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# MASBO-FEDERAL PROGRAMS

Zach Hawkins and Serena Wright

June 13, 2024

Putting Montana Students First **A+**



OPI.MT.GOV

# AGENDA

## eGrants

### Title I

Targeted vs schoolwide

Allowable uses

Family engagement

ESEA Consolidated Application

### Title II-supporting effective instruction

Allowable uses

### Title IV-student support and academic enrichment

Allowable uses

### Title III-English instruction

Allowable uses

Home language survey

Testing

### Monitoring 101

What you need to know

What you need to keep

TransACT

MTSBA policies

# 2024 FEDERAL PROGRAMS E-GRANTS SUMMER WORKSHOPS

(ALL WORKSHOPS ARE 8:30 A.M. - 3:00 P.M.)

**July 23, 2024 - August 9, 2024**

**July 25** - Helena (Helena College)

**July 30** - Laurel (Laurel Middle School)

**July 31** - Glendive (Dawson High School)

**August 1** - Glasgow (Glasgow High School)

**August 2** - Lewistown (Fergus High School)

**August 6** - Havre (Havre Middle School)

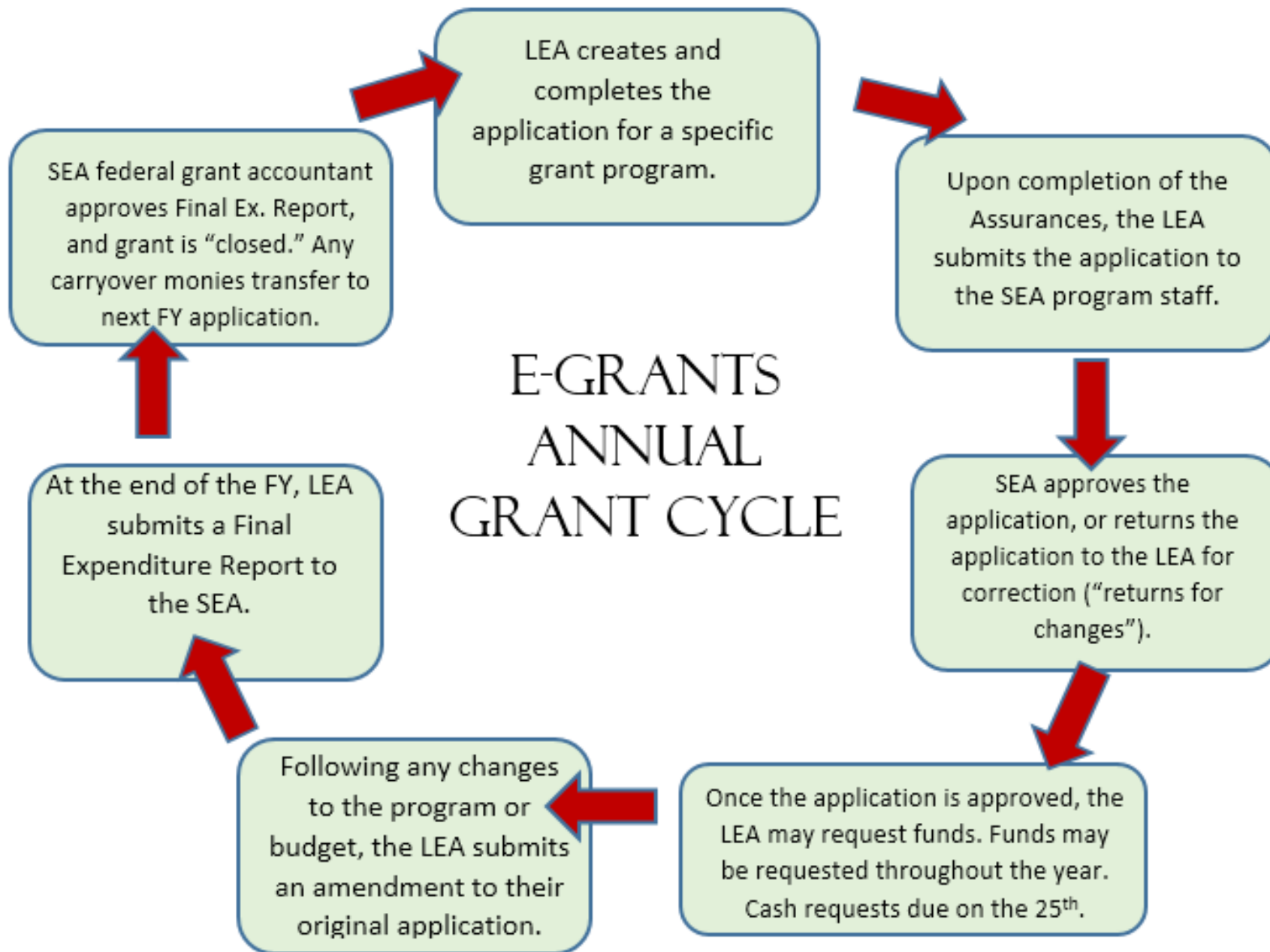
**August 7** - Kalispell (Glacier High School)

**August 8** - Missoula (Learning Lab)

**August 9** - Manhattan (Manhattan High School)



# E-GRANTS ANNUAL GRANT CYCLE



**Helpful Links & Resources.** OPI has several User Guides that will help you while using E-Grants: <https://egrants.opi.mt.gov/opigmsweb/logon.aspx>

- **Getting Started With E-Grants.** Provides technical points to using the system.
- **New User Link.** [MTW GMS - Grants Management System](#)
- **E-Grants Payment System User Guide.** Includes step-by-step instructions for basic fiscal processes in E-Grants.
- **OPI State & Federal Grant Handbook.** The best resource there is for all the OPI's fiscal policies!
- **Creating Amendments User Guide.** Step-by-step instructions for creating an amendment following changes in allocation or program.
- **Making Returned for Changes Modifications.** If your application has been returned for you to make changes, check out this publication to guide you through your next steps.
- **Printing Applications And Grant Award Notices.** This user guide addresses the printing of GANs and applications for your files.

# E-GRANTS

## E-Grants

E-Grants is a web-enabled system for K-12 education and supports the grant application process from allocation of funds and application for funding through payment accountability, reporting to the grantor and grant closeout for both state and federal grants. E-Grants is accessible to all Local Education Agencies (LEAs) and other subgrantees via the Internet without need for installing any special software or hardware.

If you need help with Login IDs or passwords, contact [E-Grants Security](#).

Contact us via email or call us between 8:00am and 5:00pm MT at 406-444-3680



▶ Grant Management

▼ E-Grants Users

**E-GRANTS LOG IN**

Route: <https://opi.mt.gov/Leadership/Finance-Grants/E-Grants#10712912251-e-grants-users>

# E-Grants Login-Bookmark the page



# Montana Office of Public Instruction Welcome to the E-Grants Management System

## ANNOUNCEMENTS


### Security Notice

Authorized representatives (ARs): Please use "Manage User Accounts" on your menu list to keep your district/organization's user accounts up to date. [Remove any users who are no longer with your district/organization.](#)

### E-GRANTS TIPS

- Refer to "How to Access Grants in the E-Grants System" in the TRAINING section for guidance on how to view and create applications, program reports and intents to apply.
- Refer to the "E-Grants Security User Guide" in the TRAINING section for guidance on new user accounts, removal of users, and role modifications to existing accounts. Descriptions of the available roles are under ACCOUNT INFORMATION below.
- Existing users that need to change a name or email address should send an email to [egrants@mt.gov](mailto:egrants@mt.gov) providing the new name and/or email address. Changes will be completed by OPI E-Grants staff as soon as possible.

## LOGON

Username/Email 

Password

[Forgot Password](#)

LOGON

[New User](#) | [Public Access](#)

## UPCOMING

June 2021

No events found.

## INFORMATION

### WHO DO I CONTACT?

If there are questions about your grant application, please contact the appropriate program or accounting specialist. A full list of contact information may be found here.

[OPI Grant Program Contacts](#)

Please email the E-Grants Security Help Desk at [egrants@mt.gov](mailto:egrants@mt.gov) with any questions regarding your E-Grants account, user name, or password.

## TRAINING

### USER GUIDES

- [How to Access Grants in the E-Grants System](#)
- [E-Grants Security User Guide](#)
- [Creating Amendments User Guide](#)

## ACCOUNT INFORMATION

**Please note:** if you need to create an account for a new Authorized Representative for your school district, you will have to first make the change in OPI's Contacts System. [Click Here to access the OPI Contacts system.](#) Non-school districts must send an email to [CentralUpdates@mt.gov](mailto:CentralUpdates@mt.gov) to update authorized representatives in the OPI Contacts system.

### GENERAL ACCOUNT INFORMATION

More detailed General Account Information can be accessed on the [OPI E-Grants Accounts and Passwords](#) Web page.

The E-Grants system will require you to change your password if you have not done so within the previous 180 days. Please follow the system prompts to do so.

If you do not remember your password, enter your email address then click "Forgot Password." You will receive an email with a temporary password. When prompted to change your password, paste the temporary password in the "Old Password" box then type in a new password.

# NEW USERS





There are three primary roles recognized by OPI and the E-Grants system. These roles are assigned partially by statute and partially by one's job duties.

The **Authorized Representative (AR)** is the person who legally acts on behalf of the organization. In school districts, this person is most often the district superintendent. In other organizations, the chief executive would be the AR. AR duties include:

- Signing off on grant assurances and submitting applications to OPI staff through E-Grants;
- Approving E-Grants Security Requests for their staff;
- Informing their *clerk/business manager/accountant* of applications, awards, applicable requirements, budget or program modification (i.e., amendments); and submitting timely, accurate program/fiscal reports.

In a school district, the **Clerk** is appointed by the Board; for other organizations, the Clerk would be the local fiscal or finance staff person (accountant, business manager, etc.). Duties include:

- Appropriately budgeting for funds within the E-Grants system;
- Using the E-Grants system to draw down funds; and
- Submitting expenditure reports to OPI grant accountants.

The third role, **Data Entry**, applies to all other users who may need access to a given grant but do not fit within either of the previous two roles. This often applies to job titles like Grant Manager, Office Manager, Federal Programs Coordinator, Program Director, etc. Duties include:

- The ability to create and edit grant applications and amendments.

# BUSINESS ROLES WITHIN AN ORGANIZATION



The **Common Assurances** apply to all programs administered by the U.S. Department of Education, through the Office of Public Instruction, including all programs found in the following Acts:

- ESEA, Reauthorized by the Every Student Succeeds Act of 2015
- Individuals with Disabilities Education Act (IDEA)
- Adult Education and Literacy
- Carl D. Perkins Vocation and Technical Education Act
- Workforce Investment Act
- ONLY AR can sign Common /Assurances

# GENERAL ADMINISTRATIVE REQUIREMENTS: COMMON ASSURANCES





**Basic Tips.** Please read the full list at “Getting Started With E-Grants.”

- **Instructions.** Page-specific instructions are available at the top of each application page: [Click for Instructions](#)
- **Turn off Pop-up Blockers.**
- **Save often!**
- **Clicking-don't double click...**
- **Do not use “Back” or “Refresh” buttons.**
- **Egrants will not allow you to open more than one application at the same time unless you are in two different browsers. (Chrome/Edge/Firefox)**

# E-GRANTS DOS & DON'TS



Select an application from the list(s) below and press one of the following buttons:

Open Application

Review Summary

Payments

Select	Application / Amendment	Original Submit Date	OPI Approval Date	Status
<b>2013-2014</b>				
<input checked="" type="radio"/>	14-ESEA-00 Amendment 2	01-22-2014	01-24-2014	Final Approved
<input type="radio"/>	14-ESEA-00 Amendment 1	12-20-2013	01-03-2014	Final Approved
<input type="radio"/>	14-ESEA-00 Original Application	09-12-2013	09-25-2013	Final Approved
<b>2012-2013</b>				
<input type="radio"/>	13-ESEA-00 Amendment 5			Not Submitted
<input type="radio"/>	13-ESEA-00 Amendment 4	07-02-2013	07-08-2013	Final Approved
<input type="radio"/>	13-ESEA-00 Amendment 3	02-12-2013	02-20-2013	Final Approved
<input type="radio"/>	13-ESEA-00 Amendment 2	01-18-2013	02-06-2013	Final Approved
<input type="radio"/>	13-ESEA-00 Amendment 1	12-13-2012	12-20-2012	Final Approved
<input type="radio"/>	13-ESEA-00 Original Application	09-11-2012	09-28-2012	Final Approved
<b>2011-2012</b>				
<input type="radio"/>	12-ESEA-00 Amendment 6	08-24-2012	09-17-2012	Final Approved
<input type="radio"/>	12-ESEA-00 Amendment 5	08-17-2012	08-21-2012	Final Approved
<input type="radio"/>	12-ESEA-00 Amendment 4	07-12-2012	07-16-2012	Final Approved
<input type="radio"/>	12-ESEA-00 Amendment 3	02-10-2012	02-13-2012	Final Approved
<input type="radio"/>	12-ESEA-00 Amendment 2	12-16-2011	01-09-2012	Final Approved

# CASH REQUESTS

## Cash Request 6

[Click for Instructions](#)

This request has been approved. No more updates will be saved.

**Program: Schoolwide**

Itemize and explain each expenditure amount. Click on the "Create Additional Entries" button to enter additional information. (Use whole dollars only. Omit Decimal Places, e.g. 2536)

[Description of Object Codes](#)

Object Code	Expenditure Description and Itemization	Final Approved Budget	Previously Requested	Cash Request
100	(1000 Character Maximum) Salaries- Educators, Para Professionals and Guest Teachers	\$1,722,390	\$775,666	134503
200	(1000 Character Maximum) Payroll Benefits- Educators, Para Professionals and Guest Teachers	\$246,982	\$116,420	19419
300	(1000 Character Maximum) Contracted Professional Services Onsite Literacy support D Hunsaker CRA Apr 3 & 4: A. Brown check in with coaches	\$180,000	\$33,223	5600
500	(1000 Character Maximum) Home visit mileage and Travel - D Reed - MTSS Summer Institute - Bozeman	\$15,000	\$13,705	1224
600	(1000 Character Maximum) Literacy Backpacks, Family night project bundles, Smith Family Night_Eng, Tech Expo HMS, Rossiter Family night_Math, Warren Family Night_Eng, Hand2Mind plastic cuisenaire rods class set,	\$115,960	\$13,718	11033



# CASH REQUESTS

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# E-GRANTS PROCESSES

**Amendments.** Any significant change to your E-Grant program, whether programmatic or fiscal, requires an “Amendment” to your Original Application.

- Budget Modifications vs. Program Modifications
- Which changes require an amendment?
- **ESEA Amendments for a prior year’s application must be submitted to the OPI by September 1<sup>st</sup>.**

Select Fiscal Year:

2021

Created					
Formula Grant					
	Application Name	Revision	Status	Date	Actions
	ESEA Consolidated Application	Amendment 2	Not Submitted		<a href="#">OPEN</a> <a href="#">PAYMENTS</a> <a href="#">REVIEW SUMMARY</a>
Discretionary Grant					
There currently aren't any Discretionary Grant applications created.					
Competitive Grant					
	Application Name	Revision	Status	Date	Actions
	ESSA Title IX: Homeless Education Competitive Application	Amendment 2	Not Submitted		<a href="#">OPEN</a> <a href="#">PAYMENTS</a> <a href="#">REVIEW SUMMARY</a>



Select Fiscal Year:

Created					
Formula Grant					
Application Name	Revision	Status	Date	Actions	
ESEA Consolidated Application	Amendment 1	Final Approved	5/7/2021	<a href="#">OPEN</a>	<a href="#">PAYMENTS</a> <a href="#">REVIEW SUMMARY</a>

Discretionary Grant

## Reasons for Budget Amendments:

Budgeting for carryover.

Changing the scope of the program.

Reallocation of funds.

Move funds from one object code to another. There is a user guide available in the “E-Grants User Guides” on the main menu screen



# BUDGET AMENDMENTS



- **Cash Requests** are due on the 25<sup>th</sup> of each month and paid on the 10<sup>th</sup> of the following month.
  - June has two payments: 10<sup>th</sup> and around the 27<sup>th</sup>
  - No payments made in the month of July.
  - Separate cash requests must be submitted for each program.
  - Cash requests are submitted monthly.
- **To avoid possible high-risk status, cash requests should be made quarterly (at a minimum)**
- **Final Expenditure Reports:**
  - Grants Ending June 30<sup>th</sup> are due August 10<sup>th</sup>
  - Grants Ending September 30<sup>th</sup> are due November 10<sup>th</sup>
    - All under the Consolidated Application

# ADMINISTRATIVE DEADLINES





# IMPORTANT TIMELINES

**September 1:** Egrant Consolidated Applications must be **created/opened** by this date. **Last date to create an amendment on a previous year's application without OPI approval.**

**September 30:** Egrant Consolidated Applications must be **submitted** by this date.

**October 31:** Egrant Consolidated Applications must be **approved** by this date.

Districts missing the deadlines must submit a letter to Rob Stutz, Deputy Superintendent, stating why the timeline was missed, and then giving a plan to meet the due date in the future. This must come from the district board chairperson.

**Missing the deadlines can move the district onto the high-risk list!**

**Carryover Funds.** Carryover funds from the previous year application will automatically appear in your current year application as soon as the previous year's application has been "closed out." This must be completed by November 10, of each year.

- **15% Limitation**
- **Excess Funds-on a case-by-case basis**

**Contact:**

**Whitney Williams, Federal Grant Accountant**

**[wwilliams2@mt.gov](mailto:wwilliams2@mt.gov) or (406)444-3408**



# E-GRANTS PROCESSES

Select the year you wish to view from the drop-down menu (circled below) and then click on "View GAN" to see the Grant Award Notice.

0350 Bozeman Elem

[Click for Instructions](#)

Select Fiscal Year:

2021

Created						
Formula Grant						
Application Name	Revision	Status	Date	Actions		
ESEA Consolidated Application	Original Application	Final Approved <a href="#">View GAN</a>	10/28/2020	<a href="#">OPEN</a>	<a href="#">PAYMENTS</a>	<a href="#">REVIEW SUMMARY</a>
Discretionary Grant						
There currently aren't any Discretionary Grant applications created.						
Competitive Grant						
Application Name	Revision	Status	Date	Actions		
ESSA Title IX: Homeless Education Competitive Application	Amendment 1	Final Approved <a href="#">View GAN</a>	4/1/2021	<a href="#">OPEN</a>	<a href="#">PAYMENTS</a>	<a href="#">REVIEW SUMMARY</a>
Intent to Apply						

# GRANT AWARD NOTICES (GANS)

<p><b>PRIME APPLICANT:</b> Helena Elem</p> <p><b>LE #:</b> 0487 <b>Approved Indirect Cost Rate:</b> 4.3400</p>	<p><b>OPI PROGRAM CONTACT</b> Name: Jack O'Connor Phone: (406) 444-3083 Email: joconnor2@mt.gov</p> <p><b>OPI PAYMENT CONTACT</b> Name: Whitney Williams Phone: (406) 444-3408 Email: wwilliams2@mt.gov</p>																						
<p><b>FEDERAL AWARD IDENTIFICATION:</b> Title I, Part A, Schoolwide Programs</p> <p><b>SEA AWARD:</b> \$54,751,395.00 <b>CFDA:</b> 84.010A <b>IS AWARD R &amp; D?</b> NO <b>SUB AWARD?</b> NO</p> <p><b>STATUTORY AUTHORITY</b> Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, Public Law 107-110, Title I, Part A, Sections 1114.</p>	<p><b>GRANT PERIOD:</b> 7/1/2022 - 9/30/2023 <b>SEA GRANT PERIOD:</b> 7/1/2022 - 9/30/2023 <b>FINAL LIQUIDATION DATE:</b> 10/31/2023 <b>FINAL FUND DRAWDOWN DATE:</b> 11/10/2023</p> <p><b>AWARDS AND APPROVALS:</b></p> <table data-bbox="1337 606 1898 999"> <tr> <td>Original Application</td> <td>\$2,174,410.00</td> </tr> <tr> <td>Approved: 8/29/2022</td> <td></td> </tr> <tr> <td>Amendment 1</td> <td>\$2,174,410.00</td> </tr> <tr> <td>Approved: 12/2/2022</td> <td></td> </tr> <tr> <td>Amendment 2</td> <td>\$2,384,515.00</td> </tr> <tr> <td>Approved: 2/23/2023</td> <td></td> </tr> <tr> <td>Amendment 3</td> <td>\$2,384,515.00</td> </tr> <tr> <td>Approved: 5/1/2023</td> <td></td> </tr> <tr> <td>Amendment 4</td> <td>\$2,384,515.00</td> </tr> <tr> <td>Approved: 6/8/2023</td> <td></td> </tr> <tr> <td><b>Cumulative Award:</b></td> <td><b>\$2,384,515.00</b></td> </tr> </table>	Original Application	\$2,174,410.00	Approved: 8/29/2022		Amendment 1	\$2,174,410.00	Approved: 12/2/2022		Amendment 2	\$2,384,515.00	Approved: 2/23/2023		Amendment 3	\$2,384,515.00	Approved: 5/1/2023		Amendment 4	\$2,384,515.00	Approved: 6/8/2023		<b>Cumulative Award:</b>	<b>\$2,384,515.00</b>
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Approved: 5/1/2023																							
Amendment 4	\$2,384,515.00																						
Approved: 6/8/2023																							
<b>Cumulative Award:</b>	<b>\$2,384,515.00</b>																						
<p><b>SCHOOL DISTRICT ACCOUNTING CODES</b></p> <p><b>Fund:</b> 15 (Miscellaneous Fund) <b>Revenue Code:</b> 4940 <b>Expenditure Program Code:</b> 494</p> <p><b>PROJECT NUMBER</b> 025 0487 32 2023</p> <p><b>FEDERAL AWARD IDENTIFICATION NUMBER</b> S010A210026</p>																							

# GRANT AWARD NOTICES (GANS)



# REVIEW OF FEDERAL PROGRAMS

- Title I, Part A-Improving Basic Programs
- Title II, Part A-Supporting Effective Instruction
- Title III, English Learners
- Title IV, Part A-Student Academic and Enrichment Grants
- Title V, Rural Education Achievement Program “REAP” (SRSA/RLIS)
- Title IX, McKinney-Vento-Homeless Children and Youth

# TARGETED ASSISTANCE PROGRAMS

- School must identify specific Title I staff members and students
- At least two academic indicators for identification
- Must give support in needed areas outside of regular instruction
- Costs must be tracked and monitored to make sure they align with program purposes
- Process to progress monitor and benchmark assess students
- Yearly evaluation of the program
- Funds can be transferred to Title I, but still only used on Title students

# TARGET ASSISTANCE SCHOOLS

What may Title IA funds be used to provide?

- Services to children with greatest need for assistance
- Services in addition to regular school program
- Supplies or materials to supplement regular classroom instruction
- All students get cake, Title I students get ice cream!



# SCHOOLWIDE PROGRAMS

- School does not have to identify specific Title I students or staff
- School must have a process to identify the most at-risk students, however
- Must give support in needed areas outside of regular instruction
- Costs do not have to be tracked and identified by program
- Must have progress monitoring and benchmark assess students
- Yearly evaluation of the program
- One-year planning process
- Changes are made during the summer (July 1)

# 40% RULE AND WAIVER

1. By law a school must have a 40% or greater poverty rate to run a schoolwide program and send a letter to the OPI asking to move to a schoolwide program
2. It must complete a comprehensive needs assessment to show need
3. Be able to demonstrate that the required public meetings are held: agendas, sign-in sheets, and minutes
4. Complete three added questions in the required Continuous School Improvement Plan (CSIP)-this is required yearly
5. All of this should be completed through the mandated school improvement planning team

# MOVE TO SCHOOLWIDE?

1. If a school can demonstrate that moving to a schoolwide program is in the best interests of the students, the state can grant a waiver to the 40% rule
2. Send a letter to the OPI asking to move to a schoolwide program
  - a. Small school with low number of students
  - b. Schoolwide would help work with students on an as needed basis
  - c. Schoolwide would allow for academic assistance across all subject areas when needed
  - d. Schoolwide would assist small staff numbers to adequately assist all students when needed
3. Complete the required Comprehensive Needs Assessment (You must do this anyway!)
4. Hold school improvement planning team meetings: agendas, sign-in sheets, and minutes (You must do this anyway, too!)
5. Show the need to move to a schoolwide program
6. Wait for OPI approval!

# ALLOCATIONS

The Montana Office of Public Instruction uses two different calculations to determine Title I eligibility-

- The free and reduced lunch count is used for districts with less than 20,000 persons in total population
- The Census Poverty count is used for districts with more 20,000 persons in total population

After the district receives Title I funds, it must allocate these dollars down to the school level.

This is completed in the annual Egrant application

These funds are in addition to the state and local funds the school should already receive

Districts are not allowed to remove/lessen state and local funds from schools which receive Title I funds. (This is called supplanting.)

# ELIGIBLE STUDENTS

Economically disadvantaged children (not in and of itself);

At-risk;

Children with disabilities;

Migrant children;

Limited English proficient children;

Children from Head Start, Even Start, Early Reading First programs;

Neglected or Delinquent children; and

Homeless Children.

Important note-student eligibility is based upon academic need not SES!

# COMMUNITY ELIGIBILITY PROVISION

- Community Eligibility Provision (CEP) is a non-pricing meal option that benefits schools and students by improving student access to nutritious meals while reducing administrative requirements to qualify meal applications
- **The final rule of Oct. 2023 amends the Community Eligibility Provision (CEP) regulations by lowering the minimum identified student percentage (ISP) from 40 percent to 25 percent.**
  - Lowering the minimum ISP will give states and schools greater flexibility to offer meals to all enrolled students at no cost when financially viable. As a result of this rule, more schools are eligible to participate in CEP and experience the associated benefits, such as increasing students' access to healthy, no-cost school meals; eliminating unpaid meal charges; reducing stigma; and streamlining program administration and meal service operations.
- CEP eligibility is based on the percentage of identified students who are enrolled in the school, group of schools, or district
- Identified Student Percentage (ISP) of at least **25%** as of April 1st of the school year before implementing CEP
- Please contact OPI, School Nutrition Programs at (406) 444-4413 or (406) 444-2501 for questions.
- [NEW CEP RULE October 2024](#)

[Community Eligibility Provision Fact Sheet](#)

# TITLE I ALLOWABLE USES

Titles I, II, and IV, Part A Allowable Uses

Federal Programs Allowable Uses



# MARKING TITLE I STUDENTS IN AIM

**TITLE 1**

**Title I Targeted Assistance Program**

**Title I** 1

**Title I Instructional Services** 2

Reading Lang Arts     Social Sciences

Math     Vocational/Career

Science     Other

**Title I Support Services** 3

Health, Dental and Eye Care

Guidance/Advocacy

Other

**Title I - Other**

Title I Part A Neglected

Title I Part D Delinquent and served by:

**OTHER PROGRAM PARTICIPATION**

**Immigrant**

**Date Immigrant Entered US School**

**21st Century Participant**

**Foreign Exchange**

**Gifted and Talented Evaluated**

**Gifted and Talented Identified**

**Homeless**

**Homeless Night Time Residence**

**Unaccompanied Youth**

1. Check Title I  
2. Check one or more Title I  
Instructional Services; OR  
3. Check one or more Title I  
Support Services.



# Title II, Part A: Supporting Effective Instruction

Christy Hendricks,  
[christy.hendricks@mt.gov](mailto:christy.hendricks@mt.gov)

406-444-0794



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# ELIGIBLE STAFF TYPES

Title II, Part A funds can be used to support:

- Teachers
- Principals
- Other School Leaders
- Paraprofessionals

For federal non-regulatory guidance on the Title II program, please see [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning.](#)

# Uses of Title II, Part A Funds

## Guidance on Allowable and Unallowable Expenditures

The Title IIA grant is intended to support teachers, principals, and other school leaders in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. Below is a sample list of allowable and unallowable activities to support program planning activities. ESSA defines professional development as activities that are sustained, intensive, collaborative, job-embedded, data-driven, personalized or based on information from an evaluation and support system, and classroom-focused. Title II, Part A funds cannot be used to support stand alone, discreet professional development that does not connect to a larger school-wide or individualized plan.

ALLOWABLE EXPENDITURES	UNALLOWABLE EXPENDITURES
<ul style="list-style-type: none"> <li>• Salaries, stipends, or contractor/consultant fees for instructional coaches in public schools</li> <li>• Contractor/consultant fees for instructional coaches in non-public schools</li> <li>• Recruitment and retention initiatives such as signing bonuses, relocation costs, recruitment materials, salary differentials or incentive pay, certification or licensure costs, contracted professional development providers for public schools.</li> <li>• Stipends and/or substitute costs to participate in professional development or mentorship initiatives in public schools</li> <li>• Stipends allowed for non-public instructional personnel for after or before school, in summer and/or vacation time professional development</li> <li>• Stipends and/or substitute coverage that allows collaborative educator work, such as planning, peer observations, and curriculum writing in the public schools</li> <li>• Administrative costs for coordinating professional development programs for public and nonpublic schools.</li> <li>• Negotiated administrative fees for third-party contractors on behalf of nonpublic schools.</li> <li>• Conference fees, travel and hotel costs, meal reimbursements, and mileage reimbursements that adhere to state and federal guidelines for both nonpublic and public school educational personnel</li> <li>• Program development costs for allowable Title IIA-funded programs, such as conducting a needs assessment, contracting with program developers, or administering and analyzing surveys in the public schools</li> <li>• Materials, supplies, and equipment for use in professional development sessions that are reasonable and necessary to carry out development sessions in both the public and nonpublic schools; or for implementing collaborative educator work in public schools.</li> <li>• Reasonable benefits costs (i.e. per usual district policies) proportionately linked with FTEs/salaries identified in Codes 15 and 16 for public school personnel</li> <li>• Costs related to provision of professional development or implementation or analysis of programs and activities intended to meet ESSA objectives for both public and nonpublic schools</li> <li>• Salaries for class size reduction teachers in public schools</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development that is stand-alone, one-day, or short-term workshops with no connection to a larger school-wide or individualized plan or initiative for both public and nonpublic school personnel</li> <li>• Salaries/stipends for non-public instructional personnel during the regular school day.</li> <li>• Benefits costs for non-public personnel</li> <li>• Any direct reimbursement to a nonpublic school</li> <li>• Food and refreshments, including working lunches, are not allowed for both public and nonpublic school personnel</li> <li>• Materials and supplies that are not directly connected to professional development (e.g. individual teacher iPads that are used outside the scope of professional development environment, unrestricted training rooms for other than instructional staff in both public and nonpublic schools, white boards for classroom use, software programs for students, copiers, computers, carts and professional library that is unrelated to any specific professional development)</li> <li>• Materials and supplies that are not secular, neutral and non-ideological</li> <li>• Payment of expenditures incurred by nonpublic schools without prior knowledge and/or authorization by an LEA.</li> </ul>

# ELIGIBLE AND NON-ELIGIBLE EXPENDITURES

Title II, Part A eligible expenditures should be the result of needs identified by LEAs and stakeholders – Needs Assessment

Title II funds may not be used to develop, align, map, or revise curriculum, or assessments; however, Title IIA funds may be used to provide professional learning, training, and resources to teach/train on how to design, develop, align, map, or revise curriculum or assessments.

[List of Eligible and Non-Eligible Expenditures](#)

# ELIGIBLE AND NON-ELIGIBLE EXPENDITURES

Title II, Part A eligible expenditures should be the result of needs identified by LEAs and stakeholders – Needs Assessment

Title II funds may not be used to develop, align, map, or revise curriculum, or assessments; however, Title IIA funds may be used to provide professional learning, training, and resources to teach/train on how to design, develop, align, map, or revise curriculum or assessments.

[List of Eligible and Non-Eligible Expenditures](#)

# TITLE II, CONT.

- Include a description of how activities:
  - (1) have evidence of impact on student achievement,
  - (2) are sustained (not stand-alone, one-day or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and
  - (3) how the activities will be regularly evaluated for their impact and the evaluations used to improve the quality of the activities.



# Title III: English Language Acquisition

Serena Wright,  
[serena.wright@mt.gov](mailto:serena.wright@mt.gov)

406-410-4098



# TITLE III GENERAL INFORMATION

## PURPOSE OF TITLE III

- Title III assists ELs, including immigrant children and youth, to develop English proficiency and to meet the same challenging state academic standards that other children are expected to meet. \*NEW HLS in TransACT
- Schools must use Title III funds to implement language instruction through educational programs that are keyed to the overall standards. SEAs, districts, and schools must report the English proficiency and core academic content knowledge of ELs.
- Title III has a dual purpose: to help ELs meet the same state academic achievement standards applicable to all students, and that they develop proficiency in the English language. These goals are closely related but distinct.

# ALLOWABLE ACTIVITIES

- Title III of the “Every Student Succeeds Act” (ESSA) includes a fiscal restriction called ‘Supplement not Supplant’ that includes federal, state, and local funds and laws. This means that if there is a federal, state, or local law that requires EL-related programs, services, activities, or expenditures, then Title III funds cannot be used to pay for the things required by other laws
- ESSA Title III Guidance
- ESSA Title III Presentation from Dept of Ed
- Emergency Immigrant Education

# WHAT CAN THE FUNDS BE USED FOR?

## Title III: Supplement vs. Supplant

Title III is for:	Title III is not for:
<ul style="list-style-type: none"> <li>✓ <b>Language Instruction</b> Provide an effective program to increase English Proficiency and core academic achievement for English learners (EL). The program(s) may make use of both English and the student's native language.</li> <li>✓ <b>Professional Development</b> Of sufficient intensity and duration to improve teachers' abilities to understand and use curricula, assessment, and instructional strategies for EL students.</li> <li>✓ <b>Academic Achievement</b> Supplemental activities and materials to improve the core academic achievement of EL students.</li> <li>✓ <b>Community Programs</b> Provide community participation programs, family literacy services, and parent outreach and training activities to EL children and families.</li> <li>✓ <b>Materials</b> Acquire educational materials for EL students and instructional materials for teachers to develop English language proficiency for EL students.</li> <li>✓ <b>Technology</b> Acquisition of technology and software to carry out the activities consistent with the other authorized activities for LEP students.</li> <li>✓ <b>Administrative Expenses</b></li> </ul>	<ul style="list-style-type: none"> <li>✗ <b>Core EL program</b> Lau required (1974) core EL program must be provided by a licensed staff member trained to carry out the program <b>paid with local and state funds only</b></li> <li>✗ <b>General Activities</b> Activities without specific focus on developing English proficiency or paying for EL students and teachers portion of the general activity must be <b>paid with local and state funds only</b></li> <li>✗ <b>Interpretation/Translation Services</b> Title VI of OCR 1964 requires meaningful language access for parents with limited English proficiency. Activities to ensure regular school communication in an understandable format and/or language must be <b>paid with local and state funds only</b>.</li> <li>✗ <b>Federal/State Mandated Assessments</b> Time and effort of administering federal and state mandated assessments, including ACCESS 2.0 and Smarter Balanced must be <b>paid with local and state funds only</b>.</li> <li>✗ <b>Paraprofessionals without Direct Supervision of a Certified Teacher</b> Licensed and trained staff members are responsible for delivering core EL program services. Federally funded noncertified paraprofessionals must be under the direct supervision of a licensed teacher.</li> <li>✗ <b>Fluent or Native English Speakers</b> Services, materials, activities, equipment, and technology must <b>only benefit EL students</b>. Items that will benefit all students,</li> </ul>

# LEGAL REQUIREMENTS

Under Title VI of the Civil Rights Act (1964) and the Equal Educational Opportunities Act (1974), public schools must ensure that English learner students can participate meaningfully and equally in educational programs.

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

-Supreme Court Ruling, *Lau v. Nichols* (1974)

# LEGAL REQUIREMENTS

## ESSA 1111(b)(2)(G)(i)

Each State plan shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency.

# MARKING STUDENTS AS EL IN AIM

Jacob Barto

- Student Information
- Census
  - My Data**
  - People
  - Behavior
  - Program Admin
  - Ad Hoc Reporting
    - Filter Designer
    - Data Export
      - Data Analysis
  - System Administration
  - FRAM
  - MT State Reporting
  - Data Integrity Tools
- Account Settings

Request Demographic Update

### Person Information

**Read Only (Create an update request to change data)**

PersonID: 495339

\*Last Name: Barto \*First Name: Jacob Middle Name: Suffix:

\*Gender: M: Male Birth Date:

Race/Ethnicity (Edit)  
Federal Designation: No Data  
Race(s):  
Hispanic/Latino: No Data  
Race/Ethnicity Determination:

Date Entered State School:

Home Primary Language:

Language of Impact:

Nickname:

Index Search

Search Campus Tools

Emily Davidson

- Student Information
  - General
    - Counseling
    - Academic Planning
    - Program Participation
      - English Learners (EL)**
      - Foster Care
      - Programs
      - Custom Programs
    - Health

### Kent, Clark

Grade: 08 #928 DOB: 02/23/2004 Gender: M

EL EL Assessments EL Services EL Accommodations

Save Delete

#### Active EL Record

\*Program Status: EL

Identified Date: 03/13/2018

Program Exit Date:

Parent Notified:

Parent Declined:

Parent Declined Date:

Comments:

#### Census Information

\*\*To update read only fields, please go to Census

Home Primary Language: eng: English  
Language of Impact: 24: Norwegian  
First Entered US School: No Data Available  
Birth Country: No Data Available

# Title IV Part A: Student Support and Academic Enrichment

PAIGE SEDAHL

[paige.sedahl@mt.gov](mailto:paige.sedahl@mt.gov)

406-422-2821





# TITLE IV, PART A: STUDENT SUPPORT & ACADEMIC ENRICHMENT

The SSAE program is intended to improve students' academic achievement by increasing the capacity of state education agencies, local education agencies, and local communities to provide all students with:

- **Access to a well-rounded education**
- **Improve school conditions for student learning, and safe & healthy students**
- **Effective use of technology to improve the academic achievement & digital literacy of all students**

Montana used a formulary grant to ensure all LEAs in MT that received Title I allocation in the previous school year receive funding under Title IV Part A, with a minimum award of \$10,000.

**Learn more** at: <http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Title-IV-Part-A-Student-Support-Academic-Enrichment>



# TITLE IV-A

<b>Well-Rounded Education Programs</b>	<b>Safe and Healthy Students</b>	<b>Effective Use of Technology</b>
<p><b>Supporting students with well-rounded educational opportunities including:</b></p> <ul style="list-style-type: none"> <li>• foreign languages, arts, and music education</li> <li>• STEM programming: science, technology, engineering, mathematics, and computer science instruction and activities</li> <li>• American history, civics, economics, geography, government, and environmental education instruction</li> <li>• programming in career and technical education, health, physical education, and any other subject with the purpose of providing all students access to an enriched curriculum and educational experience improving access to AP courses or Dual enrollment opportunities</li> </ul>	<p><b>Supporting safe and healthy students with:</b></p> <ul style="list-style-type: none"> <li>• comprehensive school mental health</li> <li>• drug and violence prevention</li> <li>• training on trauma-informed practices</li> <li>• bullying prevention</li> <li>• dropout prevention, re-entry programs &amp; transition services</li> <li>• child sexual abuse awareness &amp; prevention</li> <li>• promoting supportive school discipline</li> <li>• suicide prevention</li> <li>• health &amp; physical education</li> <li>• mentoring &amp; school counseling</li> <li>• schoolwide positive behavioral interventions &amp; supports</li> </ul>	<p><b>Supporting the effective use of technology by:</b></p> <ul style="list-style-type: none"> <li>• high quality professional development in utilizing technology</li> <li>• carrying out innovative blended learning projects</li> <li>• delivering specialized or rigorous courses using technology</li> <li>• providing students in rural, remote, or underserved areas with technology resources</li> <li>• building technological capacity and infrastructure (max 15% of EUT funds for devices/infrastructure - unless you are REAP/FLEX.)</li> </ul>

# TITLE IV, PART A: STUDENT SUPPORTS & ACADEMIC ENRICHMENT

Things to remember:

**If your allocation is \$30,000 or more:**

1. Your district must do a needs assessment at least once every 3 years. The needs assessment must be done before making any decisions about transferring funds. You will need to complete the **needs assessment description in the Title IV-A application**, even if transferring funds. The Needs Assessment Description box is located on the **Program Detail, Program Objectives** page.
2. Your district must spend a minimum of 20% to provide Well-Rounded Education programs and activities, a minimum of 20% on activities to provide for Safe and Healthy Students, and at least 1% to improve the Effective Use of Technology. Remember that within technology there is a 15% cap on spending for devices, equipment, software and digital content.

**If your allocation is below \$30,000:**

- Your district may spend on activities in one, two, or three of the categories. If districts chose to spend in the Effective Use of Technology area, once again there is a 15% cap on spending for devices, equipment, software and digital content. (Unless using Reap Flex, which will be described on the next slide)

**For all allocations:** Equitable share for private schools is applied after transferability rules applied.

# Title V: Rural Education Achievement Program (REAP)

Christy Hendricks,  
[christy.hendricks@mt.gov](mailto:christy.hendricks@mt.gov)

406-444-0794



Putting Montana Students First **A+**



# TITLE V: REAP

There are 2 Programs under REAP:

## SRSA:

- Funds are distributed through USED at [www.grants.gov](http://www.grants.gov)
- [SRSA Eligibility Spreadsheet](#)
- [SRSA Application](#)

## RLIS:

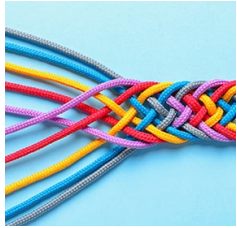
- Funds are distributed through OPI through the ESEA Consolidated Application.
- Funds are automatically loaded into your ESEA Consolidated Application.
- RLIS Application - Dropdown box in E-Grants

# LEVERAGING FEDERAL FUNDS

1. Title II, IV, and VB funds can be transferred to Title I
2. Title IV can be transferred to Title II
3. Funds can be moved to strengthen other programs
4. Title I schoolwide offers the most programmatic and fiscal flexibility
5. If a cost is legal, it is allowable
6. Districts can transfer all or part of a program
7. Supplement, not supplant!

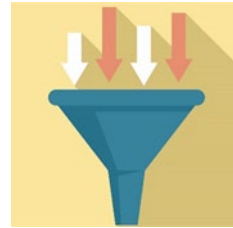
# BRAIDING AND BLENDING FUNDS

## HOW TO BRAID AND BLEND ADDITIONAL INFORMATION ON BRAIDING AND BLENDING



### BRAIDING FUNDS

- Multiple (2 or more) funding streams **SEPERATELY** and **SIMULTANEOUSLY** provide specific services
- Coordinated to support a single initiative or strategy
- Each funding stream maintains its award-specific identity
- Tracked and reported as a separate funding stream
- Does **NOT** require statutory authority



### BLENDING FUNDS

- Multiple (2 or more) funding streams **COMBINE** to create a single “pot” of commingled dollars
- Pooling funds to support a common and allowable goal
- Each funding source loses its award-specific identity
- **DOES** require statutory authority to implement

# ALLOWABLE USES

Helpful charts for allowable uses of Title funds:

- Title I allowable uses
- Title I, II, and IV, Part A-allowable uses
- Title I, set-aside (Homeless)





- Under Title I, LEA's must provide services to eligible private school students if requested
- In Montana, homeschools are considered private schools
- Services must be to eligible elementary and secondary students, their teachers, and their families
- "Equitable share"
- Services must be equitable to those provided to eligible public school children, teachers, and families
- Services must be secular, neutral, and nonideological

# PRIVATE SCHOOLS ESEA/ESSA SEC. 1117



# PRIVATE SCHOOLS SHARE

- [Equitable Services Guidance](#)
- [Private School Presentation](#)



- Discussions must be held between the LEA and private schools on the key issues related to Title I services
- This gives both groups an opportunity to express their views about the services
- Helps to foster productive working relationships between the groups to better impact student achievement

# CONSULTATION



- Ways the LEA will identify eligible students
- Services to be provided
- How and when the LEA will make decisions about the delivery of services
- How, where, and by whom the LEA will provide services
- The method and sources of data the LEA will use to identify eligible students

# CONSULTATION REQUIREMENTS





- LEA designs the Title I program with input from the private school
- Must supplement and be well coordinated with the regular program
- Service types: instructional services, extended day, family literacy, counseling, computer-aided instruction, home tutoring, etc.
- Must be secular, neutral, and nonideological

# TYPES OF SERVICES



- There are five main sources to determine poverty data:
  - Census count
  - Free and reduced lunch
  - Temporary Assistance for Needy Families (TANF)
  - Medicaid assistance
  - Proportionality
  - Community Eligibility Provision (CEP)
- These processes may be difficult in a private school, but it can be done every two years

# ALLOCATING FUNDS

- Equitable services funds must be primarily for a Title I program
- May not just be for professional development and supplies
- General rule of thumb-2/3s of the funds should be for salaries and benefits; the remainder for PD and supplies
- If there is no educational program, then there is no need for PD and supplies to support it.
- The public school owns all instructional materials and supplies!

## USES OF FUNDS

- Title I services to private school students must be set up like a TAS program
- Students must be identified for services based upon multiple, educationally-related criteria
- Must develop a prioritized list of eligible students
- Materials and supplies purchased must supplement the regular educational program at the private school

# TARGETED ASSISTANCE SERVICES





- Child must reside in a participating public school attendance area
- Must meet the requirements to be served under Title I
- LEA must work with the private school to determine eligibility

# ELIGIBLE CHILDREN

- Teachers and paraprofessionals who are employed by the LEA must meet the licensed/certified rules under the ESSA
- Third-party providers
- Hires outside of existing contracts with LEA/private school
- All staff paid for with Title I funds are employees of the public school during Title I instructional time

# QUALIFICATIONS

- Should assist public and private school staff
- Must have meaningful consultation
- Services must be equitable and paid for by the public school
- Can share PD opportunities.
- Must only be for private school teaching staff directly working with identified Title I students-which is just about everyone!

# PROFESSIONAL DEVELOPMENT



- Reasonable amounts may be set aside to run the program at the public and private school
- Third-party administrative costs are allowable
- Expenses: furniture, purchase or lease of property, insurance and maintenance costs, transportation, etc.
- Cannot be used to renovate the private school site

# ADMINISTRATIVE COSTS



- All requisitions must be done on the public school's forms
- The public school buys airline tickets, makes reservations, pays all fees
- No funds can go to the private school!!!
- Other reimbursements can go to employees: per diem, parking fees, etc.
- All need to be agreed to in the consultation process

# PURCHASING PROCESS

# MONITORING PROCESS

## MONITORING TOOL

Kimberly Rebich,  
[kimberly.rebich@mt.gov](mailto:kimberly.rebich@mt.gov)

406-410-4578



Putting Montana Students First **A+**

# TRANSACT ALL FORMS

<https://montana-opi.parentnotices.com/login>

- click on Create an acct
  - If you aren't able to "create" an account, please call TransACT to set one up. It is super easy!
  - **Questions?** Contact TransACT  
Customer Care at [support@transact.com](mailto:support@transact.com) or (425) 977-2100, Option 3
- If you forget how to get to TransACT...OPI Title I page
- Once you are in TransACT, you will go to:
  - Parent Collections
  - ESEA
  - Forms are there. PFE (parent, family engagement), TPQ (teacher/paraprofessional qualifications), SW (Title I, Schoolwide), FC (Foster Care), HS (Homeless)
- **MUST** use TransACT forms for Monitoring

# MONITORING TOOL/PROCESS

- MONITORING TOOL- 2022 (MOST CURRENT)
  - EVERYTHING YOU NEED TO COLLECT
- ARs/Supps will be notified in September and February if you are being monitored
- A monitor will be assigned to assist you in the process
- Evidence must be provided for each section...that pertains to your district



# COMMON COMPLIANCE

- **Common Compliance CC-H to CC-K Statewide Assessment**
  - contact: Marcy Fortner [mfortner@mt.gov](mailto:mfortner@mt.gov) or 406-444-3511
  - Marcy can tell you exactly what she is looking for under those testing compliance sections
- **Common Compliance CC-R and CC-S (EL Home Language Survey and EL Checklist)**
  - NEW HLS (must include TransACT form, even if you don't have ELs)
  - EL Checklist is on the [OPI Website](#) BUT has not been updated, YET

# TITLE I, SECTIONS

## IA-E Parental Right-to-Know

- Parents right-to-know about Title I and teacher qualifications
- Must be posted in multiple locations: website, DISTRICT newsletter, Parent Handbook, etc.
- Great wording: [HERE](#)

# TITLE IV, HELPFUL HINTS

- KEEP RECEIPTS AND LABEL SUPPLIES YOU BUY WITH TITLE IV-A
  - Most common with computers, smartboards, projectors, etc.
- Documentation that Stakeholders were consulted
  - School Board meeting, parent communication, etc.
- Mental Health Services
  - MUST provide documentation of these services
- Hire staff (art, music teachers, counselor)
  - MUST provide a job description for that person

# MCKINNEY-VENTO

- ALL DISTRICTS MUST HAVE A PROGRAM TO SERVE CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS REGARDLESS OF IF THEY HAVE IDENTIFIED ANY CHILDREN/YOUTH
  
- CHECKLIST for McKinney-Vento Basic Program
  - MV-A through MV-C if 0 identified
  - MV-A through MV-D if identified some students the year prior
  - MV-A through MV-E if receive any subgrants (MV or ARP)
  - MV-C is for districts with HS...don't have to do if K-8 district

# TITLE I, PART A SET-ASIDE FOR HOMELESS STUDENTS

- Targeting Step 1 – Students are already preloaded from the June count date
- Targeting Step 4 - The **minimum** set-aside is \$35, but you can set aside more based on needs (see Needs Assessment)
  - [McKinney-Vento Needs Assessment for Title I Set-Asides \(optional\)](#)
- Budget Page – Create a separate line item(s) for these funds and a description of how funds will be spent to support homeless students.
  - Funding is intended to provide supplemental services to homeless students; above and beyond normal Title I services (and can be used in both Title and non-Title schools)
  - School supplies, PPE, hot spots, laptops/Chrome books, tutoring, social workers, etc.
- TARGETED-ASSISTANCE schools-Identify students as Title I in AIM, if receiving services

# MARKING STUDENTS AS EXPERIENCING HOMELESSNESS IN AIM

**OTHER PROGRAM PARTICIPATION**

Immigrant  Date Immigrant Entered US School

21st Century Participant  Foreign Exchange  Gifted and Talented Evaluated  Gifted and Talented Identified

Homeless  **1** Homeless Night Time Residence  Unaccompanied Youth  **3**

**OPTIONAL**

Sort By

01: Shelters  
02: Doubled-up (Living with another family)  
03: Unsheltered (Cars, park, campgrounds)  
04: Hotels/Motels

**2**

CTE Post-Program Status  +

Homeless must be checked AND a Nighttime Residence selected.

Unaccompanied Youth is optional (if it applies). If a student is marked homeless in any school year the student remains marked as homeless for the full year, even if the status changes.

# OPI CONTACTS



# FEDERAL PROGRAMS

Zach Hawkins

Federal Programs Unit Manager

Title I Director

Private School Ombudsman

[zachariah.hawkins@mt.gov](mailto:zachariah.hawkins@mt.gov) 406-444-3083

Paige Sedahl

Title IV Program Manager

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Kimberly Rebich

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Christy Hendricks

Title I, Part D, Specialist

Title II and Title V Grants Coordinator

State Foster Care Point of Contact

[christy.hendricks@mt.gov](mailto:christy.hendricks@mt.gov) 406-444-0794

Serena Wright

State Coordinator of Homeless Education

Title I and Title III Specialist

Family Engagement Coordinator

[Serena.wright@mt.gov](mailto:Serena.wright@mt.gov) 406-444-2036





# FEDERAL PROGRAMS' ACCOUNTANTS

## Title I (and other titles)

Caitlin Clifford

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406-444-3692

## McKinney-Vento/ARP Grants

Julie Moore

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# ASSESSMENT

**Marcy Fortner**

Assessment Specialist

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406-444-3511

**Cedar Rose**

Education Manager

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406-444-0733

# GENERAL ASSISTANCE

## UPDATING CONTACT INFORMATION

- [centralupdates@mt.gov](mailto:centralupdates@mt.gov)
- Updating “Central Contacts” will also update the School Directory and eGrants information
- [Instructions on how to update directories, etc.](#)

## ISSUES WITH EGRANTS

- Kristy Schaan will assist before Mindi and Karla
  - [kristy.schaan@mt.gov](mailto:kristy.schaan@mt.gov)
- Mindi Askelson
  - [mindi.askelson@mt.gov](mailto:mindi.askelson@mt.gov)
- Karla Beagles
  - [kbeagles@mt.gov](mailto:kbeagles@mt.gov)

# ESSER FUNDS

The ESSER funds are not handled under the Federal Programs Unit, and they will not be addressed during this part of the presentation.

ESSER contacts:

Wendi Fawns- [wendi.fawns@mt.gov](mailto:wendi.fawns@mt.gov)

Rebecca Brown- [Rebecca.Brown@mt.gov](mailto:Rebecca.Brown@mt.gov)

Allison Agostino- [Allison.Agostino@mt.gov](mailto:Allison.Agostino@mt.gov)

# IDEA CONTACTS

Danni McCarthy, SPED Director

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Patrick Cates, Senior Manager

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# CTE CONTACTS

**Shannon Boswell, Unit Manager**

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406-444-7915

**Kaitlin Trutzel, Industrial Technology  
Education Specialist**

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406-438-0523

**Jamie Corley, Health Science Specialist**

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**Gayla Randel, Family and Consumer Sciences  
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