regular term students through the EOE Data Analyst; (4) participation and partnerships with MEP Consortium Incentive Grants; (5) participation in the Minnesota Migrant Education Resource Center Consortia; (6) implementation of Montana Project MASTERY, which provides educational resources, statewide ID&R and intrastate collaboration among non-project schools and districts; (7) participation in the National Association of State Directors of Migrant Education (NASDME) and its interstate professional development services; (8) coordination of secondary credit accrual services with counselors and educators in sending states in which Montana MEP students are

enrolled through participation in the National PASS Association and other such associations or trainings which focus on interstate collaboration.

3. *<u>Use of Funds</u> (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.*

The State of Montana receives MEP funds from the U.S. Department of Education, OME, to carry out the Title I Part C law that requires that priority must be given to students who are failing, or most at risk of failing, to meet state academic content standards and student achievement standards *and* whose education has been interrupted during the regular school year. *(Elementary and Secondary Education Act of 1965, amended by the Every Student Succeeds Act*, *Title I-C, Section 1304(d))*

Montana makes the decision about how MEP services are delivered by assigning the First Priority Services (PFS) to students that have been determined to have the greatest needs. Determining which migrant students receive PFS status is put into place through the SDP as part of the state activity in which Montana sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services. Data on mobility and performance on state assessments comprise each section of the Title I, Part C application process for sub-grantees.

The NAC reviews the current state definition of how students fit into these categories and makes adjustments for greater clarity and to align to state measures of academic content standards. Students are designated PFS based on a two-part process of: (1) mobility within the performance period and (2) failing, or most at risk of failing, to meet state standards.

State MEP staff, local migrant directors, and technical assistance providers with expertise in the design, operation, and evaluation of MEPs provide technical assistance to Montana MEP staff to help them most efficiently determine the students who are PFS. Montana makes the decision about how MEP services are delivered by assigning the first priority for services to students who have been determined to have the greatest need and who are at the greatest risk of school failure by using the risk-factor method of prioritization. Various sources of data are used to make these determinations including NGS, AIM, and MSIX; state and local assessment results; and teacher observations. All PFS determinations are made as soon as possible, subject to the availability of data in all relevant systems. Data on students receiving PFS in Montana are included in the CNA process to ensure that the needs of the most at-risk migratory students are included in the statewide assessment of needs and in planning for MEP services as reported in the state SDP. The needs of PFS students are integral to determining the design of the Montana MEP to ensure that student needs can be addressed through comprehensive educational and support services.

For each performance period that the Montana Office of Public Instruction receives an allocation from the U.S. Department of Education Migrant Education Program, the SEA will determine the amount of sub-grants to LEAs/LOAs based on established priorities. The SEA will

reserve funding for program requirements for state level activities such as: the coordination of statewide identification andrecruitment requirements; oversight of eligibility verification; coordination of local, state and federal programs related to the MEP; supervision of the CNA, SDP and Evaluation requirements; and coordination of the NGS, MSIX and CSPR requirements.

Each sub-grantee will receive an allocation based on the number and needs of the migratory children aged 3-21 who reside in the area served by the LEA/LOA. It is then divided by the available dollar amount minus set-asides for Identification and Recruitment, migrant student data entry into record transfer systems (NGS, AIM, MSIX), required professional development activities, and data collection activities. The SEA will review the LEA/LOA applications using the following priorities as a basis for distribution of funds to LEAs/LOAs.

- Eligible migrant student count (the sum of the number of eligible migratory students who reside in the LEA/LOA as documented on Certificates of Eligibility and in the program application submitted through the Montana Office of Public Instruction E-grant system)
- Number of Priority 1 migrant children in grades K-12 who have moved during the preceding 12 months *and* are at risk of school failure
- Number of Priority 2 migrant children between the ages of 3-21 whose education has been disrupted within the last 12 months and who are at risk of school failure *are* not Priority 1
- Number of Priority 3 migrant children between the ages of 3-21 whose education has been disrupted within the last 24 months and who are at risk of school failure
- Number of Priority 4 migrant children between the ages of 3-21 whose education has been disrupted within the last 36 months and who are at risk of school failure
    - Retained one or more times (1 or 2 grades below age level)
    - Credit-deficient secondary students who will graduate 1 or 2 years behind their class
    - Preschool and OSY students not receiving services from other service providers such as Head Start or job training programs
- Unavailability of other federal, state, and local resources to serve eligible migrant students
- Substantial barriers (such as rural isolation, transportation costs, duration) in providing services
- Detailed description of the educational and supportive services to be provided to the students based on regional and local costs

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. *Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.*

Transition Protocol

The Title I, Part D program and the Special Education Division are currently coordinating efforts to create an online tool to facilitate the transmittal of records and information between facilities and LEAs providing services to any student placed in 24-hour care, regardless of special education status.

The web-based application in development will allow school districts and other agencies to quickly communicate the location of a student and the types of information that are available to the receiving agency regarding the student and their identified needs. This tool, and the accompanying protocol for transitioning students was developed by the High-Tiered CoP. The membership of this CoP includes: the Montana Department of Corrections; county juvenile detention facilities; acute hospitals and psychiatric residential treatment facilities; Montana Department of Health and Human Services; residential group home directors; LEA staff; and OPI staff from the Special Education Division and the Title I, Part D coordinator.

The transition protocol was developed by the CoP to better assist in successfully transitioning students to and from facilities and LEAs. Furthermore, the protocol will enhance communication between public schools and 24/7 facilities providing educational services.

The protocol includes: information necessary to expedite placing a student in the appropriate courses, including both credit recovery and transferability of partial coursework; implementing effective interventions; and providing support to caregivers. LEAs and facilities participating in the protocol are required to select a transition team or point of contact responsible for transitioning all students in and out of the LEA or facility. A designated team or point of contact leads to higher success as all students coming in or out of any facility receive the same high standard of care.

The transition protocol is currently being piloted in Great Falls, Montana. We expect full implementation across all impacted LEAs and facilities in the 2017-2018 school year. The transition protocol and tool will be utilized to transition all neglected or delinquent youth transitioning back and forth between any facility operated by the Montana Department of Corrections, county detention centers, tribal detention centers, acute hospitals, psychiatric residential treatment facilities, and LEAs.

The OPI will provide technical assistance and support to LEAs and facilities in the proper use of the online tool and the implementation of transition procedures in line with current best practices. Such trainings may include, but are not limited to: a basic awareness of the types of facilities providing care to students; AIM/Infinite Campus records; special education records;

FERPA/HIPAA requirements; and capacity-building both at the facility, and at the school and district level on the use of the tool.

2. *Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.*

Subpart 1 Program

Objectives and Outcomes

The OPI coordinates the Title I, Part D, Subpart 1 program with the Montana Department of Corrections to serve eligible children and youth through the age of 21.

Pine Hills

Academic

At the Pine Hills facility, students in Grades 9-12 are enrolled in a regular high school program leading to a regular diploma as defined by the Montana Board of Public Education. Students in Grades 8 or lower are enrolled in the Pine Hills Elementary School and complete a regular course of education based on grade level. Pine Hills High School is an accredited high school and, as such, is required to meet all state standards. Both schools at Pine Hills participate in the Montana Behavior Initiative (our Positive Behavior Improvement Process model), and use Multi-Tiered Systems of Support to provide appropriate interventions to all students. When school staff determine that a student will not be able to complete the requirements for a regular diploma due to the student's age and current credit accrual, the student is placed in an alternative program to prepare for the HiSET. Montana currently offers the HiSET as our High School Equivalency Assessment. Students successfully completing the program and test will be issued a Montana High School Equivalency Diploma. All students placed in the Pine Hills Juvenile Correctional Facility will be enrolled in regular high school or middle school coursework or in the alternative education program. All students enrolled in the high school for a minimum of one semester will earn high school course credits and progress toward graduation.

CTE

All students will be enrolled in more courses leading to CTE credits or experience. Course offerings at Pine Hills are funded in part through Title I. Part D and through Carl Perkins. Currently the school offers courses in Agriculture Education, Culinary Arts, Computers, and Woodworking.

Montana State Prison (MSP)

Academic

When appropriate, staff at MSP will coordinate with staff at Pine Hills to allow students to complete a regular high school diploma. This option is available to students transferring from Pine Hills upon their eighteenth birthday who are completing their senior year of high school. The OPI encourages MSP staff to offer this option to other students when appropriate. All

other eligible students at MSP will be evaluated and enrolled in the Adult Basic Literacy Education program leading toward the successful completion of the HiSET test and a Montana High School Equivalency diploma. All inmates will be given educational counseling upon intake at MSP. This includes an orientation on programs offered, verification of their education, and TABE testing.

Educational staff will determine the best placement for the inmate, including general education, special education, or vocational education. During the initial verification process at intake, staff will verify special education needs and IEPs for 18-22 year-old offenders. Participation in the HiSET preparation program is not mandatory, but it is offered to all inmates that do not have a verified completion ofa high school education program. It is also in MSP Education Procedure 5.3.100 that all inmates will need to have verified high school educations before they can move on to a paying job within the institution, vocational education, or post-secondary education.

CTE

All inmates at MSP have access to career and technical education programs through Montana Correctional Enterprises, which offers training in land management, agriculture (ranching, farming, and dairy production), culinary, automotive repair, welding, printing and sign making, and carpentry. Students will set career goals and determine action steps following a pathway program that links education to career and post-secondary plans. The vocational educational department offers classes, on-the-job training, and certification. These include welding, computers, and a job readiness course for students that are nearing release. Inmates may also pursue the arts, including traditional American Indian beadwork, leatherwork, and horse-hair crafts. Student-produced handiwork is offered for sale to the public.

The education department has also set goals regarding prisoner recidivism. The current rate for recidivism is 46 percent. The goal is to reduce that rate by two percent per year for the next four years, for a total reduction of eight percent.

Subpart 2 Program

Objectives and Outcomes

The state coordinator will coordinate with all LEAs to ensure the immediate enrollment of children and youth who are currently in the custody of juvenile probation or juvenile justice under the foster care provisions of Title I, Part A. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal, or local agency for the care of the child; adoption subsidy payments are being made prior to the finalization of an adoption; or whether there is federal matching of any payments (45 C.F.R. § 1355.20(a)). These new provisions provide additional protections to delinquent students and will allow the state coordinator,

who will act as the SEA POC, to advocate on behalf of these students. In addition, the state coordinator will work with LEAs to ensure that students continue to be enrolled in their school of origin when it is in the best interest of the student. The Title I, Part D, Subpart 2 program will encourage all LEAs to focus on those students who have been impacted both by the CFS and by the JJ systems and to provide appropriate programs to meet the needs of these students. As necessary, the state coordinator shall assist LEAs in consulting with tribal governments regarding programs that serve American Indian children and youth. All sub-grant programs are required to provide culturally appropriate services.

Academic

The state coordinator/POC will use student-level data to determine if programs are assisting students returning from correctional facilities, and if students identified as in-foster care placement are successfully graduating from high school. The state coordinator/POC will use student-level data to track the achievement of children in foster care placement on state-level achievement tests. This data will be used to inform the need for training and technical assistance. As appropriate, the state coordinator/POC will provide LEA administrators, educators, and other staff with training and technical assistance to support the unique needs of neglected and delinquent youth, including: MTSS, MBI, trauma-informed care, suicide prevention, bullying prevention, interventions for victims of human trafficking, and other interventions as appropriate.

Career and Technical Skills

All LEAs will provide neglected and delinquent youth with the same access and opportunities to participate in CTE courses, programs, and extra-curricular activities as other students. LEAs will be encouraged to use grant funds to provide students with additional opportunities, including mentorships, on-the-job training, certification programs, and other options that may provide them with the training or skills to successfully transition to higher education or careers.

High School Diploma

All subgrant LEAs will enroll students in a regular high school course of study leading to a regular diploma whenever appropriate. Students may be enrolled in alternative schools, digital courses, or credit recovery as necessary to ensure that they graduate with their peers. When a school counselor determines that a student will not be able to acquire the necessary credits to graduate, the LEA will work with the student to assist them in accessing a HiSET program and successfully completing the preparation and test for alternative diploma.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The Montana Office of Public Instruction (OPI) will use Title II, Part A fund percentages as outlined in the Every Student Succeeds Act (ESSA) including 95 percent formula sub-grants to local education agencies (LEAs); one percent for OPI administration; and four percent under Title II, Part A, for state-level activities (SLAs) as described in 2101(c)(4)(B). The OPI will target the following SLAs 2101(c)(4)(B) (vi) *fulfilling the State educational agency's responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies*, and (x) *providing training, technical assistance, and capacity-building to local educational agencies that receive sub-grants under this part.* With these activities as focus, the OPI will support LEAs in recruiting, developing, and retaining effective educators by providing and coordinating training, technical assistance, and capacity-building efforts that promote the ongoing professional growth of every Montana educator. The OPI developed a state plan incorporating continuous improvement systems and structures to bring clarity, quality, flexibility, and sustainability to this statewide professional learning plan. This statewide plan adheres to ESSA section 2101(d)(2)(B)(E)(J)(K)(M) under Title II, Part A. The continuous improvement cycle created by the OPI will meet educators where they are, provide ongoing support, and improve the skills of all educators to meet the specific learning needs of every student.

To ensure that LEAs have access to the full 95 percent of the allotment for sub-grants, the OPI will not reserve three percent of the amount allocated for sub-grants to LEAs to support activities for principals or other school leaders.

The administration and monitoring of the Title II, Part A, State-Level Activities (SLAs) to support effective instruction will be housed in the OPI Accreditation and Educator Preparation (AEP) Division. The AEP Division staff will provide program consistency and will collaborate with other divisions and regional professional development (PD) providers in the implementation of this plan. The AEP Division staff will coordinate the internal and external efforts to provide support and outreach to Montana LEAs.

The OPI will provide training, technical assistance, and capacity-building to local educational agencies by using Title II, Part A, State Level Activities (SLA) funds to help support the OPI Teacher Learning Hub; the School Administrators of Montana School Leadership Program; and the Regional Education Service Area (RESA) Network. The state plan is described below.

Introduction to the State Plan to Support Instructional Excellence

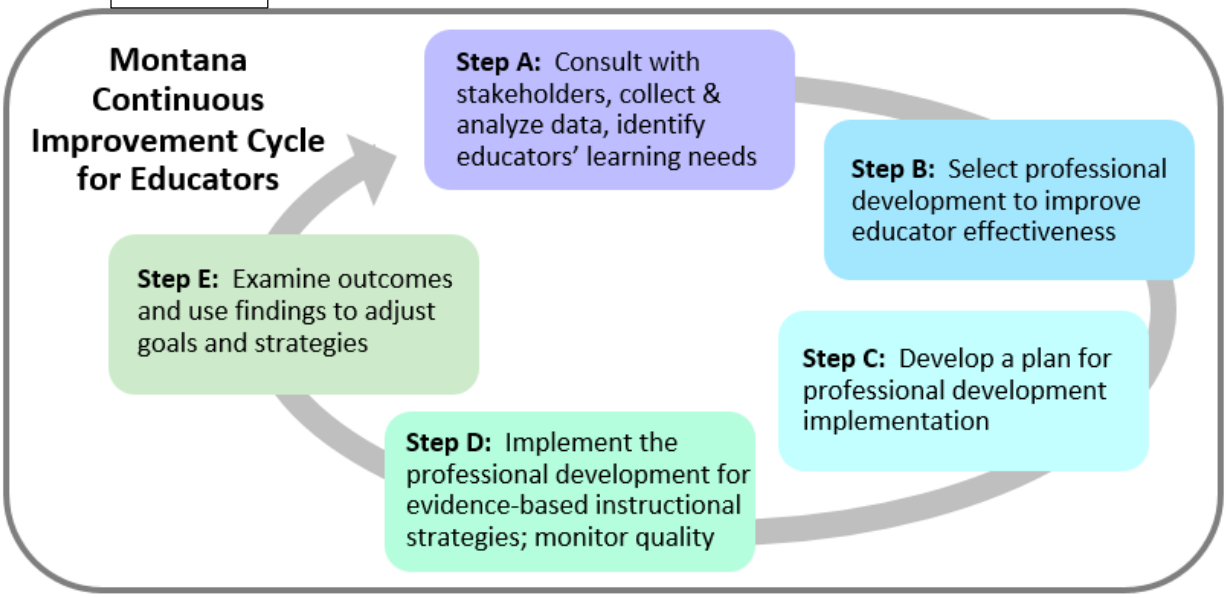
Montana will use two key approaches to ensure that every educator is prepared to teach every student based on specific learning needs: the Montana Continuous Improvement Cycle for Educators and the Framework for Montana's Tiered System of Support for Educators. The Improvement Cycle for Educators is a process to develop and deliver professional development strategies that are appropriate, robust, and effective at improving educators' instructional practices and interventions to address every student's learning needs. Building on past and current professional development efforts, the Framework for Educators uses evidence-based instructional practices and interventions to help all educators improve their instructional practice. Three levels of professional development (Comprehensive, Targeted, and Universal) ensure that all educators can purposefully improve their abilities to meet the learning needs of their students.

To implement these support systems and structures, the OPI has established an ESSA Leadership Council consisting of managers from every division in the agency and the leadership team of the state superintendent. The council will collaborate with LEAs and other educational leaders to align and target OPI resources for effective continuous professional growth of Montana educators.

Montana Continuous Improvement Cycle for Educators

The Montana Continuous Improvement Cycle for Educators will help ensure that the state's professional development plan focuses on the use of effective instructional practices and interventions addressing the learning needs of every student. The cycle includes five steps:

Table H

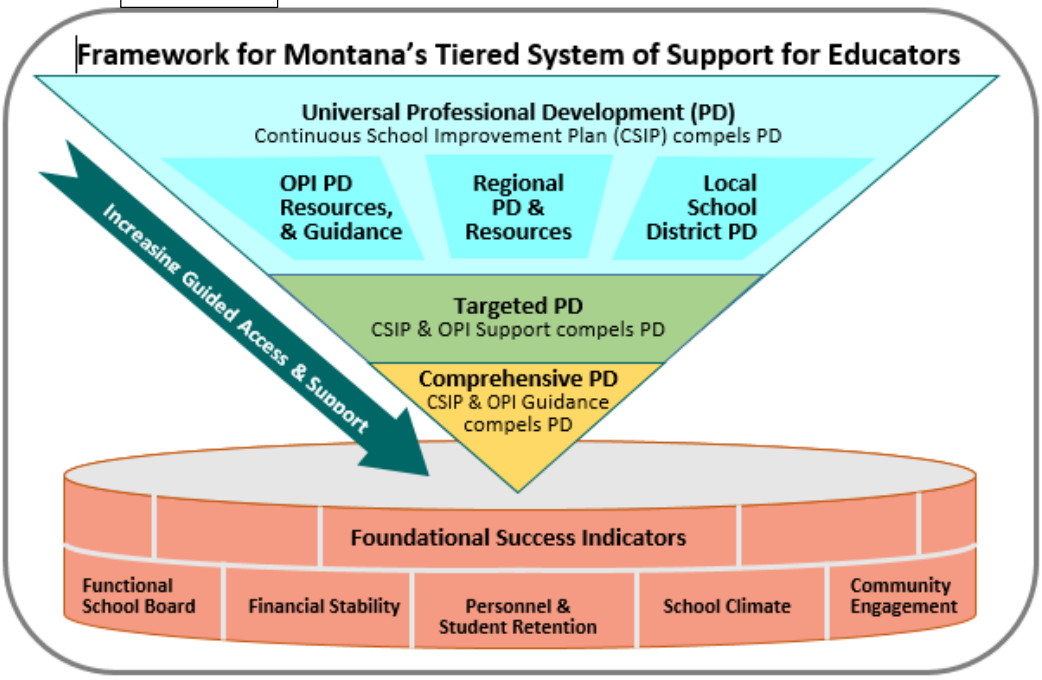


Step A: Consult with stakeholders, collect and analyze data, and identify educators' learning needs. The OPI will use existing statewide resources and data to identify critical student learning needs. Through consultation with stakeholders, the groups will to develop a prioritized list of necessary strategies for educators to effectively improve student learning.

Step B: Based on identified needs, select professional development for evidence-based instructional practices and interventions to improve educator effectiveness that will increase student achievement. The OPI will match educators' professional development needs with high quality, evidence-based strategies to improve effectiveness in the classroom and school environment. The council will seek to build on past and current work that shows strong or promising evidence for increasing student achievement through professional development for effective instructional practices and interventions.

Step C: Develop a plan for professional development implementation. The OPI will develop an annual plan to deliver essential professional development across the state of Montana to educators in schools that are identified for comprehensive, targeted, or universal support in meeting student learning needs. Using the second key approach, Montana's Tiered System of Support for Professional Development, the agency will support a continuum of professional development that moves educators, schools, and districts forward in their efforts to address student learning needs. The framework fosters evidence-based instructional practices and interventions building upon past and current professional development efforts at three levels: comprehensive, targeted, and universal professional development.

Table I



Framework for Montana's Tiered System of Support for Educators Definitions:

- Comprehensive Professional Development–for schools rated in the lowest 5% of all schools; includes the OPI guidance in developing a school-wide PD plan, the OPI direct support and delivery of PD as outlined in the plan, and the OPI follow-up and monitoring of improvement of teaching and learning. (For detailed information, please see the Title I sections of this plan.)
- Targeted Professional Development–for schools with an under-performing subgroup, including: OPI and regional PD partners' assistance in developing a plan to improve educators' skills in addressing the needs of the specific subgroup; regional PD partners' delivery of PD; and local monitoring of improvement of teaching and learning. (For detailed information, please see the Title I sections of this plan.)
- Universal Professional Development–The OPI ensures access to quality PD for all schools based on their own plans for professional development to address specific needs for improvement in teaching and learning.
- Foundational Success Indicators–elements of school structure that must be in place for PD to be effective, which include: a functional school board, financial stability, personnel and student retention, positive school climate, and community engagement.
- Continuous School Improvement Plan (CSIP) Indicators–CSIPs are prepared annually to help schools develop PD plans to address student learning needs identified through analysis of data.

The OPI will support school districts during the planning stage of their CSIP to ensure systematic planning to monitor and meet long-term and interim district goals. Additional assistance will be provided through online resources, guidance, and on-site assistance. The statewide tiered system of support enables strategic and comprehensive delivery of professional development technical assistance, resources, and services especially for districts that are not meeting their long-term and interim goals. This process is also addressed in the OPI's response to ESSA Title II, Part A, Question #4.

Step D: Montana's Continuous Improvement Cycle for Educators is purposefully designed to build the OPI's internal and external capacity by developing and delivering quality professional learning across Montana. Statewide, regional, local, and online delivery of professional learning provides schools and educators the ability to focus professional learning on their specific needs as identified in their individual CSIP. OPI Teacher Learning Hub (Hub) is an online system that offers Montana educators a catalog of self-paced and facilitated courses to improve instructional practices and interventions to meet the specific learning needs of every student. Regional Education Service Areas (RESAs) have established a systemic approach to identify regional needs and provide support to local school districts through communication, direct interaction, follow-up, and ongoing collaboration. Through this collaborative approach to school improvement, the RESAs help schools provide meaningful and effective professional development while also optimizing resources and increasing efficiencies.

Step E: Examine outcomes and use findings to adjust goals and strategies. The OPI will evaluate all professional development efforts of the agency as well as updated student data to ascertain effectiveness of this work. The conclusion of one annual cycle and the beginning of the next will include a comprehensive evaluation of the effectiveness of each professional learning strategy employed throughout the year, including comparison of school report card data from prior and current years. This effectiveness data will also be cross-referenced with data reflecting low-income and minority student populations. This data will be used to:

- Emphasize and support the strategies proven most successful
- Inform revisions to professional learning strategies
- Identify priorities for new or additional strategies

Using this process to review and compare professional learning strategies employed by a school with its progress toward stated goals, the OPI and regional service providers can identify, use, and enhance strategies that have been effective in Montana schools.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Not Applicable

Montana will use Title II, Part A funds, along with other state and federal funds, to improve equitable access to effective teachers in Title I, Part A schools consistent with ESEA section 1111(g)(1)(B). The OPI will continue to improve equitable access to effective teachers through the ongoing implementation of the 2015 Montana Plan to Ensure Equitable Access to Excellent Educators. By expanding partnerships and collaboratively analyzing data and adjusting goals, the plan will help to ensure that every student, including low-income and minority students, has equitable access to effective educators. Montana will show whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by out-of-field or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.

As required by ESSA, the OPI will also publicly report the percentage of teachers categorized as "ineffective" by LEAs based on the state definition, and consistent with applicable state privacy laws and policies. By the fall of 2018, the OPI will determine the definition of an ineffective teacher.

2015 Montana Plan to Ensure Equitable Access to Excellent Educators—link below
http://opi.mt.gov/pdf/FEDPrgms/HQT/15EducatorEquityPlan.pdf.

3. *System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.*

Montana's Educator Licensure System

The Montana Educator Licensure System as defined in the Montana Code Annotated (MCA) and the Administrative Rules of Montana (ARM) establishes the authority of the Montana Superintendent of Public Instruction to issue educator licenses and the Montana Board of Public Education to adopt procedures for the accreditation review of educator preparation programs. Professional development is defined in ARM 10.55.714 and licensure renewal requirements are outlined in ARM 10.57.215. The 60 renewal units must be a planned and structured experience, of benefit to the licensee's professional development, and must be high-quality, focused, job-embedded, and sustained.

Montana Educator Licensure System consists of three core components:

- Educator licensure http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E57
- Standards-based educator preparation programs http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58
- Professional growth and improvement http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E55%2E714

Educator Licensure:

20-4-101, MCA. System and definitions of teacher and specialist certification student teacher exception. (1) In order to establish a uniform system of quality education and to ensure the maintenance of professional standards, a system of teacher and specialist certification must be established and maintained under the provisions of this title and a person may not be permitted to teach in the public schools of the state until the person has obtained a teacher or specialist certificate or the district has obtained an emergency authorization of employment from the state.

20-4-106, MCA. Classifications of teacher and specialist certificates. (1) The Superintendent of Public Instruction shall issue teacher certificates and the Board of Public Education shall adopt teacher certification policies on the basis of the following classifications of teacher certificates:

ARM 10.57.102(6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s), and classification.

ARM 10.57.102 (8) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized to practice in Montana accredited schools. Grade levels are:

- Age 3-Grade 3 (early childhood)
- K-8 (elementary)
- 4-8 (middle grades)

- 5-12 (secondary, content-specific)
- K-12 (as delineated in ARM 10.57.412)
- P-12 (special education and school psychologist)

ARM10.57.410 Class 2 Standard Teacher's License.

10.57.411 Class 1 Professional Teacher's License:

- ARM 10.57.412 Class 1 and 2 Endorsements
- ARM 10.57.413 Class 3 Administrative License

Educator Preparation:

ARM 10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS

- The Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers
- The Superintendent of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews

ARM 10.58.103 ACCREDITATION SITE REVIEWS

- Educator preparation providers (EPPs) shall sponsor an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of the EPP or the Board of Public Education
- Joint accreditation site reviews and cooperation with the Council for the Accreditation of Educator Preparation (CAEP) will be encouraged
- Educator preparation providers are required to engage in continuous improvement

Educator Professional Development:

ARM 10.55.714 PROFESSIONAL DEVELOPMENT

- Shall be aligned with district educational goals and objectives
- Focuses on teachers as central to student learning and includes all other members of the school community
- Focuses on individual, collegial, and organizational improvement
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community
- Reflects proven research and practice in teaching, learning, and leadership
- Enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
- Promotes continuous inquiry and improvement embedded in the daily life of schools.
- Is ongoing and sustained
- Is planned collaboratively by those who will participate in and facilitate that development
- Requires substantial time and other resources
- Is driven by a coherent long-term plan

- Is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development

ARM 10.57.215 RENEWAL REQUIREMENTS

(1) All Montana educator licenses may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.

(3) Renewal activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4) Activities acceptable to renew licenses.

4. *Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.*

Improving Educators' Skills to Identify Specific Student Learning Needs

The Montana Continuous Improvement Cycle for Educators (described above in the OPI response to ESSA Title II, Part A, Question #1) ensures that professional development focused on effective identification of specific student learning needs is available to and used by educators across the state. The professional development cycle that the OPI has created will meet educators where they are, provide ongoing support, and improve the skills of all educators.

Table J

Examples of Specific Learning Needs	Current Identification Status/Efforts	Practices to Improve Educators' Skills in Identifying	Resources
Children and students with disabilities	In collaboration with the Special Education Advisory Council, the OPI has developed a standard process for determination of disabilities that is consistent with the requirements of the IDEA	OPI Teacher Learning Hub courses Regional trainings through regional partners Services through Special Education Cooperatives and Consortia Mentoring programs	Special Education in Montana Guidance Special Education Professional Development Resources
English learners including American Indian learners	The OPI has current identification processes for ELs, in collaboration with EL stakeholders using federal requirements the OPI has developed standard identification procedures for all Montana schools	OPI Teacher Learning Hub modules Collaboration with Title I statewide conference Guidance on the OPI website Regional LEA outreach	Montana's English Language Learner Guidance (old version)
Students who are gifted and talented including American Indian students	The OPI provides resources and information to guide local Montana school decision-making processes	OPI Teacher Learning Hub courses and modules Guidance on the OPI website Regional training through regional partners including the MT Library Association & Collaboration with Montana AGATE	Serving Montana's High Ability/High Potential Students
Students with low literacy and math levels	EOE Title I and Striving Readers Grants, CSI Math and Reading Specialist	OPI Teacher Learning Hub courses and modules Regional training through regional partners	http://literacyinc.com/

Improving Educators' Skills to Deliver Instruction that Meets Specific Student Learning Needs

The framework for Montana's Tiered System of Support for Educators is a continuum of prevention, early intervention, and ongoing support. This framework ensures every student, including struggling and advanced learners, has equitable access to effective educators. The professional development system that the OPI has created will meet educators where they are and provide ongoing support to attain this goal. The framework will provide schools with a broad range of evidence-based instructional practices and interventions to ensure that academic and behavioral programs are aligned to standards and delivered appropriately for diverse learners with specific learning needs.

Table K

Examples of Specific Learning Needs	Current Instruction Status/Efforts	Practices to Improve Educators' Skills in Instruction	Resources
Children and students with disabilities	CSPD Project REAL 2.0 OPI Teacher Learning Hub	The OPI provides ongoing training and support to schools that are working to implement a comprehensive MTSS model. Training and professional development are provided through the Comprehensive System of Professional Development (CSPD) regions and the OPI Teacher Learning Hub. Project REAL 2.0 is the State Personnel Development Grant (SPDG) and this project provides training and onsite consultants to support MTSS implementation in selected schools.	http://opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_7
English learners including American Indian learners	Title III workshops and online trainings for teachers of English learners, including American Indian learners	Collaboration with Title I statewide conference Guidance on the OPI website Regional LEA outreach OPI Teacher Learning Hub modules	Montana's English Language Learner Guidance (old version)
Students who are Gifted and Talented including American Indian students	The OPI provides resources and information to guide Montana educators to enhance effective instructional practices to better serve Montana high ability/high potential students.	OPI Teacher Learning Hub courses and modules Guidance on the OPI website Regional training through regional partners Collaboration with Montana AGATE	Serving Montana's High Ability/High Potential Students
Students with low literacy and math levels	EOE Title I and Striving Readers Grants, CSI Math and Reading	OPI Teacher Learning Hub courses and modules Regional training through regional partners Striving Readers facilitators	http://literacyinc.com/

5. *<u>Data and Consultation</u> (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.*

The OPI will annually collect, review, and provide feedback on district and school CSIPs that will contain a consolidated improvement plan for comprehensive and targeted support and improvement schools, special education, Perkins, and State Accreditation Improvement Plan requirements. The OPI will deliver professional learning and technical assistance statewide through annual program conferences and work sessions to address areas where LEAs are experiencing difficulty in achieving program outcomes. The OPI will also use regional delivery of professional development with coordination between Title programs and state programs through the use of trained experts in particular subject areas. School needs assessments aligned to specific educator and student learning needs will be key tools in our approach to assisting districts and schools. The OPI will use the statewide tiered system of support to ensure technical assistance, resources, and services are delivered strategically and comprehensively to targeted high-need schools.

6. *<u>Teacher Preparation</u> (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.*

OPI is working with our partners in higher education to strengthen relationships and collaboration for a P20 education continuum. We will establish a continual support system for new educators by working with colleges to increase induction efforts and by continuing to provide meaningful mentorship opportunities through teacher tenure. The agency is thoroughly engaged in well-established partnerships with the Institutes of Higher Education (IHEs). These collaborative partnerships share the pivotal purpose of strengthening and improving Montana's P20 education system through co-constructing and developing mutually agreed-upon policies, effective instructional practices and leadership skills, and increasing systemic, ongoing professional growth for every educator and increased learning, well-being, and growth of every Montana student. Montana partners in education are also increasing efforts to "grow our own" by working together to encourage local students and community members to become educators. Tribal colleges are playing a key role in the "grow our own" model and improving fluidity of transfers for students. These efforts are critical in rural areas of Montana and in areas where we are in need of culturally responsive educators including those that can speak native languages. Furthermore, we have extended these efforts by encouraging teacher leaders to become administrators. Montana State University and the University of Montana have both developed rural school cohorts to further train educators and administrators for the unique challenges of working in Montana's rural schools. Montana State University developed the Indian Leadership Education Development Project to recruit, educate, certify, and place American Indian educators into administrative positions in schools with high populations of Native American students. The OPI will continue to collaborate and increase these efforts that will prepare educators and administrators, aid in retention of quality educators, and recruit and place qualified educators and administrators in rural areas.

Some of the OPI's longstanding collaborative efforts with IHEs include, but are not limited to, these few examples:

Higher Education Consortium (HEC)

HEC is a unique community of practice that has brought together general and special education faculty members from all teacher training programs in the state of Montana. The HEC has met twice a year for the past 15 years to discuss critical issues and share ideas relating to teacher training programs in Montana. The meetings have created a strong partnership and collaboration between faculty members at the teacher training programs. The universities and colleges in Montana benefit from the information they receive from the OPI. The HEC has connected and collaborated with two Office of Special Education Program national centers: (1) International Resource Information System Center and (2) Collaboration for Effective Educator Development, Accountability, and Reform Center.

Montana Council of Deans of Education

The Montana Council of Deans of Education (MCDE) is an organization consisting of the designated leader of each Montana Board of Public Education accredited/accreditation-seeking educator preparation program and ex officio members including the BPE, the OPI, and the Office of the Commissioner of Higher Education. The primary purposes of MCDE are to foster communication and collaboration among leaders of educator preparation programs and state and national agencies, boards, and other constituencies, and to inform and influence public policy and accreditation standards related to P20 educator in Montana and the nation.

Montana-Educator Performance Appraisal System

In September 2013, the BPE approved ARM Title 10, Chapter 55 Standards of Accreditation. Included in these rules are requirements for local districts to renew teacher and school leader evaluation systems. The revised standards are based on the foundation that high-quality, high-performing teachers and school leaders are critical to ensure student learning. An evaluation system based on professional growth for all educators will help to foster learning environments that meet the needs of every student. The OPI, in consultation with stakeholders, developed a state model for the evaluation of teachers and school leaders: the Montana Educator Performance Appraisal System. This standards-based evaluation system is designed to encourage professional learning through a continuum of career development. In 2014, the OPI developed, in partnership with the MCDE, a Montana EPAS EPP cohort. Encouraging the implementation of the state model for teachers, principals, and other school and district leaders to learn about and apply the Montana EPAS will continue. The OPI provides statewide and regional workshops to assist teachers, principals, and other school and district leaders with the implementation of the ongoing professional growth model for every educator.

Indian Education

The OPI supports P20 educators across the state as they work in schools that serve Montana's largest subgroup: American Indians. Professional development, resources (lesson plans, curriculum guides, etc.), and technical assistance are provided at no cost to local schools and educators to assist them in this work. This effort includes two main purposes: (1) every

education institution and agency will ensure that every P20 student learns about the history, cultural heritage; and contemporary status of American Indians and tribes in Montana, and (2) every educator will work toward closing the achievement gap.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. *<u>Entrance and Exit Procedures</u> (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.*

Montana has developed standardized, statewide entrance procedures for the accurate and timely identification of all English learners (ELs). In order to create the necessary processes and procedures, the Montana Office of Public Instruction (OPI) met with stakeholders from across Montana who represent the geographic diversity and understand the unique needs of ELs. In addition to stakeholder meetings, the OPI conducted EL-focused sessions to solicit specific feedback from stakeholders regarding EL portions of the state plan. The feedback was combined and embedded into the plan.

In order to gather information on language(s) spoken in the home or in the student's life, the first entry point to the identification process is administering the standardized, statewide home language survey to every student at the time of enrollment. The home language survey establishes eligibility for the student to be screened using the World-class Instructional Design and Assessment (WIDA) English language screener (wida.us). Starting in the 2017-2018 school year, EL students in Grades 1-12 will be screened using the WIDA online screener, and students in kindergarten will be assessed using the WIDA K W-APT language screener. These screeners assess students in all four domains of language: speaking, listening, reading, and writing. If a student's scores fall below the English language proficiency criteria, he or she is identified as an English learner and qualifies for EL services. The screener criteria for kindergarten is a score below 25. In Grades 1-12 the screener criteria is a score at or above 5.0 overall and 4.0 in each language domain. Scores below this level indicate a need for EL services, reflecting the OPI's exit/reclassification criteria. The screening process and EL identification status will be completed by a Local Education Agency (LEA) within 30 days of a student's enrollment in the school. An assurance in the OPI E-grant application for ESEA funds will ensure that all schools adhere to this timeline. School applications will not be approved, nor will ESEA funding be available, until they agree to this assurance.

Based on experience with American Indian ELs and the fact that they are the largest group of identified ELs in the state, Montana has created a second entry point for eligibility of EL status through a standardized Teacher Observation Checklist that is available on the OPI website to all schools. The checklist allows classroom teachers the opportunity to observe a student's language skills and determine whether there could be a language other than English impacting the student's English proficiency. Once it is established that a language other than English may be present, the WIDA screener or WIDA W-APT is administered to determine EL status. The same criteria to determine EL status is used for all students in the state, regardless of their

eligibility entry point. Upon determination that a student is an EL, the student will immediately begin to receive appropriate EL services from the school.

Montana has established a standardized, statewide exit process to determine when an EL no longer requires EL services. An EL must obtain a 5.0 or better score on the overall composite component on the WIDA ACCESS 2.0 (Grades 1-12) or WIDA ACCESS Kindergarten assessment. The student must also obtain a 4.0 or better score on each of the domain-specific subtests: speaking, listening, reading, and writing. Each school will develop a plan to review EL data and make a determination if a student who has obtained proficient scores is performing at grade level in English and is able to fully participate in society. Districts are encouraged to use multiple data points to determine if a student is meeting the challenging state standards that all students are expected to meet. A guide for schools to use during their data-evaluation process is available on the OPI website. Performance on the statewide annual summative content assessment will not be a determining factor in the EL exit criteria.

The OPI has created webinars on the new entrance and exit criteria to assist schools and districts with these processes as they implement the changes in the 2017-2018 school year.

2. *<u>SEA Support for English Learner Progress</u> (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:*
    i. *The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and*
    ii. *The challenging State academic standards*.

i. Montana is a minimally-funded Title III state with a unique population of ELs. ELs consist of two percent of the total student body population in Montana. American Indian languages have the highest number of ELs at 67 percent of the total with German at 11.6 percent and Spanish at 9.5 percent. The data for ELs in Montana demonstrate that our American Indian student population struggles with academic language in the content areas. The OPI has created a framework and focus to support American Indian ELs with the development of school and district level Academic Language Development Teams that support teachers in meeting the unique needs of American Indian ELs. The professional development support for teachers includes rationale and strategies of how to best support American Indian ELs and provides teachers with instructional tools to meet these needs.

The OPI will assist eligible entities in meeting the long-term goals and interim progress through a tiered system of support. The first tier of supporting schools is the provision of technical assistance during the development of the annual Continuous School Improvement Plan (CSIP). During this planning process, schools will evaluate the performance data of their ELs and determine strategies to support ELs in meeting English language goals. The OPI will provide online resources and connections with regional facilitators and experts to assist in this work. Once a school's CSIP is complete, the OPI will provide online resources, face-to-face

professional development, and technical assistance to support schools as they review, refine, and improve their instruction for ELs to ensure they will meet the state goals.

ii. The OPI will assist eligible entities in supporting ELs in meeting the challenging state academic standards by providing professional development for districts to improve EL programs and teacher effectiveness. One purpose of professional development is embedding EL strategies into core content instruction in order to support students in accessing and engaging with the state academic standards. These strategies will be embedded into the effective instruction and not just for intervention purposes, although those may be necessary, as well. Through the OPI Teacher Learning Hub (Hub), the Title III department and the OPI Content Standards and Instruction Division will ensure that the professional development aligns with best practices for ELs and with state standards, including newly revised and adopted standards. In addition to online courses, the OPI offers online professional learning communities that focus on improving teacher effectiveness and building capacity. The professional learning communities meet online so that teachers from all areas in Montana can participate in relevant professional development and network with other teachers and resources across the state. All professional development opportunities and resources can be accessed by Montana teachers to improve effectiveness of instructional strategies for ELs.

3. <u>Monitoring and Technical Assistance</u> (ESEA section 3113(b)(8)): Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A sub-grant in helping English learners achieve English proficiency; and

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

A variety of monitoring methods are used by the OPI to ensure statutory and regulatory requirements are met by all Title III sub-grantees. The process for monitoring begins with the E-grant system. Schools agree to assurances and prepare a Title III application describing how they will use the funds to assist ELs in achieving English language proficiency. During this process, the OPI supports LEAs by providing technical assistance and support for linking the goals from their CSIP to the funding sources and supports for ELs, teachers of ELs, and families of ELs. Many of the districts that receive Title III funds are part of a consortium because they do not meet the minimum requirement of a $10,000 allocation. That means that they receive very little funding to support the small number of identified ELs. The OPI understands the funding considerations and monitoring of these smaller districts and takes that into account when providing access to technical assistance, professional development opportunities, and frequency of monitoring.

During the 2017-2018 school year, the OPI will merge the Title III and the Title I monitoring systems and schedules, including desk monitoring and on-site monitoring visits. This will provide a more cohesive monitoring system and enable closer collaboration between Title programs and a clearer process for districts. In addition to the specific Title monitoring system, the OPI also provides on-site visits for high-need districts. Other monitoring and support systems at the OPI, such as the American Indian Task Force, special education monitoring, and accreditation reports

support schools across internal work units and grant efforts in meeting the needs of ELs and supporting language development.

Through the continuous school improvement process, the E-grant application system, and the tiered system of support for professional development, the OPI will support districts as they monitor student progress and adjust their EL programs accordingly. The U.S. Department of Education's English Learner Toolkit and OPI guidance will support districts through their goal setting and monitoring process.

The OPI will use the statewide tiered system of support to ensure that technical assistance, resources, and services are delivered strategically and comprehensively to districts that are not meeting their long-term and interim goals. Through online modules and regional face-to-face trainings, the OPI will ensure that identified districts have access to high-quality professional development to support the use of effective strategies for ELs, as well as evaluation and modification of program components. The OPI has developed facilitated and self-paced courses through the Hub for on-going professional development for educators of ELs. In addition to OPI support, the WIDA Consortium has high-quality English language proficiency standards, professional development workshops, and ongoing online modules to support districts in improving their EL program to meet the needs of ELs.

Through collaboration with the Title I School Support unit, the OPI will ensure that the needs of the EL population are specifically met through universal, targeted and comprehensive support strategies. Schools could be identified for targeted and comprehensive school improvement status based on EL growth and performance; therefore, the OPI's Title III personnel will provide additional and more robust support for these schools. The OPI will support districts during the planning stage of their CSIP in order to make sure they are systematically developing procedures and strategies to support ELs in meeting long-term and interim goals. Additional assistance will be provided through online supports and guidance, on-site assistance, and through collaboration with Title I school improvement consultants. Through progress monitoring, the OPI will continuously support the needs of districts in these improvement categories.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. *Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.*

In order to address both the academic and nonacademic needs of Montana students, the Montana Office of Public Instruction (OPI) encourages local education agencies (LEAs) to adopt a whole-child philosophy to ensure that all students receive a fair, equitable, and high quality education. The OPI provides support to LEAs in using data-driven approaches to identify and address the needs of every student and assists LEAs in providing equitable access to a broad well-rounded education aimed at developing our children into college-and-career-ready young adults. This work is rooted in our rigorous college and career readiness standards and is based on an integrated multi-tiered model that includes supports for social and emotional well-being, health and safety, cultural responsiveness, and family and community factors in addition to the traditional academic and behavioral indicators typically used to identify a child's needs.

To implement these supports, the OPI has created a leadership council to both align and target the agency resources to effectively support the LEAs in serving every student's needs. The council is comprised of leaders from each division in the agency, as well as the Superintendent's leadership team. By employing this leadership collaborative, the OPI is able to more effectively make decisions regarding the types and intensity of support that will be made available to each LEA in the state to strengthen student learning and success. This effort has resulted in strong cross-agency collaboration and has greatly reduced the duplication of supports being provided to LEAs. By aligning our initiatives and work, the agency has become more efficient in addressing priorities as well as improving budgetary decisions. The result is that the OPI's key initiatives and its collaborative use of resources have a much broader impact in supporting every child's success. The funds available under Title IV will be used to strengthen the evidence-based supports already in place rather than to construct or use duplicative support systems in each division.

Montana's Student Support and Academic Enrichment (SSAE) program state funds will be used to increase the capacity of the OPI to:

- Provide all students with access to a well-rounded education
- Provide safe and healthy learning environments
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students (*ESEA* section 4101)

In order to increase the capacity of the OPI to address these three categories within the SSAE program, a cross agency team designed a multi-pronged approach that expands existing expertise and resources within the state. As a result of this collaboration, the team determined that the administration of the SSAE program will be housed in the OPI Education Opportunity and Equity Division to ensure alignment and consistency in grant administration with the Title I programs.

The team further determined the state-level activities will be implemented using a three-pronged approach.

Table L

Use of State Level Funds		
1.) Support training and technical assistance provided by existing staff within the Health Enhancement and Safety Division. This effort will focus on legislatively mandated priorities for Montana schools, including bullying prevention, suicide prevention, school emergency planning, and sex trafficking prevention.	2.) Support course development on the Hub within the three content areas supported under SSAE. The Hub is a learning network on the Moodle platform dedicated to providing free, high-quality professional learning for all K-12 educators across Montana.	3.) Partnerships between the OPI and other professional development providers. RESAs establish a systemic approach to identify regional needs and provide support to local school districts through communication, direct interaction, follow-up, and ongoing collaboration.

Where possible, the OPI will work to coordinate and integrate the SSAE program with activities authorized under other sections of the law, as well as other federal programs to improve outcomes for students. Furthermore, SSAE funds may not be sufficient to independently fund many of the innovative SSAE activities. By leveraging other state and local resources in combination with the SSAE grant funds, the OPI will be able to achieve the goals of SSAE programs.

2. *Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).*

The OPI will reserve 95 percent of its SSAE program allocation for sub-grants to LEAs and not more than one percent of its SSAE program allocation for administrative costs, including public reporting on how LEAs are using the funds and the degree to which LEAs have made progress toward meeting identified objectives and outcomes. (*ESEA* section 4104(a)(1) and (2)).

The OPI will use the remaining four percent of funds to support LEA activities and programs designed to meet the purposes of the SSAE program as described above.

The OPI will award the SSAE sub-grants to LEAs by formula. Because the SEAs allocation will be insufficient to provide all LEAs with at least the $10,000 minimum, the funds will be divided equally among all eligible LEAs, as per guidance received from the U.S. Department of Education on June 30, 2017.

The timing of the start of this new program will not allow the state education agency (SEA) to have the infrastructure in place to administer Title IV, Part A effectively for the 2017-2018 year.

As a result, LEA's will be encouraged to transfer these funds into Title I or Title II for the 2017-2018 school year after consultation with their required community stakeholders.

If an LEA chooses to keep their funds in Title IV, Part A, those funds will be obligated by the SEA to the LEA by September 30, 2018. This will allow time for the SEA to develop the required program components including administration, monitoring, technical assistance, and data collection.

If Title IV, Part A becomes funded for future years, the OPI will consider the benefits of structuring a competitive process for these funds in future years--if SEAs are authorized to administer funds through a competitive process beyond the 2017-2018 year. More administrative decisions will be made known when the future of these funds is determined.

Under this proposed funding structure, no LEAs will receive more than $30,000 and, thus, no comprehensive needs assessments will be conducted and LEAs will not be monitored on the percentage breakdowns between the three categories.

For LEAs who choose not to transfer their funds into Title I or Title II, the OPI will encourage those LEAs to apply for funding as a consortium as authorized in *ESEA* Section 4105(a)(3). Montana has over 400 small, rural schools with fewer than 100 students. The OPI recognizes that combining SSAE program funds will result in economies of scale so that these smaller LEAs may benefit more than if they had used the funds that each respective LEA was individually allotted. Further, with the focus of the RESAs centered on facilitating collaboration, the RESAs can serve as a catalyst for these consortia.

When developing an SSAE application, each LEA, or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. (*ESEA* section 4106(c)(1)) Such stakeholders must include, but are not limited to, parents, teachers, principals, students, school leaders, support staff, local government representatives, community organizations, private school personnel, and Indian tribes or tribal organizations, when applicable.

Leveraging Federal, State, and Local Resources

In order to maximize the use of the SSAE program resources, the OPI, LEAs, and schools may partner with organizations, such as nonprofits, institutions of higher education, and community organizations to offer programs and services to students. In addition, the OPI and local leaders will consider how other federal, state, and local funds may be leveraged to support a holistic approach to well-rounded education. The OPI will, as required, review existing resources and programs across the state, and coordinate any new plans and resources under the SSAE program with existing resources and programs. (*ESEA* section 4103(c)(2)(C)(i)).

G. Title IV, Part B: 21st Century Community Learning Centers

1. *Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.*

The Montana Office of Public Instruction (OPI) will adhere to the fund percentage breakdowns outlined in the Every Student Succeeds Act (ESSA), including two percent for administration, five percent for state level activities, and 93 percent for awards to local programs, through a sub-granting process.

The administration and state level activities of the 21st Century Community Learning Centers (21st CCLC) occur within the OPI Health Enhancement and Safety Division. This structure has enabled the program to coordinate and collaborate with many other programs that intersect with 21st CCLC programming, including:

- nutrition programs
- bullying prevention
- substance prevention
- emergency planning and safety
- mental health
- physical health
- social and emotional learning

As a result, the afterschool programs across Montana receive an integrated technical assistance approach regarding these topics.

Employment with state set-aside funds:

21st CCLC Program Specialist
The employee will be responsible for leading the day-to-day administrative and state-level activities of the program in Montana, including monitoring, capacity building, evaluation, reporting, technical assistance, training (including the approval of continuing education credits for web-based training through You For Youth) collaboration with other programs, and sub-granting of funds. A large portion of the program specialist's time is focused on the many facets of monitoring within the programs. The OPI strives for two site visits in five years with annual desk monitoring occurring in the remaining years for each sub-grantee.

Data Control Specialist
This position takes direction from the program specialist in working with the daily operations of data collection and reporting from the sub-grantees for purposes of the state evaluation and federal reporting. This includes all indicators outlined in the five year state evaluation plan and all federal GPRA measures. In addition, this position ensures that the sub-grantees provide their data in an accurate and timely fashion. In the event that a sub-grantee misses a reporting deadline, the data specialist notifies the program specialist so official documentation of the missed deadline can be reported in the monitoring report. This position also assists with the

development of instruments and tools including reports, website development, training in data collection procedures, and other special projects to support the program specialist.

Fiscal Administration and Cross-Agency Collaboration
This ensures the fund requests are aligned with the original grant proposal, and are also appropriate expenditures of federal funds. This position assists with the record storage for the required period. In addition, this position assists the program specialist in the fiscal management including appropriate use of carryover funds.

Time and effort records are kept for all positions being paid from SEA funds to ensure accurate reporting and time management in separating the administrative funds from the state level activity funds. Two different budget codes are used to delineate these tasks within the state payroll system.

The OPI has a policy outlined in the *Montana Office of Public Instruction Grants Handbook* for addressing monitoring and determination of high-risk grantees. Included in the policy are the procedures as well as a list of factors that could place a sub-grantee on high risk status. Further, this policy outlines special conditions a sub-grantee may be subject to receiving if they are deemed high-risk through the monitoring process.

The state is currently in the midst of a five year state level evaluation. As a result, a portion of the state level funds support a contracted evaluator to collect, analyze, and synthesize the data into a cohesive state level report with findings used to drive program improvement for the following year. Once the first year report is completed in summer 2017, the final annual report will be disseminated through a variety of means, including: email, website, and presentations.

Innovative practices

Regional Representative Model
The model has been created whereby the state is divided into seven regions. Within each region, a representative was selected through a competitive process. These representatives are required to hold two regional meetings per year. During the meetings, training and technical assistance is provided to programs. The structure has created better coordination and problem-solving within the field. The program specialist strives to attend at least one meeting in each region annually, and a portion of the state funds are used to support this structure.

Montana Afterschool Alliance (MTAA)
The MTAA was formed several years ago. Staff from the OPI Health Enhancement and Safety Division serve as non-voting advisory staff on this alliance. Through this process, strategizing has occurred with the MTAA to provide training and technical assistance to programs. Future action by the MTAA may include the development of online training to be offered through the Teacher Learning Hub for out-of-school-time program staff. Further, efforts to effectively partner on an annual training conference have been successful for the past two years.

Montana Behavior Initiative (MBI) Summer Institute

The MBI Summer Institute is an annual training conference. This institute draws over 1,200 educators to a week training with a focus on using the Positive Behavior Interventions and Support model to implement mental health, social emotional learning, safety, parent and family engagement, and academic supports. The cross-training opportunity leads to greater connection between initiatives within the districts, and leads to more streamlined coordination of programs for students.

State-level funded programs:

- Science, Technology, Engineering and Mathematics (STEM) activities, including a grant-funded initiative through National Aeronautics and Space Administration (NASA) that trains educators on how to implement STEM activities within their afterschool programs, are a priority. During the 2014-2015 school year, seven local programs were trained by NASA's grant, and in the 2016-2017 grant funding cycle, an additional eight programs are taking part in this initiative.
- Montana is also part of the Formula 1 (F-1) Race Cars in Schools Initiative. This is one of the largest STEM Initiative in the world. With a focus on American Indian programs, this initiative works annually with eight American Indian high school 21st (CCLC) Programs to develop F-1 race cars and compete at the state, national, and world level. During the 2015-2016 school year, Montana sent the first Native American student team to Worlds to compete. This will continue to be an annual activity supported by the state and program-level funds in conjunction with a co-sponsorship from the Montana University.
- Montana has focused on career and technical education. For the past two years, the 21st CCLC program has supported career and technical education training utilizing Dr. Dedmond to certify 21st CCLC staff interested in pursuing a career development facilitator national certification. Once certified, educators must be actively engaged in sharing their expertise in Montana by presenting at state-level conferences as a way to increase state capacity. To date, Montana has trained 11 facilitators, and this process will continue as an annual state-level activity.
- Staff have supported the integration of Indian Education for All into programs across Montana. The state staff for 21st CCLC work closely with staff from OPI Indian Education Division to support the unique needs of American Indian students. Examples include staff from the Indian Education Division supporting program monitoring and site visit efforts in conjunction with the 21st CCLC staff as well as the 21st CCLC staff sitting on the OPI American Indian Task Force. The task force developed a model for integrated support for reservation schools, including those schools that are in need of more intensive supports from the OPI. There is a cross-agency collaborative to assist the programs through joint training and technical support.
- Family engagement initiatives with Title I are a priority. Applicants will be required to

outline the plan for aligning the community and family engagement activities with the activities identified under Title I. Further, this topic was identified in the most recent statewide evaluation of the 21st CCLC program as an area to target for continued professional development among programs for the 2017-2018 year, so efforts will be made to align this training with the Title I office. It is possible that in moving forward, some funds from 21st CCLC could be used to support parent and family engagement activities in collaboration partnerships with other divisions within the OPI.

2. *Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.*

The OPI facilitates a competitive process for LEAs and Community-Based Organizations (CBOs), including faith-based CBOs, to apply for grant funds under Title IV, Part B. This process is coordinated through an electronic system for grants management called E-grants. The E-grant system houses the Request for Proposal (RFP) as well as the applicant's response to the RFP, including program narrative, budget, and assurances. The system is also used for current grantees to complete their annual renewal process.

As required, the OPI will establish a process for the governor to provide meaningful consultation in the sub-grant and awarding processes of these competitive grants.

The OPI uses a multi-pronged approach to notify potential applicants of the funding opportunity. A list of nonprofit organizations and churches has been created, and a letter is sent to the entities announcing the release of the RFP. A notice is posted on the agency website, and, in moving forward, a notice will be sent to the Montana Afterschool Alliance to disseminate to their members. Finally, schools are notified through regular OPI communications, including in-person meetings, trainings, and monthly newsletters.

In the summer of 2017, the OPI will facilitate an RFP process to solicit a list of external organizations that could provide assistance in carrying out the activities of Title IV, Part B. This list will be made available to applicants during the RFP process in the spring of 2018.

During the competitive process, the OPI hosts one or more training webinars for potential applicants to receive training, not only in the E-grants system, but also on the RFP detail, process, and scoring criteria. Included in the training webinar is information regarding the academic focus of 21st CCLC programs and the importance of connecting the academic support through the programs with the school-day curriculum.

After the close of the RFP process, peer reviewers read and score the applications based on predetermined scoring criteria, which was made available to applicants during the application process. Within the scoring matrix, points are awarded based on the applicant's ability to

demonstrate how the proposal aligns the local program activities to the existing state logic model for the Title IV, Part B funds as well as to their local needs assessment. The state logic model is aligned to the core components of the Title IV, Part B funding, including academic support, student enrichment activities, and family and community engagement activities. The logic model includes a description of the performance indicators and performance measures used to evaluate programs and activities. Included in the new scoring process for the 2018 competition are priority points for programs that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities. Applicants will present their needs-assessment findings in their RFP to demonstrate their program design is aligned with local needs. The goal of the OPI is to have this needs assessment be the same as the CSIP to reduce duplication of planning and assessment documents at the local level.

In 2018 and forward, the OPI will select peer reviewers utilizing the same protocol established by Title I School Support. A formal recruitment notice will be posted through Montana's procurement process and facilitated through the Montana eMacs system to solicit qualified individuals outside the OPI to apply to review proposals for the 21st CCLC program. Reviewers will be selected from the pool of qualified applicants and will be trained in the grant review process and E-grants system. The reviewers will utilize the predetermined scoring matrix to score the competitive grants and return their scores to the OPI. Finally, the reviewer team will meet to discuss scores and finalize ranking.

Upon completion of the scoring, the OPI will issue an official Notice of Award to the successful grantees through the E-grants process. The notices cover a five-year grant award and do not fall below $50,000 per year. For those that are not successful, a copy of the grievance policy is made available in the *State and Federal Grants Handbook* for anyone wanting to file a formal grievance regarding the process.

Montana strives for equitable distribution of funds. With a focus on high-poverty communities, there is a large geographical spread to disperse the funds. Of Montana's 56 counties, 38 currently house programs. With Native Americans comprising the largest minority population in Montana, all seven of the reservations are currently funded with programming. There are 16 sites and 33 centers located within the tribal nations. In addition, school size ranges across Montana with over 100 one-room school houses across the state. Montana currently funds programs who serve students from 5 AA districts, 11 A districts, 18 B districts, and 35 C districts. As demonstrated, Montana ensures equitable distribution of funds while using a scoring process to ensure high quality programs are funded.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. *<u>Outcomes and Objectives</u> (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.*

The Montana Office of Public Instruction (OPI) will approve and monitor the Rural and Low-Income School (RLIS) grant program to ensure that 100 percent of the applicants implement activities allowed under the appropriate Title program regulations by spring 2018. The OPI will use the Continuous School Improvement Plan (CSIP) needs assessment to make sure that RLIS activities align with the goals of the plan.

2. *<u>Technical Assistance</u> (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.*

The OPI will deliver technical assistance statewide through annual Title I conferences and other work sessions to address areas where LEAs and schools are experiencing difficulty in achieving program outcomes. We will also use regional delivery of professional development with coordination between Title programs and state programs or initiatives through the use of trained experts in the particular field across Montana. School self-assessments aligned to specific needs will be key tools in our approach to assisting districts and schools. The OPI will use the statewide system of support to ensure technical assistance, resources, and services are delivered strategically to high-need schools. The OPI will continue to monitor grant balances and requests for funds to ensure sub-recipients are liquidating their funds within the guidelines and in a timely manner. The OPI will continue to provide assistance in the areas of cash management and program monitoring to ensure sub-recipients are utilizing Title V, Part B, Subpart 2 funds appropriately and within the program parameters. The OPI will continue to provide technical assistance to sub-recipients on an as-needed ongoing basis.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. *<u>Student Identification</u> (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.*

The Montana Office of Public Instruction (OPI) views the Education of Homeless Children and Youth (EHCY) Program as a framework for supporting students and families experiencing homelessness across the state. Due to the rural and frontier nature of many local education agencies (LEAs), it can be a daunting challenge for under-resourced communities to create a robust program. The OPI encourages all communities to view EHCY through the lens of Multi-Tiered Systems of Support. By creating a systemic approach to meeting the needs of all students, students experiencing homelessness will be able to access interventions designed to increase their academic success and positively impact their social and emotional well-being. LEA homeless liaisons shall coordinate with other entities and agencies to identify children and youth who may be homeless in an effort to better understand the challenges of all students within their schools. Accurate and prompt identification of students experiencing homelessness allows LEAs to work with community partners to provide supports and resources.

The OPI will rely on LEAs to identify, serve, and enroll children and youth experiencing homelessness in public schools, or to refer them to local Head Start, Tribal Head Start, or other educational programs where appropriate, including IDEA Part C. All children and youth identified as homeless who are enrolled in a public school in Montana will be identified in the Achievement in Montana (AIM) database, including the student's living situation at the time of identification as homeless. Children and youth who are unaccompanied will also be marked as such in the AIM system. The OPI's EHCY program, in conjunction with the National Center for Homeless Education, will provide training, technical assistance, and written guidance to all LEAs regarding the need to identify and provide services to such children and youth.

Upon enrollment, all LEAs will assess the needs of each eligible child or youth. LEAs applying for or receiving sub-grants will conduct community-wide assessments to determine the needs of all families, children, and youth experiencing homelessness who reside in the geographic area served by the sub-grant. Through regular communication with liaisons, the state coordinator will assess the needs of children and youth across the state who are experiencing homelessness. The state coordinator will respond to inquiries from parents, families, caregivers, and unaccompanied homeless youth to ensure that each child or youth receives the full protections and services provided by this subtitle.

The state coordinator will work with the OPI Indian Education Division and with Tribal governments across the state to create culturally appropriate programs that meet the needs of both rural and urban American Indian populations. The state coordinator will provide focused technical assistance and training to schools located on or near reservations with high

populations of American Indian students to ensure that students experiencing homelessness within these schools are appropriately identified and provided with services.

2. *<u>Dispute Resolution</u> (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.*

All LEAs are required to adopt a policy and procedure for resolving disputes regarding the educational placement of children and youth identified as homeless. Such policies and procedures may be the same process used to address other disputes or grievances within the district. The OPI provides plain language documents to all LEAs to assist them in informing families and youth experiencing homelessness of their right to file a dispute. Documents are available on the OPI website and are also available to all LEAs in the state through TransACT.com, under a contract with the OPI. Parents, guardians, or unaccompanied youth may file a dispute with the OPI based on the following process:

Notice by Local Education Agency (LEA)
Each LEA must have a dispute resolution policy specifically addressing the right of a student experiencing homelessness to appeal decisions regarding a student's eligibility, school placement, or provision of services.

LEA Homeless Liaison
In any dispute regarding eligibility, placement, or provision of services to a student identified as homeless, the school must refer the parent, guardian, or unaccompanied youth to the LEA's homeless liaison to assist in carrying out the dispute resolution as quickly as possible.

LEA Decision
LEAs and liaisons should make every attempt to resolve disputes at the local level using the LEA dispute/grievance process. The LEA homeless liaison will work with the state coordinator or with the National Center for Homeless Education, as appropriate, to resolve the dispute.

SEA State Coordinator
Upon receipt of a completed dispute resolution form and related documentation, the state coordinator will, within 15 calendar days, convene a panel of three OPI staff to investigate and resolve the dispute. The decisions of the panel will be final.

3. *<u>Support for School Personnel</u> (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.*

All school personnel providing services to children and youth impacted by homelessness must receive professional development and other support on a yearly basis to ensure compliance with all legal requirements and best practices regarding the support of these students. Professional development topics may include homelessness, poverty, special education topics, trauma, child abuse, and other issues relevant to students and families in crisis.

The OPI requires liaisons in all LEAs participating in the sub-grant program to participate in at least seven hours of professional development addressing the needs of homeless children and youth on an annual basis. The state coordinator provides trainings on topics related to the enrollment and retention of homeless children and youth on a yearly basis.

Liaisons in LEAs not funded by a sub-grant will be required to obtain a minimum of three hours of professional development addressing the needs of children and youth identified as homeless on a yearly basis. All professional development may be obtained through webinars offered by the federal technical assistance provider, through other organizations advocating for homeless children and youth, through the state coordinator, or through other recognized experts in the field of child and youth homelessness.

4. *<u>Access to Services</u> (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:*

   i. *Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*

   ii. *Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and*

   iii. *Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels*.

i. The SEA state coordinator will collaborate and coordinate efforts with Montana's Best Beginnings Advisory Council and offer input to member agencies regarding the need to provide services to preschool children identified as homeless. The state coordinator will work with the Head Start Collaboration Coordinator to ensure that children identified as homeless are prioritized for services within Head Start and Tribal Head Start programs. Approximately ten percent of all children served in Montana Head Start programs are identified as homeless each year. The state coordinator will collaborate with the federal, state, and locally funded

preschool programs to prioritize services to children identified as homeless who live in communities offering such programs. Upon request the state coordinator will provide training and technical assistance to Head Start and other state or federally-funded preschool programs.

ii. The state coordinator will collaborate with Alternative Education Centers across the state to increase awareness of the need to provide outreach and dropout recovery programs to youth identified as homeless. These efforts will include credit recovery and alternative methods of meeting graduation requirements.

The state coordinator will collaborate with the Office of the Commissioner of Higher Education, with state and tribal colleges and universities, and with other state agencies providing financial aid and educational opportunities to students seeking a post-secondary education.

Each LEA with a school serving students in grades 9-12 must have clear procedures in place to ensure that homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school (Section 722(g)(1)(F)(ii)).

iii. The state coordinator communicates with the Montana High School Association (MHSA) to ensure that students identified as homeless are granted waivers to eligibility requirements based on residency. The state coordinator also works with state and local programs that provide extracurricular activities to children and youth experiencing homelessness, including the YMCA, United Way, and other organizations.

The state coordinator collaborates with the Career and Technical Education Division to ensure access to CTE activities including BPA, FFA, FCCLA, HOSA, SkillsUSA, ProStart, and other similar career-based programs. LEA homeless liaisons will coordinate with CTE advisors to provide students with items required to participate, including fees, equipment, tools, uniforms, or other clothing items.

The state coordinator encourages LEAs to provide opportunities for students identified as homeless to enroll in Advanced Placement Courses, International Baccalaureate Programs, Dual Enrollment Programs, Gifted and Talented Programs, and other academic programs.

LEAs will assist students identified as homeless in participating in Fine Arts programs. Through collaborative efforts with non-profits and other community agencies, LEAs are encouraged to reach out to the local community to provide items needed for participation in extra-curricular activities, including participation fees, musical instruments, athletic gear, and other tools or equipment as necessary.

5. *<u>Strategies to Address Other Problems</u> (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—*

    i. *requirements of immunization and other required health records;*

    ii. *residency requirements;*

    iii. *lack of birth certificates, school records, or other documentation;*

iv. guardianship issues; or

v. *uniform or dress code requirements*.

i. LEA homeless liaisons will assist students and families identified as homeless in obtaining required immunizations through County Health Offices or other medical providers including outreach to community service organizations that provide medical services and supplies, such as glasses or hearing aids. LEA homeless liaisons will assist unaccompanied homeless youth in enrolling in any available Medicaid programs and in accessing health care services under state statute.

ii. LEA homeless liaisons will inform all staff, with particular attention to staff responsible for enrollment or registration of students, that students or families who may be homeless are not required to provide proof of residency.

iii. Upon request for enrollment, LEA homeless liaisons will assist the student or family in obtaining birth certificates or other necessary documentation, including payment of any fees to obtain state or county records. Upon request from the enrolling school, all LEAs will release student records within five days per Montana code.

iv. LEA homeless liaisons will inform all staff, with particular attention to staff responsible for enrollment or registration of students, that students who are not in the physical custody of a parent or guardian have the right to self-enroll in any public school. Family members providing care to a child without legal guardianship will be encouraged to complete a Caretaker-Relative Affidavit per Montana code. Such an affidavit will not alter a student's designation as homeless.

v. LEA homeless liaisons will work with local organizations to provide students with uniforms or clothing items to meet school dress code policies or class participation guidelines.

6. *<u>Policies to Remove Barriers</u> (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and will review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.*

The state coordinator will annually review and recommend revisions to state level policies or procedures that may create barriers to the identification, enrollment, and retention of students identified as homeless. This review will be conducted in collaboration and coordination with other state and federally funded programs including Title I, Title III, Migrant Education, IDEA, and Indian Education. Such review will be conducted with input from LEAs receiving sub-grant funds, including urban, rural, and reservation communities.

The OPI will provide written guidance documents regarding the needs to enroll and retain children and youth who are homeless, including the unique needs of various at-risk and diverse subgroups of students.

The state coordinator will collaborate with other divisions within the OPI which provide specific support, such as Migrant Education, Indian Education, Special Education, Gifted and Talented Education, Preschool Programs, Career and Technical Education, and other programs and initiatives relevant to the needs of children and youth identified as homeless.

Montana Code prohibits all public schools from holding student records for fines or fees.

7. *Assistance from Counselors (722(g)(1)(K)): A description of how youth described in section 725(2) will receive assistance from counselors to advise such youth, and prepare and improve the readiness of such youth for college.*

The state coordinator will work with the Montana School Counseling Association (MSCA) to increase awareness among school counselors of the need to assist high school students identified as homeless in receiving appropriate credit for full or partial coursework. The state coordinator will also work with the MSCA to provide all school counselors in the state with training regarding the need to assist students identified as homeless in preparing for college, careers, or community across the K-12 continuum. It is recommended that all school counselors participate in professional development to increase awareness of the unique needs of children and youth experiencing homelessness. Webinars are available through the federal technical assistance provider, the American School Counseling Association, and the Teacher Learning Hub.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

Academic Achievement Goals: English Language Arts Proficiency Rates							
Subgroups	**Language Arts: Baseline Data (2016)**	**Language Arts: Year 1: (2017)**	**Language Arts: Year 2: (2018)**	**Language Arts: Year 3: (2019)**	**Language Arts: Year 4: (2020)**	**Language Arts: Year 5: (2021)**	**Language Arts: Year 6: (2022)**
All students	50.1%	52.1%	54.1%	56.1%	57.9%	59.7%	61.4%
Economically disadvantaged students	37.1%	39.7%	42.3%	44.7%	47.0%	49.3%	51.4%
Children with disabilities	16.1%	19.7%	23.1%	26.4%	29.5%	32.6%	35.5%
English Learners	8.3%	12.3%	16.2%	20.0%	23.6%	27.1%	30.5%
White	55.1%	57.0%	58.8%	60.5%	62.2%	63.8%	65.3%
American Indian	23.7%	26.9%	30.1%	33.1%	36.0%	38.7%	41.4%

Academic Achievement Goals: Mathematics Proficiency Rates							
Subgroups	Language Arts: Baseline Data (2016)	Language Arts: Year 1: (2017)	Language Arts: Year 2: (2018)	Language Arts: Year 3: (2019)	Language Arts: Year 4: (2020)	Language Arts: Year 5: (2021)	Language Arts: Year 6: (2022)
All students	41.8%	44.2%	46.5%	48.7%	50.9%	52.9%	54.9%
Economically disadvantaged students	29.8%	32.7%	35.5%	38.2%	40.8%	43.3%	45.7%
Children with disabilities	14.9%	18.5%	22.0%	25.4%	28.6%	31.7%	34.6%
English learners	8.6%	12.6%	16.5%	20.2%	23.9%	27.4%	30.8%
White	46.6%	48.8%	50.9%	53.0%	55.0%	56.9%	58.7%
American Indian	17.8%	21.3%	24.7%	27.9%	31.0%	34.0%	36.8%

B. Graduation Rates

Graduation Rates							
Subgroups	Baseline (2016)	Year 1: (2017)	Year 2: (2018)	Year 3: (2019)	Year 4: (2020)	Year 5: (2021)	Year 6: (2021)
All students	85.6%	86.4%	87.0%	87.7%	88.3%	88.9%	89.5%
Economically disadvantaged students	76.4%	77.6%	78.8%	79.9%	80.9%	81.9%	82.9%
Children with disabilities	77.8%	79.1%	80.4%	81.7%	82.9%	84.0%	85.1%
English Learners	58.7%	61.5%	64.1%	66.6%	68.9%	71.2%	73.3%
White	87.3%	88.0%	88.7%	89.3%	89.9%	90.5%	91.0%
American Indian	65.6%	67.5%	69.4%	71.2%	72.9%	74.5%	76.0%

C. Progress in Achieving English Language Proficiency

World-Class Instructional Design and Assessment (WIDA): Students showing Progress							
Subgroups	**Baseline (2016)**	**WIDA: Year 1: (2017)**	**WIDA: Year 2: (2018)**	**WIDA: Year 3: (2019)**	**WIDA: Year 4: (2020)**	**WIDA: Year 5: (2021)**	**WIDA: Year 6: (2022)**
English learners	44.6%	47.3%	49.8%	52.3%	54.7%	57.0%	59.1%

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ***ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.***

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix C

HOPE

for Montana Students

Multiple OPI Departments are hands on with student supports for mental health and suicide prevention.

PREVENTION MITIGATION PROTECTION RESPONSE RECOVERY

The following are offered through partnerships:

<u>Students:</u>

Youth Mental Health First Aid is an 8-hour in-person training designed to teach parents, family members, schools, and others how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis.

Heads Up - Peer Leadership Camp focused on Mental Health, including careers in the field and Youth Mental Health First Aid.

Signs of Suicide (SOS) provides tools to help youth identify the signs and symptoms of depression, suicide, and self-injury in themselves and their peers.

ASIST Applied Suicide Intervention Skills Training (ASIST) is a 16-hour in-person training for anyone 16 or older.

SafeTALK is a half-day in person alertness workshop on suicide prevention for anyone over the age of 15.

Montana Behavior Initiative (MBI) is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students.

School Climate work and multi-tiered systems of supports, such as support groups.

Comprehensive School and Community Treatment (CSCT) are mental health services in schools for students that meet the criteria for a serious emotional disturbance.

Columbia Suicide Severity Rating Scale (C-SSRS) and various other screeners like, the Systematic Screening for Behavior Disorders (SSBD) and the Patient Health Questionnaire 9 (PHQ-9).

Schools and staff:

SAFESCHOOLS- The two-hour online course meets the requirements of the Jason Flatt Act and offers school staff members an awareness-level understanding.

The Jason Foundation series of online Staff Development Training Modules provide information on the awareness and prevention of youth suicide suitable for teachers, coaches, other school personnel.

QPR-Just like CPR, QPR is an emergency response to someone in crisis and can save lives.

Bully-Free Tool Kit

Youth Mental Health First Aid

Trauma-Informed practices

Teacher Learning Hub courses

The new Health Standards include education around mental health.

Emergency Operations Planning and Safety including Threat Assessment Training

Coming soon – Kognito *At-Risk* online interactive training

Tribal Schools:

Suicide and Crisis Response Project

School Climate Work

Wraparound Services designed to build a supportive network around a youth and their families.

Suicide is a community concern and OPI is grateful for the collaboration with our partners.

Partners:

Youth Aware of Mental Health (YAM) from the Montana State University Center for Mental Health Research and Recovery Extension Office.

National Alliance on mental Illness (NAMI)

Department of Public Health and Human Services (DPHHS)

Montana Counselors Association

Montana Hospital Association

Multiple Representatives

Shodair Children's Hospital

Youth Dynamics

Acadia Healthcare

Jason DeShaw

Substance Abuse and Mental Health Services Administration (SAMHSA)

Montana SOARS (*Support, Outreach, and Access for the Resiliency of Students*) Schools: Browning, Butte, and Kalispell

Appendix D MONTANA OPI ESSA MEETINGS & DICUSSIONS SINCE JANUARY 2017

WHEN 2017	WHAT	WHERE	WHO
Jan. 12th& 13th	Assessment Conference ESSA Session	Missoula	-Assessment Directors -Administrators -Educators
Jan. 24th	CCSSO Webinar on ESSA and changes	Helena OPI	OPI ESSA STAFF
Jan. 27th	Conference call with CCSSO discussing ESSA and the ACT	Helena OPI	OPI & National Education Orgs.
Feb. 1st& 2nd	Assessment Conference ESSA Session	Billings	-Assessment Directors -Administrators -Educators
Feb. 6th& 7th	Title 1 Support Conference ESSA Info.	Helena	-Administrators -Educators -Title 1 Directors
Feb. 14th	High-tiered Community of Practice Meeting ESSA Updates & Listening	Missoula	-SPED Directors -Innovative Placement/Program Directors -Educators -Corrections -Higher Ed. -& more
March 3rd	Contact others for feedback on the Dec. 28th plan	Helena Conference Calls	Ed NW CCSSO Center For Assessment
March 15th	Legislative Ed. Caucus Morning	Helena Capital	Multiple Legislators
March Wednesdays throughout	Tribal Legislative Ed. Caucus Afternoon	Helena Capital	Multiple Legislators
March 16th& 17Th	Board of Public Education Meeting ESSA update on info. released March 13th from Dept. of Ed.	Helena	-Board of Public Ed. Members -Members from SAM and other Ed. Orgs.

March 22nd	Legislative Conference and CCSSO ESSA Meeting	Washington D.C.	Montana and statewide ESSA reps.
April 3rd	MACIE Meeting Montana Advisory Council on Indian Education ESSA Updates & Listening	Helena	-Tribal leaders -Stakeholders in American Indian Education including sups and others
April 7th	Ombudsman Discussion	Helena	-Private School Representatives
April 15th	MASS Meeting ESSA Updates & Listening	Belgrade	-Superintendents
April 18th	statewide Title 1 Conference ESSA Power Point and multiple in-depth presentations & sessions	Helena	-Administrators -Educators -Title/Federal Program Directors
April 26th	College and Career Readiness Discussion	Bozeman	-LEA Superintendent and OPI
April 27th	IGNITE Conference College Career Readiness	Billings	-Teachers -Administrators -JMG Program Directors and DLI
April 28th& 29th	Math Summit ESSA Updates & Listening	Fairmont	-Math Educators -Administrators -Higher Ed. -STREAM Grant participants -OPI Staff
May 4th	CSPD Comprehensive System of Personnel Development ESSA Updates & Listening	Helena	-Early Childhood stakeholders -SPED Directors -School Admin.

May 5th	Education Organization Collaborative Meeting Legislative & ESSA Discussions	Helena	Reps from: MTSBA MEA-MFT SAM BOPE MREA MQEC MASBO OPI
May 8th 2017	Visit and Discussion Providing legislative update and ESSA updates	White Sulphur Springs	-School Superintendent -Principal -School Board Chair
May 9th 2017	MASS Meeting Providing materials & discussion ESSA Updates & Listening	Lewistown	-Regional Superintendents -Special Education Co-op -County Superintendent
May 9th 2017	Visit and Discussion Providing legislative update and ESSA updates	Lewistown	News-Argus Reporter Deb Hill
May 10th	RESA Directors Meeting ESSA Updates & Listening	Helena	-RESA members
May 16th 2017	Visit providing ESSA updates	Missoula	-School Sup. Schools -Principals -Assessment Director
May 16th 2017	Visit providing ESSA updates & Listening	Missoula	-MSU Education Department
May 17th	Visit providing ESSA/Legislative updates	Missoula	-KGVO Staff
May 17th	Visit providing ESSA updates & Listening	Arlee	- School Sup.
May 17th	Visit providing ESSA updates & Listening	Bigfork	-School Sup.

May 17th	Kalispell School District Education Leadership Meeting on ESSA	Kalispell	-Admin. From the area -Previous Stakeholders -Educators -Curriculum Director -Board of Pub. Ed. Member
May 17th	High School Agricultural Center	Kalispell	-Ag. Ed. Instructor -District Sup.
May 17th	Visit providing ESSA/Legislative updates	Kalispell	-Daily Interlake Staff -Flathead Beacon Staff
May 18th	Visit providing ESSA updates	Missoula	-Previous Stakeholder
May 18th	Visit providing ESSA/Legislative updates	Missoula	-Missoulian Staff
May 18th	Visit providing ESSA/Legislative updates	Missoula	-Legislator
May 23rd	ESSA Presentation and Discussion School District Tour	Browning	-Browning School District Leadership Team Including Admin. Instructional Coaches, Curriculum Directors, Educators and more
May 23rd	Visit providing ESSA/Legislative updates	Browning	-BCC Staff
May 23rd	Visit providing ESSA/Legislative updates	Valier	-Valier School District Sup.
May 23rd	Visit providing ESSA/Legislative updates	Great Falls	-Great Falls Tribune Education Reporting Staff
May 23rd	Visit providing ESSA/Legislative updates	Belt	-Belt School District Sup.

May 23rd	Visit providing ESSA/Legislative updates	Geyser	-Geyser School District Sup.
May 23rd	Visit providing ESSA/Legislative updates	Stanford	-Business Manager -Admin.
May 24th	Visit providing ESSA/Legislative updates	Great Falls	-East Middle School Leadership Team
May 24th	Visit providing ESSA/Legislative updates	Great Falls	-Previous Stakeholders, Educators, Admin.
May 24th	Visit providing ESSA/Legislative updates	Sidney	-Sidney School District Sup. -Curriculum Director -Title 1 Director
May 24th	Visit providing ESSA/Legislative updates	Sidney	-Visit with Sidney High School Staff and Admin.
May 24th	Visit providing ESSA/Legislative updates	Eastern Montana	-Oil and Gas Leadership Team Including Superintendants and Business Managers from Fairview, Westby, Terry, Bainville and Plevna. -Previous Stakeholders
May 24th	Visit providing ESSA/Legislative updates	Miles City	-Miles City School District Sup.
May 24th	Visit providing ESSA/Legislative updates	Great Falls	-Great Falls School District Leadership Teams for Middle and High School - Great Falls School District Sup. -Previous Stakeholders
May 24th	Visit providing ESSA/Legislative updates	Great Falls	-Montana Council for Military Children Representatives

			-Legislator -Previous Stakeholders
May 30th	Visit providing ESSA and discussions on legislation	Three Forks	-Three Forks Sup. -Principals
May 30th	Visit providing ESSA info. and discussion on accountability indictors and more.	Lockwood	-Lockwood Sup. -Federal Program Director -Principals
May 30th	Visit providing ESSA and discussions on how the Library association can be involved and how we can involve librarians.	Laurel	-Executive Director of the Montana Library Association
May 30th	Interview and ESSA Discussion	Billings	-Education Reporter for the Gazette
May 31st	Visit providing ESSA information and discussions especially on Title Programs	Glendive	-Glendive School District Leadership Team including Principals - Glendive School District Sup. -Clerk
May 31st	Visit providing ESSA information and discussions	Glendive	-Ranger Education Reporter
May 31st	Visit providing ESSA information and discussions	Wibaux	-Wibaux School Sup. -Principal -Clerk
May 31st	Visit providing ESSA information and discussions	Miles City	-Miles City Star staff
June 1st	Visit providing ESSA information and discussions	Ashland	-St. Labre School Sup.

June 1st	Visit providing ESSA information and discussions	Lame Deer	-Lame Deer School clerk -Legislators
June 1st	Visit providing ESSA information and discussions	Hardin	-Hardin School clerk -Left information for the Sup. -Elementary school staff
June 1st	Interview and ESSA Discussion	Hardin	-Education Reporter for the Hardin paper
June 12th	ESSA Presentation by OPI staff and experts from multiple division then opportunity for questions and input.	Heritage Hall Great Falls College	- Educators, administrators, parents, community members, chamber and more
June 13th	Visit providing ESSA information and discussions. Consultation on certain aspects of the plan.	Helena	-Previous Stakeholder -Governor's Office Staff -Higher Ed.
June 14th	ESSA Update and information provided	Bozeman	-Montana Council on Economics Members
June 15th	ESSA Presentation by OPI staff and experts from multiple division then opportunity for questions and input.	Dawson Community College Auditorium Glendive	- Educators, administrators, parents, community members, chamber and more
June 15th	ESSA Discussion	Billings	-Billings School District Superintendent
June 16th	ESSA Presentation by OPI staff and experts from multiple division then opportunity for questions and input.	Billings Public Library	- Educators, administrators, parents, community members, chamber and more

June 16th	ESSA Discussion & 21st Century Program Visit	Billings	-Boys and Girls Club Director
June 26th	ESSA Presentation by OPI staff then opportunity for questions and input.	Bozeman	-MREA Members
June 29th	ESSA Presentation by OPI staff then opportunity for questions and input.	Helena	-State Special Education Advisory Council
June 29th	Focus Groups on specific ESSA topics of interest Title IV Part A Long Term Goals Accountability	Helena	-Browning School District -Great Falls School District -Helena School District
July 6th	Focus Groups on specific ESSA topics of interest Long Term Goals Accountability	Helena	-the Office of Higher Education -MT DLI -State Library Association
July 11th	ESSA Draft Review	Helena	-Governor's Office
August 2nd	ESSA Presentation by OPI staff then opportunity for questions and input.	Helena	-SAM Members
August 3rd	ESSA Draft presentation and discussion	Bozeman MSU	-Librarians from across the state
August 3rd	ESSA Draft presentation and discussion	Helena	-Governor's Office
August 4th	ESSA Draft presentation and discussion	Box Elder	-MACIE
August 10th	ESSA Draft presentation and discussion	Lame Deer	-Northern Cheyenne Tribal Leaders

August 14th	ESSA Family Engagement Discussion	E-Mail & Phone Calls	-Statewide PTA
August 16th	ESSA Draft presentation and discussion	Helena	-Governor Bullock & Staff
August 16th	ESSA Draft presentation and discussion	Helena	-Education Advocates -MT-PEC -Governor's Office
August 29th	ESSA Draft presentation and discussion	Helena	-Early Childhood Services Bureau Chief -Head Start Director