Montana
Office of Public Instruction

ESSER Guidance Sessions – April

ESSER Overview Year 3 Guidance Session

Prepare, Prevent, and Respond

April 3 and 5, 2023

PRESENTER

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Goals For This Session

- Grant Compliances
- **Tracking and Reporting**
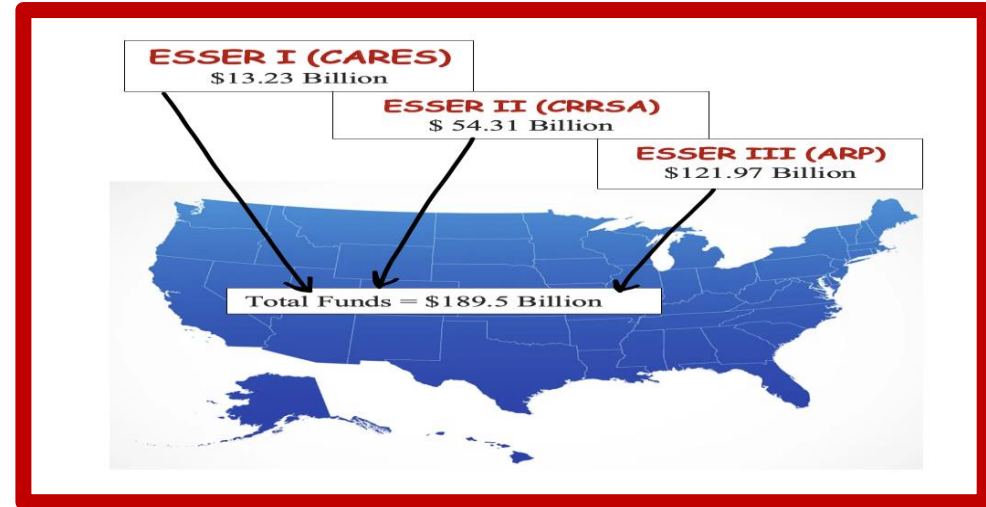- Allowable and Reasonable Use of Funds
- OPI Resources
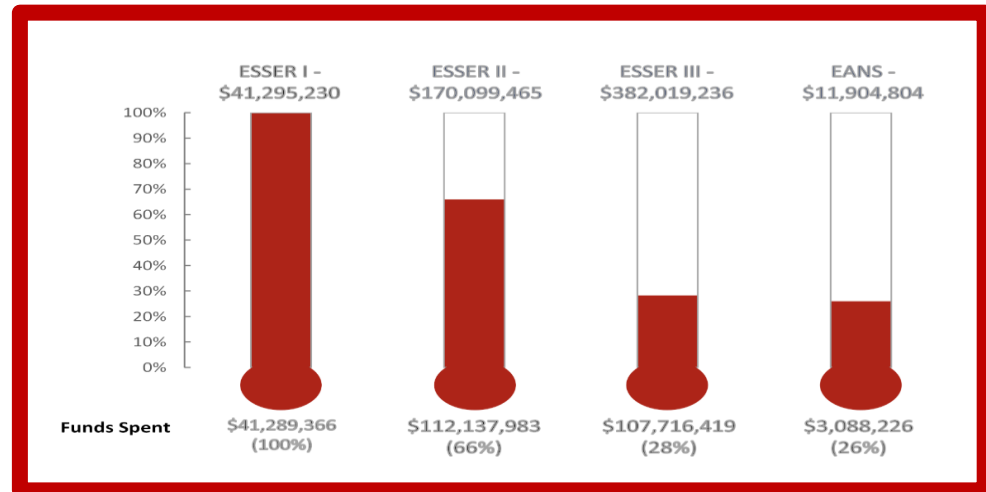- Q&A

ESSER Current Spending – National View

June 2022 & **March 2023** (https://covid-relief-data.ed.gov/profile/state/MT)

	CRRSA ESSER II ESSER Consolidated		ARP ESSER III ESSER III Consolidated		Total
Montana LEAs 483 $593M	43%	**64%**	24%	**26%**	**42%**

Goal
- Spend funds per Federal, State, Local requirements
  - Student gains
  - Meaningful
  - Impactful

ESSER I (CARES) $13.23 Billion
ESSER II (CRRSA) $54.31 Billion
ESSER III (ARP) $121.97 Billion
Total Funds = $189.5 Billion

ESSER I – $41,295,230	ESSER II – $170,099,465	ESSER III – $382,019,236	EANS – $11,904,804
$41,289,366 (100%)	$112,137,983 (66%)	$107,716,419 (28%)	$3,088,226 (26%)

Funds Spent

ESSER GRANT compliances

- ESSER Compliances
  - **Two plans:** Safe Return and ARP Plan (use of funds)
    - Reviewed at least every 6 months,
    - posted on website AFTER meaningful stakeholder engagement
  - **Allowable and Reasonable – Federal, State, Local, audits**
    - **Amendments/Budgets and Cash Requests**
  - **Annual Report (now open for Year 3)**
  - **Final Expenditure Report when grant spend down**

ESSER GRANT compliances

- **Roles and Responsibility**

  - **OPI** help districts ensure compliances and documentation to reduce potential risk of audit findings *Advocate/Auditor*
    - Allocation, compliance review, consolidated Annual Reporting
    - Customer System of Support (districts, public, legislature,…)

  - **School Board, Superintendent, Business/Clerks/Grant Managers…**
    - Spending within allowable/reasonable compliances (Federal, State, Local) to gain the most for their students
    - Processing and Tracking
      - For Annual Reporting, Final Expenditure Reports, and ongoing expenditures **to gain the most for students**

- Allowable and Reasonable per Federal guidelines FAQ Dec 2022
- DOE Liquidation announcements May, September, and Decemeber 2022 and Template
- DOE Staffing Labor Shortages April 14, 2021
- diverse needs **arising from or exacerbated by the COVID-19 pandemic, or to emerge stronger post-pandemic**, including responding to students' social, emotional, mental health, and academic needs
- Implementing or expanding art programs, sports programs, or clubs. C-3
- Improving existing data systems.   C-12
- Sustaining and maximizing enrollment in existing summer programs. C-25
- Continuing to pay existing employees and contractors. D-3
- ED says SEAs and LEAs can use ESSER funds for mental health services and supports for students that were experiencing trauma **before the pandemic.**   C-14
- Curriculum, including related professional development. (ARP Public Safety Guidance) B-13, C-2...
- to support **a very wide range of activities, including activities indirectly linked to the impact of COVID-19**, as outlined in the ED Volume 2 COVID Handbook, available at https://www2.ed.gov/documents/coronavirus/reopening-2.pdf, provided such uses are consistent with statutory requirements and the Uniform Guidance in 2 CFR Part 200.

ESSER GRANT Maintenance

- **Processing suggestions for consideration**
  - CRRSA, ESSER II, ESSER Consolidated
    - September 30, 2023
  - ARP, ESSER III, ESSER III Consolidated
    - September 30, 2024
  1. Plans and Budget review (revise as necessary) **Quarterly**
  2. Process amendments **monthly**
  3. Process ALL cash requests **monthly**
  4. Develop/Maintain Key Staff **Transition Plans**
  5. Report/Market/**Share with public successes**

Plans and Budget Review (Use of Funds)

- **ARP ESSER Plan to promote district goals, expenditures, needs...**
  - High-level anticipated use of funds (req every 6 months/rec quarterly)
  - Review with **Meaningful Engagement**
    - Changeable - Reflect and modify
    - Community, foundations, staff... **support for funding after ESSER**
- **Basics**
  - Clearly identifiable as district document with date last reviewed
  - Uses language general public can understand – meaningful
- **ESSER Budgets**
  - Board and others

- **Department of Education– Federal Grant**

  o For ALL activities charged to ESSER, costs must be reasonable and necessary to meet the overall purpose of the program, which is ==“to prevent, prepare for, and respond to”== COVID-19 including those circumstances that were exacerbated by Covid. (See 2 CFR §§ 200.403-200.404.)

  o **National, State, Districts, Community, and general Public (E-Grants)**

    - Cascade Public School Highschooler wrote a letter… After college I want to be an elementary school teacher… How important is funding for a school? Is there a direct correlation between the quality of education and the amount of funding a school receives? How is the amount of funding that goes to each school determined?

      o District view of per pupil funding and outcomes GEMS and Report Card

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- Very few items are disallowed
- Many allowable items must be **demonstrated** reasonable
  - o Highlight how **students** benefit
  - o Document alternatives considered AND reason for rejection option
- Prepare for, Prevent, and Respond to the effects of Covid-19 including circumstances exacerbated by Covid
  - o Need for good ventilation, healthy drinking water, internet connectivity, one-to-one student devices, mental health support, math and reading support/remediation, etc…

Processes - Allowable vs REASONABLE

- Expenditures must be Allowable AND Reasonable

- <mark>Under what circumstances</mark> are the items Allowable? Reasonable?
  - Tent or gazebo
  - iPads with barcode readers
  - 4-H staffed workshops afterschool or field trips
  - Establish a collaborative team of district personnel and stakeholders to create, implement, and review action plans around innovative learning
  - Hiring professional coach to manage a pilot team tasked with developing proficiency-based assessments
  - 3-D printer
  - Lawn chairs
  - Broadband technology infrastructure

Large purchase/projects/capital expenditure

Processes – Reviews Capital Expenditures

- **Capital expenditures** are "expenditures to acquire capital assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life." (2 CFR § 200.1)

- **Capital assets** are "tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with [generally accepted accounting procedures]." (2 CFR § 200.1)

- **Capital assets** include land, buildings (facilities), equipment, intellectual property (including software), and certain kinds of leases, as well as improvements and modifications to those Capital expenditures that require prior written approval. (2 CFR §200.439)

- ESSER can pay for buses, modular classrooms, lead remediation, HVAC, real property acquisition, and a variety of other costs that are Capital Expenditures under federal rules.

When to complete Approval Review form?

- **Regardless of cost,** if LEA desires to have updated documentation that supports the use of ESSER Funds as allowable <mark>AND reasonable</mark> under FAQ guidance, approval review is probably something to consider.
  - Providing documentation that supports updated guidance from the Department of Education helps to minimize the risk of audit findings. The OPI desires to support districts in their use of funds and in following all ESSER grant compliances.

- $5,000+ and involves any capital asset, a prior approval is necessary.

- LEA believes an auditor might question the purchase given ESSER FAQ guidelines on allowable <mark>AND reasonableness</mark> approval review is probably a 'best practice' and should be considered.
  - <mark>Meaningful stakeholder</mark> input
  - Anchor on PPR and student gains
  - Federal guidance on construction, renovations, remodels was they will high

Clarification

- **Minor remodeling vs construction** <u>DOE and CCSSO summary 2021</u>**.**

According to ED staff, one factor that distinguishes construction from minor remodeling is moving walls.... <u>ED September 2021 Facilities audio recording</u>, timestamp 0:19:45. Note that timestamp might vary depending on device and browser.

- **FAQ DOE December 2022 B-6 page 28-29**

However, the Department **strongly discourages** LEAs from using ESSER or GEER funds for new construction **because this use of funds may limit an LEA's ability to support other essential needs or initiatives**. Extensive remodeling, renovation, and new construction are often time-consuming, which may not be workable under the shorter timelines associated with ESSER and GEER funds. These types of activities are also subject to a number of additional Federal requirements, as detailed below.

Why a new Gym floor or CTE building when math scores are not proficient?

Project Scope

![opi.mt.gov logo]

- Description = problem, investigation to reach recommended solution - PPR.
- Review existing documentation and history
  - District Plans
  - Stakeholders' comments
  - Current ESSER II and III budgets
  - Ask OPI for sample project descriptions
- Create Project Scope
- Seek Board Approval
- Submit Project Scope through portal
- Submit Amendment using template (10)
- Submit Cash Request using template (10)

Project Scope for Larger (over $5,000) Projects and Purchases using ESSER funds.

Instructions: Fill in your narration in each section after reading the instructions. You will not be able to edit the version once uploaded. Please review the form with the ESSER Team before uploading to the portal here: https://docs.google.com/forms/d/e/1FAIpQLSdfqziBHptW0fKIgnnr2YkvXls9k9nmfRcnsDxLfcONR3b2Dg/viewform?usp=sf_link

Note that this Scope Document will expand and will likely be a two-three page document when finished.

School District and LE # (s)	
Primary Contact Name & Title	
Primary Contact Phone & Email	
Project Title Short title to reference project or item being purchased. Will be used on all related amendments and cash requests.	
Description This is a brief narration of the **problem** and **recommended solution**.	
Board Approved The date the project/items were approved by your local Board. MM/DD/YYYY	**OPI Approved**
Cost Please indicate your **Total Project Cost** and **Estimated Detail Budget**	Total Cost: Estimated Detail Budget:
Funding Sources Identify ESSER II, III and other funding sources.	
Timeline and Status Identify if the project is phased and if parts have been completed.	
Student Gains List the direct and indirect student gains/benefits as a result of this project/ purchase. How does this project relate to **Preparing, Preventing, Responding to Covid-19?**	
ESSER III under what Goal/priority does the project/item fall?	
Depreciated Items	
Meaningful Stakeholder Input List who, when and in what format stakeholders were including in the decision-making process for the project/purchase.	

Alternative Options	Description Describe a possible solution (not the problem or the project). The project description is above.	Challenges Describe the challenges to implementing this solution.	Gains Describe the gains that will be achieved by implementing the solution.
Option #1			
Option #2			

Project Scope portal compliances

Some of the relevant part 75 requirements that must be considered before a new construction project is initiated include.. (page 29)

- Does the grantee have sufficient operational funds to operate **and maintain the facility once the construction** is complete and will the grantee operate and maintain the facility in accordance with all applicable Federal, State, and local requirements (34 CFR §§ 75.614 and 75.615)? And Has the grantee filed a **notice of Federal interest** that must be executed on property when ESSER or GEER funds are used to purchase land, construct a building, or make improvements to a building on leased property (OMB Standard Form 424D)?

Department of Education regulations regarding construction:

Proposal complies with the Cost Principles in 2 CFR Part 200, subpart E (e.g. the cost must be necessary and reasonable). See: https://www.ecfr.gov/cgi-bin/text-idx?node=2:1.1.2.2.1.5&rgn=div6

Proposal meets the overall purpose of the CARES, CRRSA, or ARP Acts programs, which is "to prevent, prepare for, and respond to" COVID-19

Proposal is consistent with the proper and efficient administration of the above programs. Applicable Uniform Guidance Requirements. See: https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Davis-Bacon Prevailing Wage Requirements. See: https://www.dol.gov/agencies/whd/government-contracts/construction

Property Standards as described in Title 2 Grants and Agreements. See: https://ecfr.federalregister.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR8feb98c2e3e5ad2?toc=1

OMB Standard Forms 24 B and D. See SF424B at: https://www.nist.gov/system/files/documents/tip/SF-424b.pdf and SF424D at: https://www.rd.usda.gov/files/vtnhcfApplication-AssuranceAgreement.pdf

Project Scope portal compliances

Some of the relevant part 75 requirements that must be considered before a new construction project is initiated include.. (page 29)

Grantee has considered the probable effect of proposed construction on any district, site, building, or structure that is included or eligible for inclusion in the National Register of Historic Places. (34 CFR sec 75.602)

Grantee has title or other interest in the site, including right to access, that is sufficient to ensure that grantee will have use and possession of the facility for 50 years or the useful life of the facility, whichever is longer. (34 CFR sec 75.603)

Grantee can begin the approved construction in a reasonable time period and have the final plans been approved before the construction is advertised or placed on the market for bidding. (34 CFR sec. 75.605)

Grantee can complete the project in a reasonable time period and consistent with the approved plans and specifications. (34 CFR sec. 75.606)

The construction is functional, economical, and not elaborate in design or extravagant in the use of materials as compared to other facilities in the State or other applicable geographic area. (34 CFR sec. 75.607)

Grantee's plans and designs for the facilities comply with applicable Federal, State and local health and safety standards, as well as Federal requirements regarding access by persons with disabilities. (34 CFR secs. 75.609 and75.610)

Project Scope portal compliances

Some of the relevant part 75 requirements that must be considered before a new construction project is initiated include.. (page 29)

Grantee has completed an environmental impact assessment before initiating the construction and fully considered any potential environmental ramifications before proceeding with the project. (34 CFR sec 75.601)

FAQ DOE December 2022 page 32:

B-6.c. Is a grantee/subgrantee required to complete an environmental impact assessment under 34 CFR § 75.601 and the National Environmental Policy Act (NEPA) for a construction, renovation, or real property project supported by ESSER or GEER funds? (New December 7, 2022)

No. The Department does not exercise control over the use of the funds for any individual project as long as the project continues to meet all statutory and other applicable requirements (such as the Uniform Guidance and the Department's administrative regulations). As a result, construction, renovation, or real property projects supported by ESSER or GEER grants are not considered a "major Federal action" under NEPA and are not subject to 34 CFR § 75.601.

Focus on Student Gains & Student Learning

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Bring your expenditure rationale back to the Students.

- How does an **HVAC System** enhance Student Learning?
  - HVAC System will clean, filter, & sanitize the air
    - Less airborne pathogens – Fewer illness-related absences
    - Preventing Learning Loss due to absences
- How does a Network Upgrade Project benefit Students?
  - Improved connectivity and speeds while on campus
    - Addressing existing Learning Loss
  - Improved remote instruction while students are off-campus
    - Preventing further Learning Loss

Summary Scope

School and LE Number **Primary Contact and Title** **Phone and Email** **Project Title** **Approvals: Board and OPI** **Cost and source** **Timeline and Status**	**Description: problem, investigation, recommended solution** **Student Gains: PPR and** **ARP Plan Goal/Priority** **Meaningful Stakeholder Input**

Alternative Options explored: leave as is, another solution but not the best, the best/recommended solution to solve the problem as described

Amendments/Budget and Cash Requests

The Process of an Amendment

When completing an Amendment, there are 5 steps to the process:

1. Create Amendment

2. Unlock Pages

3. Update Budget Pages

4. Write Amendment Description using Template:

From category/$amount to category/$amount for the purpose of/to purchase xxx in response to/to prevent/to prepare for (how does it relate to student gains).

5. Submit

Amendment Description – E-Grants Amendment Template

✓ From [category] / [$$amount]

✓ To [category] / [$$amount]

✓ For the purpose of/to purchase [xx]

✓ In response to [xx related to covid]

✓ To prevent [xx related to covid]

✓ To prepare for [xx related to covid]

✓ Specifically, how does it relate to **student gains**?

From category/$amount to category/$amount for the purpose of/to purchase xxx in response to/to prevent/to prepare for (how does it relate to student gains).

Cash Requests will need to use the same language as your Budget / Amendments, so make sure you are consistent!

For Large projects/purchase/capital expenditure projects we recommend using a Project Scope/Word Document to keep all your information in, and then copy-and-paste from that into your Budget/Amendment/Cash Requests.

Exercise – Amendments

- We need to increase the supplies line to include the purchase of a pottery wheel

- Reallocation of funds from benefits to instructional supplies

- We amended $2329 for SEL Curriculum for the 2022-2023

- Remove the old existing carpet and replacing it with a linoleum/tile

- We will build a small multipurpose room which will provide another dedicated area for students to spread out to eat their lunches & clean up afterward, rather than eating at their desks

- Updated budget detail to reflect expenditures and cash requests

Annual Report

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- Data collection is a LOT of work use it to your advantage
- Data Transparency required - share it through your lens first
- Email sent out to register for work session.

Greetings Montana Superintendents and Business Clerks,
The OPI ESSER Team is reaching out to notify you that the **ESSER Year 3 (Jul21-Jun22) Annual Federal Data Collection process has begun.** This is a requirement of the ESSER grant and **includes data from July 1, 2021 through June 30, 2022**
The Annual Federal Data Collection Year 3 process will include:

- **Register** for a "Work Session" with OPI between April 4th-6th or April 11th-13th.
  - Registration link here: https://docs.google.com/forms/d/e/1FAIpQLScHoqY-g6MW5Wie4SFiEOF4ECTk83mUn8Bt4PnFJwgrB8TaEw/viewform
- **Retrieve** your unique Data Collection template file(s) from OPI website. If you report for more than one entity, you will need to retrieve more than one file. To retrieve your file(s) follow the steps below:
  - **Go** to OPI ESSER Website here: https://opi.mt.gov/COVID-19-Information/ESSER
  - **Select** the **RED** button that says "**ESSER DATA COLLECTION YEAR 3**"
  - **Select** your county folder.
  - **Select** your Data Collection file(s).
    - *Note: the file will download to your computer (look in your Downloads folder).*
- **Open** the downloaded Data Collection file(s). Do NOT rename.
- **Read** fully the Instructions within the Excel spreadsheet. (Found in the "Instructions" tab)
- **Answer** the questions in the **LEA Data** tab. Fill in your answers along the **Respondent Answers row** (10) with data that comes from your records. Notes may be typed in the Comments row (11) if necessary.
- **Save** your completed file for your own records under the same name that it was retrieved. **Do NOT** rename the file (may require deleting "Copy of" that is appended to the file name upon saving).
- ** Repeat 'retrieve, open, read, answer, and save' for each entity as necessary.**
- *Do NOT rename the file in any way.*
- **Submit** the Excel file(s) by uploading to the Google Form portal. **Submissions are DUE Friday, April 14th, 2023**
  - Submission portal Google Form: https://forms.gle/4kbrzr6kvdBGt8fE7

VIDEO INSTRUCTIONS (13 minutes) on the Data Collection process are here: https://youtu.be/PiZDrdcAUD8

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Annual Report

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    ESSER (right hand side of screen)
        ESSER Data Collection Year 3 (red single button)

> ESSER Data Collection Year 3

Instructions

OPI is working to reduce the administrative burden on Districts as they perform the ESSER data collection for year 3 reporting. District data will be posted on the OPI site similar to other fiscal reports and retrieved for processing. LEA's will have a Data Collection Template for submitting data and OPI will have a data set that was previously submitted. These two templates will be combined and submitted by OPI through the ESSER Annual Reporting portal.

Responses are for reporting period July 1, 2021 - June 30, 2022.

1. **Scroll** down to view a list of folders for counties (schools), Coops, and Other.
2. **Change** the 'Items Per Page' to **All**.
3. **Select** your County, Coops, or Other folder.
4. **Select** your Data Collection template file(s). Note, the file will download.
5. **Open** the downloaded file - do **NOT** rename.
6. **Read** fully the instruction tab in the file you opened.

Repeat steps 2 - 4 for each entity as necessary. Contact OPI if unsure.

| | | | 25 ▼ | items per page | 1 - 25 of 58 items |

Enter text... 🔍

🏠

Name	Type	Size	Modified

Annual Report

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File will download onto your computer
Open the Excel file
Open the tab that is called Instructions
Read
Open LEA DATA tab and fill out.

Instructions:

Thank you for taking the time to fulfill the ESSER Data Collection Annual Report Compliance. Our aim is to produce a smooth and accurate report to meet Federal Department of Education ESSER grant compliance.

*You may have received more than one data collection file. If you received two files, **they are different**. You MUST submit each one separately for each District, reporting different data within each file. **Do NOT** change the file name. Responses you enter in the LEA Data tab are for **reporting period July 1, 2021 - June 30, 2022**.*

1. **Answer** the questions in the **LEA Data** tab. Be sure to Enable Editing for your Excel file. Fill in your answers along the Respondent Answers **row (10)**
     with data that comes from your District. Note/type any issues in the Comments row (11) if necessary.

2. **Save** your completed file for your own records under the same name that it appears in your email. **Do NOT** rename the file (may require deleting "Copy of" that is appended to the file name upon saving from email). *Contact the OPI ESSER Team (below) if you are unsure.*

3. **Upload** your completed Data Collection file into the portal below.
https://docs.google.com/forms/d/1-N2EAQnQaRf0FlCQ5Ybi2v-TWklrOZGLAYXndVoFoAc/

Notes and Tips:

*If your district or school does not use Excel please contact us before proceeding for additional instructions. **Do NOT** convert the Excel file to any other format.*

To make text larger go to the bottom right of the excel document where you should see a % sign and select the + to increase viewing size:
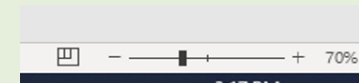
70%

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Submission Link:
https://docs.google.com/forms/d/1-N2EAQnQaRf0FlCQ5Ybi2v-TWklrOZGLAYXndVoFoAc/

| Instructions | 🔒 LEA Data | + |

LEA Data

Reporting Form Source	CrossAct				
Reporting Question					Did the LEA exper
Reporting Question	District	LE Number	a. Promoting vaccination	b. masking	c. Physical distancing
Generalized Descriptions	Name of District. Automatically provided.	LE Number of District. Automatically provided.	Did you spend any ESSER funds, in any flavor, on promoting vaccines?	Did you spend any ESSER funds, in any flavor, on masking? (Examples: purchasing masks, educating about masking, etc)	Did you spend any ESSER funds, in any flavor, on promoting physical distancing? (If you have used Social Distancing as rationale for any budget items or amendments, the answer to this will be TRUE)
Acceptable Answers	[Auto]	[Auto]	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE
Respondent Answers	Beaverhead County H S	0006			
Comments					

LEA Data

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Reporting Form Source					
Reporting Question	Total Amount Expended for Specific Staff (cumulative across all ESSER funds) Please provide the total expenditures of ESSER I, ESSER II, and ARP ESSER on staff salaries and benefits from the start of this reporting period to the end. If you did not use ESSER funds to fund staff salaries and benefits in one or more of these categories, please enter 0 in the relevant spaces.		Indicate the total number of these spe		
Reporting Question		Special educators and related service personnel	Paraprofessionals	Bilingual or English as a second language educators	Schoo
Generalized Descriptions	How much ESSER funding was spent on staff salaries/benefits during the current reporting period (July 1, 2021 - June 30, 2022)? (If you did NOT use ANY ESSER funds for staff salaries/benefits during this reporting year, enter "0")	How many Special Educators and Related Service Personnel (FTE) were paid via ESSER funding spent on staff salaries/benefits during the current reporting period (July 1, 2021 - June 30, 2022)? (If you did NOT use ANY ESSER funds for these staff salaries/benefits during this reporting year, enter "0") (To calculate your answer, add up all staff HOURS within this category, divide by hours for a full FTE, and you will get your answer) (Total # of LEA instructional days * 8 hours = total # of hours for a full FTE) This answer should be less than or equal to the full FTE for this staff group.	How many Paraprofessionals (FTE) were paid via ESSER funding spent on staff salaries/benefits during the current reporting period (July 1, 2021 - June 30, 2022)? (If you did NOT use ANY ESSER funds for these staff salaries/benefits during this reporting year, enter "0") (If a paraprofessional is licensed as a teacher, DO STILL count them in this response) (To calculate your answer, add up all staff HOURS within this category, divide by hours for a full FTE, and you will get your answer) (Total # of LEA instructional days * 8 hours = total # of hours for a full FTE) This answer should be less than or equal to the full FTE for this staff group.	How many staff (FTE) providing Bilingual or ESL education were paid via ESSER funding spent on staff salaries/benefits during the current reporting period (July 1, 2021 - June 30, 2022)? (If you did NOT use ANY ESSER funds for these staff salaries/benefits during this reporting year, enter "0") (To calculate your answer, add up all staff HOURS within this category, divide by hours for a full FTE, and you will get your answer) (Total # of LEA instructional days * 8 hours = total # of hours for a full FTE) This answer should be less than or equal to the full FTE for this staff group.	How many Social Wo spent on (July 1, 20 these sta calculate divide by LEA instr answer sh
Acceptable Answers	decimal (2)	decimal (1)	decimal (1)	decimal (1)	
Respondent Answers					
Comments					

Annual Report – Stakeholder Involvement

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- Federal **annual report and benefits to District**

  o Funding and outcomes are going to be reported

- Ongoing ESSER **stakeholder engagement**

  o The active process of involving those who may be affected by ESSER decisions (students, parents, teachers, community)

OPI guidance on **Meaningful Stakeholder Consultation & Communication** is here:
https://youtu.be/cwvznj4l8MI

In conclusion:

o Don't hide behind the computer
o Manage and document spending
o Document and measure outcomes
o Write down your logic for making a decision

Who Are Your Stakeholders?

- School Staff

- School Board

- Students

- Parents
  - Booster club, parent/family committee

- Community Organizations
  - 4-H
  - Key Club
  - Rotary Club
  - Local Churches or Restaurants
  - Other Guilds or Unions in your community
  - Mayor's Office or Chamber of Commerce
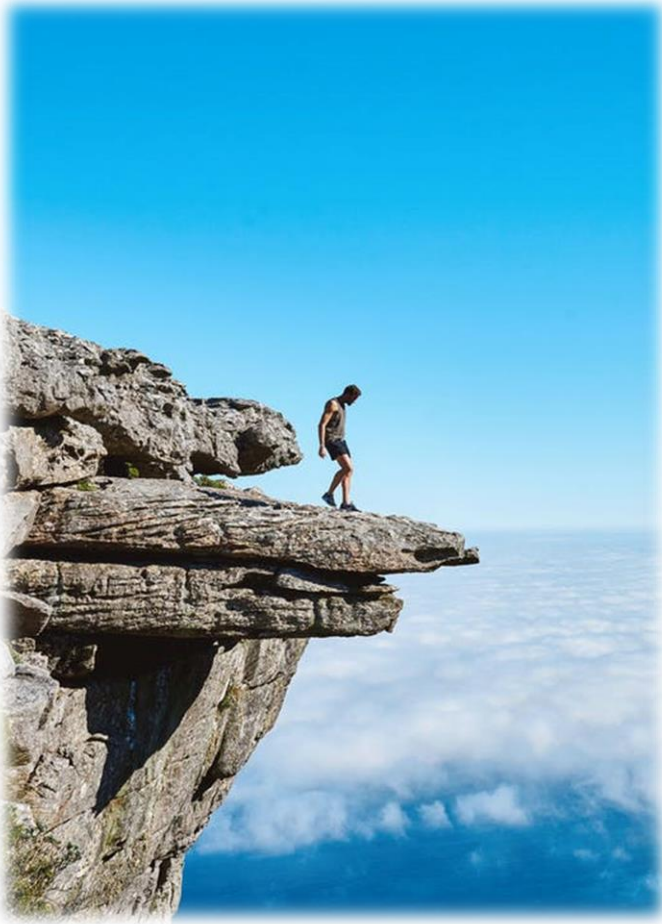
How do you continue your ESSER-funded programs after the federal funding stops?

A community is more likely to support successful schools; therefore, share your successes.

Communicating Out to Stakeholders

HOW?

- **Think backwards** from end to beginning- sit back and enjoy the view

- Think system, broad and innovative

  - What data and photos will help tell your best story?

  - What can students, parents, teachers, school, and community gain through data and photos?

  - Who can we engage and what can we gain?

  - *The community will support successful schools but are unlikely to support perceived failing ones*

Accountants	Free audit checks with desire to help solve before problem is identified
NHS and Key Club students	CTE credit, real work that students can earn credit for during study hall, senior release, … fliers, website design, excel sheets ($1.5 Connecticut story)
Rotary and PEO members, retired teachers …	Trained professionals often new to the community wanting to be connected in a meaningful way can produce reports, PowerPoint presentations, perform research, conduct outreach
Hospitals and other businesses	Have great ideas about CTE, Internships, and often are attached to Foundation funding that can later help with the 'cliff'

Communicating Out To Stakeholders

HOW?

- Be very public with everything ESSER allows you to accomplish - show **student gain**.

  o Publish your plan, and take progress pictures

- Bring in the newspaper or the TV station, and show them all that is being achieved.

- Host events and give tours, so the public has a chance to come in and **see** your success.

Consulting Stakeholders

- Community Survey
  - o Ask: What are issues your community views as important?
  - o Ask: What are ideas your community has for improvement?
  - o Suggest some ideas or solutions and ask for community feedback/opinions on those.
- Open House
  - o Invite community members to tour existing facilities and offer ideas or feedback.
- Town Hall
  - o Host a gathering where community members can discuss ideas and priorities.

WHY?

- Always keep in mind, this is for our **students**. Everything you're doing with ESSER will benefit the students and give them a better future. Make sure you're helping your community see that as well.

opi.mt.gov

Articles

An article in the paper can be as simple as a photo with a caption…

School Custodian John Smith hard at work cutting material for cabinets to be installed in ABC School's newly remodeled ADA-Accessible multipurpose room.

ABC Schools invites YOU, the community, to our Ground Breaking Ceremony for the new Playground!

In 2020 when ESSER (Elementary and Secondary Schools Emergency Relief) funds were given to schools nationwide, ABC Schools came up with a plan to put those funds to good use for our students. Our facilities were outdated and in dire need of repair, with a focus on cleanliness and sanitation to prevent the spread of infectious disease. (Our School Plan can be found on our website at https://abcschools.plan.info/)

Part of our ESSER funds are being used to replace the elementary school playset. The existing playset is made from wood which, while sturdy, is beginning to crack and splinter, posing a safety concern for our students. None of us want your students to come home with a torn shirt or infected scrape from a wood splinter!

(Fig.1: Old playset at ABC Elementary)

The new playset is made of PVC Vinyl and Poly Lumber, which won't splinter or hurt children. The smoother surfaces will be easier to sanitize so we can prevent the spread of infectious disease. AND, the new playset will be big enough to accommodate 15 students at a time, giving more opportunities for students to interact socially and emotionally!

Please join us on Monday, July 18th at the ABC Elementary School Playground at 11am, to help break ground on our brand new playground! We hope to see you there.

ABC Schools have been hard at work improving school facilities for our students.

In 2020 when ESSER (Elementary and Secondary Schools Emergency Relief) funds were given to schools nationwide, ABC Schools came up with a plan to put those funds to good use for our students. Our facilities were outdated and in dire need of repair, with a focus on cleanliness and sanitation to prevent the spread of infectious disease. With the help of community stakeholders and advocates at the State, we came up with a plan to remodel the school building. (Our School Plan can be found on our website at https://abcschools.plan.info/)

(Figure 1: New flooring and cabinets being installed in Classroom A1)

The remodel project includes all new modern HVAC equipment to keep air filtered and clean. Old carpets will be removed and replaced with laminate flooring which is much easier to clean and sanitize. Many of our school's windows were unable to open to let in fresh air, and none of our windows had bug screens, so all windows are being replaced with energy-efficient screened windows. We are also replacing the elementary school playset with a newer version which is made out of PVC Vinyl and Poly Lumber, which won't splinter or hurt children, and will be easier to sanitize.

(Figure 2: Old/outdated HVAC equipment to be replaced)

Plans for the construction of this remodel project were drawn up by local contractors ABC Builders, and all building materials are being ordered through the local lumberyard. ABC Schools greatly appreciates the community support in this project. Our community is what makes us strong!

Construction in the school began on June 3, 2022 and is due to be finished by December 20, 2022. We look forward to ringing in the new year with newly updated facilities!
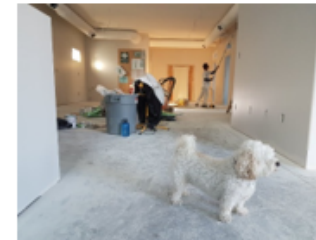
(Figure 3: Principal Smith's dog, Spot, helps supervise the hallway remodel)

Playground equipment has been replaced, and we are working on putting down new mulch underneath to provide a soft landing for kiddos.

For more information, or to come see the updated facilities, please contact the Superintendent's office at 406-123-4567.

(Figure 4: The new windows in Classroom A1 open to the school garden)

…or as thorough as a full-page spread!

Resources at OPI.MT.GOV

E-Grants Login Page:
https://egrants.opi.mt.gov/opigmsweb/logon.aspx

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