

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2019-2020

MONTANA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

### **Paperwork Burden Statement**

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. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

## **2.1 ACCOUNTABILITY**

### **2.1.4 Section 1003 of the ESEA School Improvement Funds**

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

#### **2.1.4.1 Section 1003 of the ESEA Allocations to LEAs**

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

#### **2.1.4.2 Section 1003 of the ESEA Allocations to Schools**

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
MONTANA	All students	S	10477	85.9
MONTANA	American Indian or Alaska Native	S	1163	68
MONTANA	Asian	S	99	94
MONTANA	Native Hawaiian or Other Pacific Islander	S	21	>=80
MONTANA	Black or African American	S	96	77
MONTANA	Hispanic or Latino	S	486	82
MONTANA	White	S	8270	88.7
MONTANA	Two or more races	S	342	84
MONTANA	Children with Disabilities (IDEA)	S	1284	75
MONTANA	English Learners	S	385	65
MONTANA	Economically disadvantaged students	S	4921	76.8
MONTANA	Children in foster care	S	69	71
MONTANA	Children who are homeless	S	675	63

#### Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

## 2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
MONTANA	All students	4156	S	5127	S
MONTANA	American Indian or Alaska Native	196	S	588	S
MONTANA	Asian	S	S	40	S
MONTANA	Native Hawaiian or Other Pacific Islander	S	S	22	S
MONTANA	Black or African American	34	S	57	S
MONTANA	Hispanic or Latino	132	S	233	S
MONTANA	White	3659	S	4036	S
MONTANA	Two or more races	97	S	151	S
MONTANA	Female	2224	S	2380	S
MONTANA	Male	1932	S	2747	S
MONTANA	Children with Disabilities (IDEA)	185	S	765	S
MONTANA	English Learners	12	S	89	S
MONTANA	Economically disadvantaged students	892	S	2120	S

## 2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
MONTANA	Children with disabilities (IDEA)	11770
MONTANA	English learners	3076
MONTANA	Homeless students	3002
MONTANA	Migrant students	397

### 2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
MONTANA	American Indian or Alaska Native	14589
MONTANA	Asian	441
MONTANA	Black or African American	610
MONTANA	Hispanic or Latino	4144
MONTANA	Native Hawaiian or Other Pacific Islander	137
MONTANA	Total	72111
MONTANA	Two or more races	3451
MONTANA	White	48739

### 2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
MONTANA	Age 3 through 5 (Not Kindergarten)	1574	0	0	26	1600
MONTANA	Age Birth through 2	0	0	0	2	2
MONTANA	Grade 1	5209	896	3	127	6235
MONTANA	Grade 10	4233	488	23	114	4858
MONTANA	Grade 11	3904	356	17	110	4387
MONTANA	Grade 12	3485	283	12	85	3865
MONTANA	Grade 2	5170	893	2	130	6195
MONTANA	Grade 3	5092	983	6	126	6207
MONTANA	Grade 4	5117	792	10	151	6070
MONTANA	Grade 5	5349	812	6	120	6287
MONTANA	Grade 6	5037	649	7	122	5815
MONTANA	Grade 7	4673	653	6	144	5476
MONTANA	Grade 8	4622	545	8	129	5304
MONTANA	Grade 9	4223	588	10	99	4920
MONTANA	Kindergarten	6197	791	2	134	7124
MONTANA	Total	63885	8729	112	1623	74349
MONTANA	Ungraded	0	0	0	4	4

## 2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

### 2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

**FAQs on Child Count:**

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
There are no concerns about the accuracy of the reported child counts submitted by the Montana Office of Public Instruction Title I Part C MEP for the 2019-20 reporting period. Strict adherence to statutory definitions of student eligibility and annual rigorous training of all MEP field staff involved in Identification and Recruitment, Data Entry, Migrant Specific Data Base Programming for the New Generation System, and SEA data analysis ensure confidence in the accuracy of the reported child counts and other required reporting.

### 2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
MONTANA	Age 3 through 5 (Not Kindergarten)	126
MONTANA	Kindergarten	62
MONTANA	Grade 1	70
MONTANA	Grade 2	79
MONTANA	Grade 3	91
MONTANA	Grade 4	71
MONTANA	Grade 5	80
MONTANA	Grade 6	88
MONTANA	Grade 7	73
MONTANA	Grade 8	80
MONTANA	Grade 9	61
MONTANA	Grade 10	67
MONTANA	Grade 11	55
MONTANA	Grade 12	47
MONTANA	Ungraded	0
MONTANA	Out of school	15
MONTANA	Total	1065

### 2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
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<p>The decrease of 58 eligible children in the 2019-20 child count is less than 10%. The Category 1 count of eligible migrant students in Montana during the 19-20 performance period is 1,065. The count of eligible migrant students in Montana during the 18-19 performance period was 1123. It is our understanding that the larger of the two counts will be used for funding purposes as per the following USED notice: On Dec. 4, 2020, the President signed into law H.R. 8472, the <input type="checkbox"/> Impact Aid Coronavirus Relief Act [Inks.gd]. <input type="checkbox"/> This Act directs the Secretary of Education to use Migrant Education Program (MEP) child count data from school year 2018-19 or 2019-20, whichever data are greater, to determine Title I, Part C MEP award amounts for fiscal year 2021 and any subsequent year in which 2019-20 child count data would have otherwise been required to be used by law.</p>
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### 2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
MONTANA	Age Birth through 2	57

## 2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
MONTANA	Age 3 through 5 (Not Kindergarten)	118
MONTANA	Kindergarten	52
MONTANA	Grade 1	60
MONTANA	Grade 2	63
MONTANA	Grade 3	80
MONTANA	Grade 4	58
MONTANA	Grade 5	61
MONTANA	Grade 6	75
MONTANA	Grade 7	55
MONTANA	Grade 8	69
MONTANA	Grade 9	50
MONTANA	Grade 10	55
MONTANA	Grade 11	46
MONTANA	Grade 12	1
MONTANA	Out of school	9
MONTANA	Ungraded	0
MONTANA	Total	852

### 2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
The decrease of 85 eligible Category 2 students reported this year is less than 10%. The Category 2 count of eligible migrant students identified and served in Montana during the 19-20 performance period is 852; the count of eligible migrant children identified and served in Montana during the 18-19 reporting period was 937. The decrease is directly attributable to fewer families traveling to Montana from Washington state and other states for the cherry harvest as a result of the COVID-19 pandemic.

### 2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
MONTANA	Age Birth through 2	38

## 2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

### 2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

### Comments

Core eligibility, family history, and demographic data is collected by recruiters (trained by SEA personnel or consultants on an annual basis) through a direct family interview (usually in person; however, during the on-going COVID -19 pandemic, virtual and telephonic methods were utilized in some cases for health and safety reasons) and documented on the Certificate of Eligibility (COE), which complies with all of the National COE requirements. Data was collected throughout the reporting period between September 1, 2019 and August 31, 2020. Data is entered into the New Generation System (NGS) database by trained data entry personnel and reviewed by local and state data administrators and analysts. Title I Part C MEP LEA/LOA Project Directors also use NGS and Migrant Student Information Exchange (MSIX) to run data checks and various required reports throughout the reporting period. The data are organized and programmed accordingly within NGS to reflect all eligibility information required by statute and obtained during the interview, which has been documented on the COE that comports with the National COE template. Each COE is validated and checked for accuracy at the LEA/LOA level and by the SEA's Designated Data Administrator and the Montana OPE Data Analyst. The NGS query is programmed to count a student only once statewide in the Category 1 and Category 2 counts. In order to avoid duplication and to assure correct student identification, NGS creates a unique student identification (USID) number for each new student entered into the NGS centralized dynamic database. Before a new student record can be created, the system checks for duplication based on the student's last name or similar last name by using a system generated "wild card" prompt. The wild card prompt allows data entry personnel to check potential duplicate students by displaying students that have a range of similar information. Potential duplicates are then checked against additional fields such as first name, birth date, and parents' names. Any matches generate further review that is conducted by the data review team at the SEA and through the MSIX data reconciliation process. Once the data have been entered at the local and/or state level, they are crosschecked against paper copies of the COE by trained local personnel, and then, once again by SEA's Data Designee. A child may not be enrolled in NGS without inputting a qualifying activity or any of the other required eligibility requirements. The information in NGS is verified at the local and state levels to ensure that it matches the paper COE. The activity is validated according to the state's quality control processes and only verified qualifying activities and moves can be entered into the data system. The MT OPI Title I Part C data analyst and LEA/LOA MEP data administrative staff attend to MSIX worklists in a timely manner and periodically perform crosschecks between the NGS (migrant specific student database) AIM (MT all student database) and MSIX (national database). NGS selects students for the unique student count based upon the enrollment/performance period and current federal eligibility criteria. This report counts each student once, based upon a unique USID, even if the student has multiple enrollment records within the reporting timeframe. Selection Criteria Below is a list of selection criteria used to create the unique student count: " Regular and summer enrollments containing an enrollment and withdrawal date are included if the student was enrolled for at least one day during the reporting period. " The student has a residency verification date within the school year. " The student is between 3 years and 21 years 11 months old for at least one day during the reporting period. " The student's most recent qualifying arrival date must be less than 36 months from the beginning of the reporting period. " If the enrollment record has a termination date, the student must not be terminated prior to the beginning of the reporting period. Students who have graduated high school or who have received their HiSED are NOT given new enrollments in NGS. " For twelve-month counts, any type of eligible enrollment meeting the federal definitions are counted. " For the summer/intersession (Category 2) counts, the report includes enrollments with a summer or intersession type of enrollment. Following is an example of the criteria used to gather the data from the database; for these examples, the YR1 and YR2 are used to represent the school year selection. For the 2019-2020 school year option, YR1=performance period 2019-20; performance period YR2=2018-2019. For the QAD criteria, YR3 represents a date three years prior to the school year date. In order for a student to be eligible for this count, he/she must have made a qualifying move within three years/36 months. For the school year 2018-2019, Yr3= September 1, 2017-18 (2016 depending on enrollment date) The data for the count is retrieved using the following criteria: Enrollment Date Information: " the withdrawal date is between 9/1/YR1 and 8/31/YR2; OR " the enrollment date is between 9/1/YR1 and 8/31/YR2; OR " the residency verification date is between 9/1/YR1 and 8/31/YR2. " the termination reason does not equal 'G' (Graduated), 'E' (GED/HSED) or 'D' (Deceased) and the termination date is greater than 8/31/YR1. The QAD greater than or equal to 9/1/YR3." Birth date Information: " the student must be between 3 and 21 years 11 months old to be counted. In the case of Category 2 children, only those in only those in attendance at site based or virtual instruction provided by the MT MEP or who are served by a mobile or in-orchard tutorial are counted as eligible children served. Children who are identified, but who do not participate in any MEP funded services are not counted as part of the Category 2 count and considered to be residency-only students. For children two years of age that turned three years old during the performance period, recruiters use an NGS report to track two year- olds about to turn three and schedule telephonic or in person visits with families to verify residency and to enroll or refer three-year-olds into programs if publically provided programs are available. NGS counts only those three-year-olds who are actually in residence in the state on or after their third birthday. The same scrutiny is applied to migrant students who graduate or receive their HiSED. Recruiters, MEP staff and Data Entry persons record the graduation or HiSED information for students meeting those criteria. Students who are seniors during a given performance period are served until that student has graduated, has a high school diploma or HiSED. Once the student has graduated or obtained a HiSet diploma she/he will no longer be deemed eligible for the Title I Part C MEP. Any post-graduation or HiSED completion student may receive post-graduation mentoring or assistance, but only as a continuation student, not a student eligible for inclusion in the Category 1 or 2 counts.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

**The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.**

Yes

**Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?**

Yes

If MSIX is utilized, please explain how.

### Comments

A robust, thorough and on-going data reconciliation process of the state specific migrant data system, NGS and MSIX is utilized by the Montana Title I Part C MEP. This ensures that data entered into the NGS migrant student data system is accurately uploaded into MSIX, verified and validated with attention to each of required data elements. Field level data administrator(s) communicate with the MT OPI MEP Data Analyst as children are identified, recruited (as evidenced on a Certificate of Eligibility (COE)) and enrolled in NGS. The MT OPI MEP Data Analyst ensures that migrant students who are in attendance at Montana schools during the regular school term are identified as migrant in the state all-student database (AIM). In this manner migrant students are identified as eligible for free and reduced lunch, marked as such on state assessments, English Language Data Collections, Special Education Data Collections, graduation rate reports and dropped-out of school reports. Daily uploads of NGS data to MSIX, and on-going reconciliation of NGS student data with MSIX ensures accurate reporting of student demographic, educational and supportive information as students move throughout the nation. To that end, no significant issues of MTMEP data quality have been found in re-interviewing, with interstate information sharing with Washington State in 2019-20, or in our missed enrollment follow-up procedures. The MSIX missed enrollment report is used to assist with the Identification and Recruitment of potential families who have residency in Montana for qualifying work. On-going interstate coordination with the sending state of Washington, assists in the data verification and validation processes. MSIX does help us to be comprehensive in the methods we use to assess our identification and recruitment procedures. Using this feature of MSIX in the past, we have been able to locate families who were in MSIX and who had traveled to Montana which further enabled us to: (1) identify new isolated, rural areas in our state where we did not have continual ID and R going on, as well as keeping recruiters aware of the time period when we might anticipate that happening again and, (2) work with sending states to ensure the quality of data in MSIX. Using MSIX assists the MTMEP to continuously improve its Identification and Recruitment and child count practices

### Data Quality Comments

The New Generation System (NGS) is a web-based interstate information network that communicates demographic, educational and health data on migrant students to educators and stakeholders throughout the nation. The NGS system is designed to capture educational and health data on migrant students. The system allows educators to record the movement of migrant students through the educational process by producing on-line 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 Office of Migrant Education performance reports, and all required data elements are uploaded to MSIX daily. Knowledgeable data analysts at NGS and the SEA and NGS programmers understand and comply with the file specifications for EDEN and the CSPR so that member states' data can be transmitted accurately during the performance-reporting period. In addition to reports and functions designed to track the education progress and mobility of migrant students, the NGS also has an extensive management level report section dedicated to assist with federal and state reporting. NGS provides complete student level reports which are cross checked with the state student data system (AIM) and the federal linkage system, MSIX. Lead LEA data administrators and SEA data analysts review these reports in an on-going manner throughout the year, as well as prior to the submission of the CSPR.

### 2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	25
The number of eligibility determinations sampled for which a re-interview was completed.	25
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	25

<p><b>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</b></p>
2018-19

Comments

**FAQ on independent prospective re-interviews:**

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Both
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments
We completed an independent re-interviewing in the previous performance year and have detailed the results in the 2028-19 CSPR.

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
A thorough desk monitoring of a random sample of 25 COEs was completed during the 2019-20 and no children were found to be ineligible. We did have communication from WA state MSDR that one student listed as having been in Montana during the 2020 summer program had actually stayed behind in WA. The MT recruiter had misunderstood what the parent had told him in the interview and thought that the child was working in the orchards with other family members. The recruiter was unable to go into the orchards due to restrictions caused by COVID -19 to confirm his presence. This information was noted on the COE when MSDR followed up on the family and notified us and the child was removed from NGS upon notification from WA MEP.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

## 2.4.4 Eligible Migratory Children

### 2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “Priority for Services.” The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

**FAQ on priority for services:**

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

**2.4.4.2 English Learners (ELs)**

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

<b>State</b>	<b>Age Grade</b>	<b>ELs During the Performance Period</b>
MONTANA	Age 3 through 5 (Not Kindergarten)	0
MONTANA	Kindergarten	0
MONTANA	Grade 1	0
MONTANA	Grade 2	0
MONTANA	Grade 3	0
MONTANA	Grade 4	0
MONTANA	Grade 5	0
MONTANA	Grade 6	0
MONTANA	Grade 7	0
MONTANA	Grade 8	0
MONTANA	Grade 9	0
MONTANA	Grade 10	0
MONTANA	Grade 11	0
MONTANA	Grade 12	0
MONTANA	Out of school	0
MONTANA	Ungraded	0
MONTANA	Total	0

### 2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

<b>State</b>	<b>Age Grade</b>	<b>Children with Disabilities (IDEA) During the Performance Period</b>
MONTANA	Age Birth through 2	0
MONTANA	Age 3 through 5 (Not Kindergarten)	2
MONTANA	Kindergarten	5
MONTANA	Grade 1	8
MONTANA	Grade 2	13
MONTANA	Grade 3	8
MONTANA	Grade 4	13
MONTANA	Grade 5	15
MONTANA	Grade 6	8
MONTANA	Grade 7	11
MONTANA	Grade 8	8
MONTANA	Grade 9	10
MONTANA	Grade 10	7
MONTANA	Grade 11	9
MONTANA	Grade 12	3
MONTANA	Out of school	2
MONTANA	Ungraded	0
MONTANA	Total	122

#### 2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
MONTANA	Age Birth through 2	41
MONTANA	Age 3 through 5 (Not Kindergarten)	53
MONTANA	Kindergarten	31
MONTANA	Grade 1	33
MONTANA	Grade 2	24
MONTANA	Grade 3	32
MONTANA	Grade 4	26
MONTANA	Grade 5	29
MONTANA	Grade 6	40
MONTANA	Grade 7	26
MONTANA	Grade 8	34
MONTANA	Grade 9	15
MONTANA	Grade 10	28
MONTANA	Grade 11	21
MONTANA	Grade 12	3
MONTANA	Out of school	6
MONTANA	Ungraded	0
MONTANA	Total	442

## 2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

### 2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
MONTANA	Grade 7	0
MONTANA	Grade 8	0
MONTANA	Grade 9	2
MONTANA	Grade 10	1
MONTANA	Grade 11	1
MONTANA	Grade 12	1
MONTANA	Ungraded	0
MONTANA	Total	5

#### FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

### 2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

## 2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

### FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

<b>State</b>	<b>Age Grade</b>	<b>Served During the Performance Period</b>
MONTANA	Age Birth through 2	38
MONTANA	Age 3 through 5 (Not Kindergarten)	121
MONTANA	Kindergarten	58
MONTANA	Grade 1	66
MONTANA	Grade 2	78
MONTANA	Grade 3	88
MONTANA	Grade 4	70
MONTANA	Grade 5	75
MONTANA	Grade 6	85
MONTANA	Grade 7	69
MONTANA	Grade 8	77
MONTANA	Grade 9	59
MONTANA	Grade 10	66
MONTANA	Grade 11	53
MONTANA	Grade 12	47
MONTANA	Ungraded	0
MONTANA	Out of school	14
MONTANA	Total	1064

### 2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

<b>State</b>	<b>Age Grade</b>	<b>Priority for Services During the Performance Period</b>
MONTANA	Age 3 through 5 (Not Kindergarten)	56
MONTANA	Kindergarten	52
MONTANA	Grade 1	57
MONTANA	Grade 2	70
MONTANA	Grade 3	82
MONTANA	Grade 4	61
MONTANA	Grade 5	66
MONTANA	Grade 6	77
MONTANA	Grade 7	65
MONTANA	Grade 8	66
MONTANA	Grade 9	53
MONTANA	Grade 10	59
MONTANA	Grade 11	50
MONTANA	Grade 12	42
MONTANA	Ungraded	0
MONTANA	Out of school	6
MONTANA	Total	862

## 2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
MONTANA	Age 3 through 5 (Not Kindergarten)	0
MONTANA	Kindergarten	0
MONTANA	Grade 1	0
MONTANA	Grade 2	0
MONTANA	Grade 3	0
MONTANA	Grade 4	0
MONTANA	Grade 5	0
MONTANA	Grade 6	0
MONTANA	Grade 7	0
MONTANA	Grade 8	0
MONTANA	Grade 9	0
MONTANA	Grade 10	0
MONTANA	Grade 11	0
MONTANA	Grade 12	0
MONTANA	Ungraded	0
MONTANA	Out of school	0
MONTANA	Total	0

### FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

### 2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
MONTANA	Age Birth through 2	8
MONTANA	Age 3 through 5 (Not Kindergarten)	47
MONTANA	Kindergarten	36
MONTANA	Grade 1	39
MONTANA	Grade 2	35
MONTANA	Grade 3	50
MONTANA	Grade 4	39
MONTANA	Grade 5	42
MONTANA	Grade 6	43
MONTANA	Grade 7	32
MONTANA	Grade 8	34
MONTANA	Grade 9	27
MONTANA	Grade 10	28
MONTANA	Grade 11	30
MONTANA	Grade 12	18
MONTANA	Ungraded	0
MONTANA	Out of school	2
MONTANA	Total	510

## 2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
MONTANA	Age 3 through 5 (Not Kindergarten)	22	22	0
MONTANA	Age Birth through 2	0	0	0
MONTANA	Grade 1	34	34	0
MONTANA	Grade 10	15	15	15
MONTANA	Grade 11	15	15	18
MONTANA	Grade 12	3	3	17
MONTANA	Grade 2	31	31	0
MONTANA	Grade 3	39	39	0
MONTANA	Grade 4	31	31	0
MONTANA	Grade 5	35	35	0
MONTANA	Grade 6	34	34	0
MONTANA	Grade 7	27	27	0
MONTANA	Grade 8	27	28	0
MONTANA	Grade 9	13	13	16
MONTANA	Kindergarten	30	30	0
MONTANA	Out of school	0	0	1
MONTANA	Total	356	357	67
MONTANA	Ungraded	0	0	0

### FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

## 2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
MONTANA	Age 3 through 5 (Not Kindergarten)	121	15
MONTANA	Age Birth through 2	38	0
MONTANA	Grade 1	66	14
MONTANA	Grade 10	66	0
MONTANA	Grade 11	53	0
MONTANA	Grade 12	47	0
MONTANA	Grade 2	78	13
MONTANA	Grade 3	88	19
MONTANA	Grade 4	70	9
MONTANA	Grade 5	75	14
MONTANA	Grade 6	85	10
MONTANA	Grade 7	69	8
MONTANA	Grade 8	77	2
MONTANA	Grade 9	59	1
MONTANA	Kindergarten	58	11
MONTANA	Out of school	14	0
MONTANA	Total	1064	116
MONTANA	Ungraded	0	0

### FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

## 2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

### 2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
MONTANA	185	760

### 2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

## **2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK**

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

### **2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

#### **2.5.1.1 Programs and Facilities - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	2	117
Juvenile corrections	1	172
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	3	.

### FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

### 2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	2
Juvenile corrections	1
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	3

Data Quality Comments

### 2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	Total Long-Term Students Served	.	.	48	104	.
MONTANA	Total Unduplicated Students Served	.	.	48	105	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	Children with one or more disabilities (IDEA)	.	.	17	7	.
MONTANA	English learner	.	.	0	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	American Indian or Alaska Native	.	.	14	13	.
MONTANA	Asian	.	.	0	0	.
MONTANA	Black or African American	.	.	1	2	.
MONTANA	Hispanic or Latino	.	.	0	4	.
MONTANA	Native Hawaiian or Other Pacific	.	.	0	0	.
MONTANA	Total	.	.	48	105	.
MONTANA	Two or more races	.	.	1	30	.
MONTANA	White	.	.	32	56	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	Female	.	.	0	0	.
MONTANA	Male	.	.	48	105	.
MONTANA	Total	.	.	48	105	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	10 years old	.	.	0	0	.
MONTANA	11 years old	.	.	0	0	.
MONTANA	12 years old	.	.	0	0	.
MONTANA	13 years old	.	.	0	0	.
MONTANA	14 years old	.	.	0	0	.
MONTANA	15 years old	.	.	6	0	.
MONTANA	16 years old	.	.	12	0	.
MONTANA	17 years old	.	.	11	0	.
MONTANA	18 years old	.	.	19	0	.
MONTANA	19 years old	.	.	0	23	.
MONTANA	20 years old	.	.	0	41	.
MONTANA	21 years old	.	.	0	41	.
MONTANA	3 through 5	.	.	0	0	.
MONTANA	6 years old	.	.	0	0	.
MONTANA	7 years old	.	.	0	0	.
MONTANA	8 years old	.	.	0	0	.
MONTANA	9 years old	.	.	0	0	.
MONTANA	Total	.	.	48	105	.

**FAQ on Unduplicated Count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

### 2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
MONTANA	Were accepted and/or enrolled into post-secondary education					4
MONTANA	Obtained high school diploma					4
MONTANA	Obtained employment					5
MONTANA	Enrolled in job training courses/programs					39
MONTANA	Enrolled in a GED program					14
MONTANA	Earned high school course credits					46
MONTANA	Earned a GED					9

<b>State</b>	<b>Outcomes</b>	<b>Juvenile Corrections - 90 Days After Exit</b>	<b>Adult Corrections - In Fac</b>	<b>Adult Corrections - 90 Days After Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days After Exit</b>
MONTANA	Were accepted and/or enrolled into post-secondary education	S	S	S		
MONTANA	Obtained high school diploma	S	S	S		
MONTANA	Obtained employment	S	10	S		
MONTANA	Enrolled in job training courses/programs	S	53	S		
MONTANA	Enrolled in a GED program	S	49	S		
MONTANA	Earned high school course credits	S	S	S		
MONTANA	Earned a GED	S	53	S		

## 2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

### 2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	More than one full grade			7	14	
MONTANA	Negative change			9	21	
MONTANA	Up to one full grade			11	10	
MONTANA	No Change			21	59	
MONTANA	Total			48	104	

### 2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	More than one full grade			7	14	
MONTANA	Negative change			9	21	
MONTANA	Up to one full grade			11	10	
MONTANA	No Change			21	59	
MONTANA	Total			48	104	

## 2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	6	27
Juvenile corrections	0	0
Juvenile detention	4	47
Neglected programs	0	0
Other programs	0	0
Total	10	.

#### FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

### 2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	6
Juvenile corrections	0
Juvenile detention	4
Neglected programs	0
Other programs	0
Total	10

Data Quality Comments

### 2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	Total Long-Term Students Served	90	.	43	.	.
MONTANA	Total Unduplicated Students Served	696	.	348	.	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	Children with one or more disabilities (IDEA)	366	.	184	.	.
MONTANA	English learner	2	.	7	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	American Indian or Alaska Native	272	.	130	.	.
MONTANA	Asian	0	.	1	.	.
MONTANA	Black or African American	27	.	12	.	.
MONTANA	Hispanic or Latino	27	.	22	.	.
MONTANA	Native Hawaiian or Other Pacific	4	.	0	.	.
MONTANA	Total	696	.	348	.	.
MONTANA	Two or more races	20	.	36	.	.
MONTANA	White	346	.	147	.	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	Female	266	.	123	.	.
MONTANA	Male	430	.	225	.	.
MONTANA	Total	696	.	348	.	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	10 years old	1	.	5	.	.
MONTANA	11 years old	17	.	5	.	.
MONTANA	12 years old	20	.	11	.	.
MONTANA	13 years old	57	.	27	.	.
MONTANA	14 years old	139	.	37	.	.
MONTANA	15 years old	144	.	63	.	.
MONTANA	16 years old	160	.	88	.	.
MONTANA	17 years old	146	.	68	.	.
MONTANA	18 years old	12	.	42	.	.
MONTANA	19 years old	0	.	0	.	.
MONTANA	20 years old	0	.	0	.	.
MONTANA	21 years old	0	.	0	.	.
MONTANA	3 through 5	0	.	0	.	.
MONTANA	6 years old	0	.	0	.	.
MONTANA	7 years old	0	.	0	.	.
MONTANA	8 years old	0	.	0	.	.
MONTANA	9 years old	0	.	2	.	.
MONTANA	Total	696	.	348	.	.

**FAQ on Unduplicated Count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

### 2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
MONTANA	Obtained high school diploma	11	S			22
MONTANA	Obtained employment	5	S			13
MONTANA	Enrolled in job training courses/programs	76	S			3
MONTANA	Enrolled in a GED program	28	S			10
MONTANA	Earned high school course credits	135	S			95
MONTANA	Earned a GED	15	S			8

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
MONTANA	Obtained high school diploma	S				
MONTANA	Obtained employment	S				
MONTANA	Enrolled in job training courses/programs	S				
MONTANA	Enrolled in a GED program	S				
MONTANA	Earned high school course credits	S				
MONTANA	Earned a GED	S				

### 2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	Negative change	S		S		
MONTANA	More than one full grade	16		S		
MONTANA	No change	S		6		
MONTANA	Up to one full grade	41		9		
MONTANA	Total	57		18		

#### FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

### 2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	More than one full grade	14		S		
MONTANA	Negative change	S		S		
MONTANA	Up to one full grade	43		7		
MONTANA	No change	S		8		
MONTANA	Total	57		18		

## 2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

### 2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$679,398
Safe and Healthy Students	\$502,038
Effective Use of Technology	\$260,177

#### Data Quality Comments

The data are accurate as reported by LEAs for the sum of funds spent in each content area. Of Montana's 356 Title IV-A eligible LEAs, 270 transferred all or a portion of their funding from FY 2019's grant award to Title I-A or Title II-A for a total of \$3,478,643 that was not reported spent in a content area because it was transferred out of Title IV-A. For those running a Title IV-A program, many LEAs had to cancel or postpone Title IV-A activities planned for the 2019-2020 School Year due to the COVID-19 health crisis and school closures.

### 2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the "Any" category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	71
Safe and Healthy Students	68
Effective Use of Technology	39
Any Content Area	104

#### Data Quality Comments

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## 2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

### 2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
Yes

Data Quality Comments

### 2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
189

Data Quality Comments

### 2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	270
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	270	0
Supporting Effective Instruction (Title II, Part A)	189	50

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$8,144,558
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$3,478,063	\$0
Supporting Effective Instruction (Title II, Part A)	\$5,110,576	\$444,081

Data Quality Comments

## 2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

### 2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	62
Activities authorized under Part A of Title II	6
Activities authorized under Title III	1
Activities authorized under Part A of Title IV	7
Parental involvement activities	3

Data Quality Comments

### 2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments**

The objective of Title V, Part B, Subpart 2, Rural Education Achievement Program (REAP) is to ensure eligible LEAs have resources to meet statewide goals for student achievement, graduation, school quality and student success. The Montana Office of Public Instruction will support LEAs to use the funds in order to meet state interim and long term goals. Specific outcomes for the program include: " Alignment of resources to support student academic and behavioral needs. The Montana Office of Public Instruction website lists resources specific to Title V, Part B located at: <http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Small-Rural-Schools> this includes webinars hosted by USED. " Increased student achievement and graduation/completer rates. The Montana Office of Public Instruction tracks student achievement through the Ed Facts files submitted to USED. The data analyst tracks the districts that receive Title V, Part B funds. The Montana Office of Public Instruction has interim assessments available to all districts in Montana the access to these interim assessments has shown positive results in year-end assessments. The Continuous School Improvement Plans show increased depth of knowledge of evidence-based school improvement practices and coherent approach to addressing school and district challenges. " Meeting improvement targets on state accountability indicators. The Montana Office of Public Instruction will provide targeted assistance to LEAs struggling to achieve program outcomes, which may include LEAs receiving funds for comprehensive school improvement. The Montana Office of Public Instruction offers a Comprehensive Needs Assessment to all districts which will indicate how LEAs can best target funds to support improvement. " Increased access to and participation in high-quality professional development for teachers in rural schools. The Montana Office of Public Instruction works closely with the RESAs to target professional learning to the specific needs of rural schools. RESAs have local, context-specific knowledge of the learning needs of educators in their region and maintain close contact with districts to ensure professional learning opportunities are aligned with school schedules and educator learning needs.

### 2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
<p>The Montana Office of Public Instruction will provide technical assistance to LEAs in the proper use of REAP funds to meet program objectives. Through work sessions, participants will learn how to use the funds for activities under Title I, A; II, A; III, A; IV, A, or parent and family engagement activities, in alignment with their Continuous School Improvement Plans as well as the transferability of Title V, Part B funds. The Montana Office of Public Instruction will also provide targeted assistance to LEAs struggling to achieve program outcomes, which may include LEAs receiving funds for comprehensive school improvement. To ensure effective use of funds, the Montana Office of Public Instruction 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, and continue to monitor grant balances and requests for funds to ensure sub-recipients are spending down their funds within the guidelines and in a timely manner. The Montana Office of Public Instruction will continue to provide technical assistance to sub-recipients on an as-needed ongoing basis.</p>

### 2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
<p>The Montana Office of Public Instruction LEAs do not compete but rather are entitled to funds if they meet the federal requirements. Awards are issued annually directly to LEAs on a formula basis. The Montana Office of Public Instruction uses the formula-based grant based on Average Daily Attendance which is calculated by taking the days present divided by the days enrolled by each student by district.</p>

## 2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	61

Data Quality Comments

## 2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments
0945 LEA was consolidated with 0946 to create a Pk-12 District therefore they are not in file 131.

## 2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
MONTANA	46	13.2