



WELCOME!

PLEASE SCAN
THE QR CODE TO
SIGN IN.



2025 E-GRANTS TOUR PRESENTATION

July and August 2025



Montana Office of Public Instruction
Susie Hedalen, State Superintendent

- Federal Programs Jeopardy
- E-Grants Overview
- Timelines
- E-Grants Processes
- Updates and Reminders
- Serving Private/Non-Public
- Title Programs Overviews
- Starting the Application
- Supported Work Time

AGENDA





FEDERAL PROGRAMS JEOPARDY

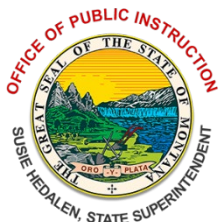


Montana Office of Public Instruction
Susie Hedalen, State Superintendent

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

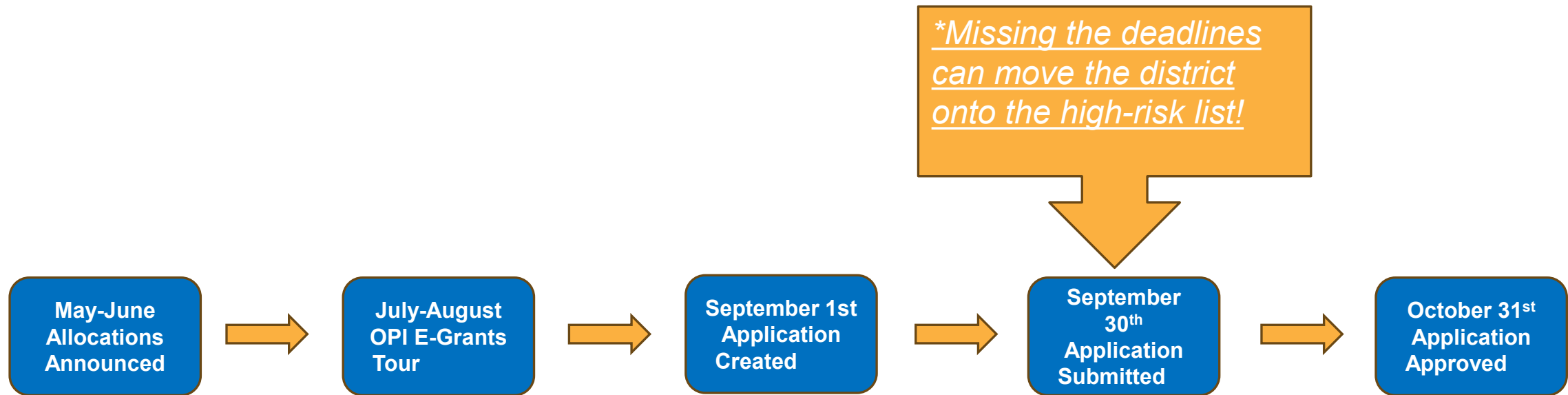
ANNOUNCEMENTS		LOGON	
<p>OPI Summer E-Grants Tour - All workshops are 8:30-3:00 - <u>Registration not required</u></p> <p>East Helena - July 22 - East Helena High School Library 2760 Valley Drive Laurel - July 29 - Laurel Middle School Library Glendive - July 30 - Dawson County High School Cafeteria 900 N Merrill Ave Glasgow - July 31 - Glasgow High School Lewistown - August 1 - Central MT Education Center 773 Airport Rd Missoula - August 5 - Learning Lab 909 South Ave W Kalispell - August 6 - Glacier High School Conference Room Havre - August 7 - Havre High School Library Manhattan - August 8 - Manhattan High School Activities Room</p>		<p>Username/Email ? <input type="text"/></p> <p>Password Forgot Password <input type="button" value="LOGON"/></p> <p>New User Public Access</p>	
INFORMATION		TRAINING	
<p>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</p> <p>Please email the E-Grants Security Help Desk at egrants@mt.gov with any questions regarding your E-Grants account, user name, or password.</p>		<p>USER GUIDES How to Access Grants in the E-Grants System E-Grants Security User Guide Creating Amendments User Guide</p>	
ACCOUNT INFORMATION		UPCOMING	
<p>SECURITY ROLES FOR LEA USERS</p>		<p>August 2025</p> <p>August 5, 2025 E-Grants Summer Tour - Missoula 8:30-3:00 Learning Lab, 909 South Ave W OPI Contact: Zach Hawkins, zachariah.hawkins@mt.gov</p> <p>August 6, 2025 E-Grants Summer Tour - Kalispell 8:30-3:00</p>	

- The E-Grants System is a web-enabled system for PK-12 education in the State of Montana.
- The system supports the grant application from the allocation of funds and application for funding, through payment accountability, reporting to the grantor, and grant close-out.
- The system hosts both state and federal grants.
- E-Grants is accessible to all subgrantees via the Internet without the need for installing special software or hardware.



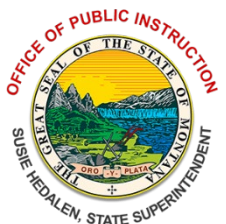
E-GRANTS: OVERVIEW

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- Allocations posted on website and loaded into E-grants once finalized.
- Application creation and submission deadlines help keep programming on track and allow for timely drawdown of funds as programming occurs.
- Cash requests and amendments can be made after initial application approval.

ESEA APPLICATION TIMELINE



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

September 1st
Last Day to
Amend Prior
Year Application



September 30th
Deadline for
Prior Year
Expenditures



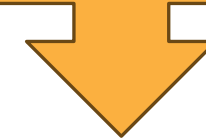
October 25th
Deadline for
Prior Year
Cash Requests



November 25th
Prior Year
FERs Due



Carryover &
Amendments



SCHOOL YEAR TIMELINE



INFORMATION

WHO DO I CONTACT?

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[OPI Grant Program Contacts](#)

Please email the E-Grants Security Help Desk at 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

Legislation:  [Public Law 114-95 Every Student Succeeds Act of 2015](#)

Guidance:  [State and Federal Grants Handbook](#)
 [School Accounting Manual](#)
 [Federal Programs \(OPI\)](#)
 [Consolidated Application Directions](#)
 [Education Department General Administrative Regulations \(EDGAR\)](#)



E-GRANTS RESOURCES

Montana Office of Public Instruction
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ACCOUNT INFORMATION

SECURITY ROLES FOR LEA USERS

There are four E-Grants roles available for LEA (districts, special education co-ops, other educational organizations) users.

DATA ENTRY: Allows the user to complete all data entry for intents to apply, program reports, and applications, including amendments and submit to the Authorized Representative.

FINANCIAL DATA ENTRY: Allows the user to complete cash requests and expenditure reports and submit them to the Business Manager.

BUSINESS MANAGER/DATA ENTRY: Allows the user to complete cash requests and expenditure reports and submit them to the OPI. The user can also complete data entry for intent Representative.

SECURITY ROLES FOR LEA USERS

There are four E-Grants roles available for LEA (districts, special education co-ops, other educational organizations) users.

- **DATA ENTRY:** Allows the user to complete all data entry for intents to apply, program reports, and applications, including amendments and submit to the Authorized Representative.
- **FINANCIAL DATA ENTRY:** Allows the user to complete cash requests and expenditure reports and submit them to the Business Manager.
- **BUSINESS MANAGER/DATA ENTRY:** Allows the user to complete cash requests and expenditure reports and submit them to the OPI. The user can also complete data entry for intents to apply, program reports, and applications, including amendments, and submit them to the Authorized Representative.
- **AUTHORIZED REP/LEA LEVEL SECURITY ADMIN:** (only available to the official authorized representative for the LEA)

Allows the user to:

- Review and complete data entry for all applications, intents to apply, and program reports;
- Review and agree to all Certifications and Assurances;
- Formally submit the applications, intents to apply, and program reports to the OPI;
- Approve security access requests from district/organization users and submit the requests to the OPI;
- Remove inactive users; and
- Complete all the tasks of the Business Manager

E-GRANTS ROLES WITHIN AN EDUCATIONAL ENTITY



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TRAINING

USER GUIDES

How to Access Grants in the E-Grants System

E-Grants Security User Guide

Creating Amendments User Guide

LOGON

Username/Email ?

Password

[Forgot Password](#)

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

- Send emails to CentralUpdates@mt.gov and e-grants@mt.gov
- If the Clerk is also new email CentralUpdates@mt.gov and e-grants@mt.gov



NEW USERS

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- Please read the full list at “*Getting Started With E-Grants*”
- Page-specific instructions are available at the top of each application page.

[Click for Instructions](#)

- Turn off Pop-up Blockers (instructions PDF [here](#))
- Do not:
 - double click.
 - use your browser's “Back” or “Refresh” buttons.
- E-Grants will not allow you to work in more than one application at the same time.
 - Use two different browsers
 - Use public access view
 - Use incognito view
- SAVE OFTEN



E-GRANTS DOS & DON'TS

Select Fiscal Year: **1** 2025

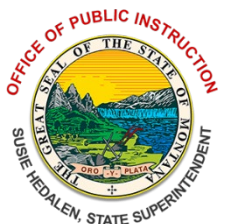
[Click to view Funding Summary](#)

Created

Formula Grant

	Application Name	Revision	Status	Date	
	IDEA Consolidated Application	Original Application	Final Approved	9/25/2024	OPEN
	ESEA Consolidated Application	Amendment 1	Final Approved	1/23/2025	OPEN
			2 View GAN		

1. Select the year you wish to view from the drop-down menu.
2. Click on "View GAN" to see the Grant Award Notice.



GRANT AWARD NOTICES (GANS)

Montana Office of Public Instruction
Susie Hedalen, State Superintendent

The Montana Office of Public Instruction, ELSIE ARNTZEN, Superintendent
P.O. Box 202501 Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095

PRIME APPLICANT:

Anaconda Elem

LE #: 0236

Approved Indirect Cost Rate: 3.8100

FEDERAL AWARD IDENTIFICATION:

Title I, Part A, Improving Basic Programs

SEA AWARD: \$22,177,371.00

ALN: 84.010A

IS AWARD R & D? NO

SUB AWARD? YES

STATUTORY AUTHORITY

US Department of Education - 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 1111-1127PL 100-297 I-A

OPI PROGRAM CONTACT

Name: Carrie Kouba

Phone: (406) 444-0864

Email: carrie.kouba@mt.gov

OPI PAYMENT CONTACT

Name: Catlin Clifford

Phone: (406) 444-3692

Email: catlin.clifford@mt.gov

GRANT PERIOD: 7/1/2024 - 9/30/2026

SEA GRANT PERIOD: 7/1/2024 - 9/30/2025

FINAL LIQUIDATION DATE: 10/31/2025

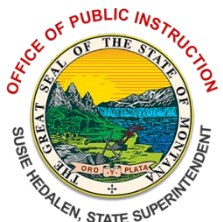
FINAL FUND DRAWDOWN DATE: 11/10/2025

AWARDS AND APPROVALS:

Cycle	Budget	Approved
Original Application	\$1,321.00	10/31/2024
Amendment 1	\$1,321.00	1/23/2025
Cumulative Award:		\$1,321.00

GRANT AWARD NOTICES (GANS)

Montana Office of Public Instruction
Susie Hedalen, State Superintendent



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 (ESSA)
- Individuals with Disabilities Education Act (IDEA)
- Adult Education and Literacy
- Carl D. Perkins Vocation and Technical Education Act
- Workforce Investment Act



GENERAL ADMINISTRATIVE REQUIREMENTS: COMMON ASSURANCES

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These are **Status** options you may see when in the E-Grants Access Select page:

- **Not Submitted**: Application/Amendment has been created but not completed.
- **Submitted for Local Review**: Application/Amendment has been Submitted to the Authorized Representative for Approval.
- **Submitted to OPI**: Application/Amendment has been Submitted for OPI Approval.
- **Returned for Changes**: There was an issue with the Application/Amendment, further information or changes may be needed.
- **Final Approved**: Application/Amendment has been Approved by OPI

Application Name	Revision	Status	
IDEA Consolidated Application	Original Application	Final Approved	9/3/20
ESEA Consolidated Application	Original Application	Submitted for Local Review	8/2/20
ESSER Consolidated	Amendment 1	Not Submitted	
ESSER Consolidated	Amendment 1	Submitted To OPI	7/26/2
ESSER III Consolidated	Original Application	Returned for Changes	9/10/

APPLICATION STATUS



Select Fiscal Year:

2025

[Click to view Funding Summary](#)

Created

Formula Grant

	Application Name	Revision	Status	Date
	IDEA Consolidated Application	Original Application	Final Approved	9/25/2024
	ESEA Consolidated Application	Amendment 1	Final Approved	1/23/2025

[View GAN](#)

- Any significant change to your E-Grant program, whether programmatic or fiscal, requires an “Amendment” to your Original Application.
 - Budget Modifications – carryover, adding line items, moving funds from one object code to another
 - Program Modifications – changing the scope of the program
- ESEA Amendments for a prior year’s application must be submitted to the OPI by September 1st.
- All Amendments require an Amendment Description.

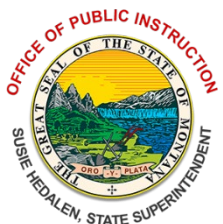
AMENDMENT
DESCRIPTION

SUBMIT

TRAINING

USER GUIDES

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



AMENDMENTS

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CHANGE

BUDGET REQUIREMENT CHANGES

WHY

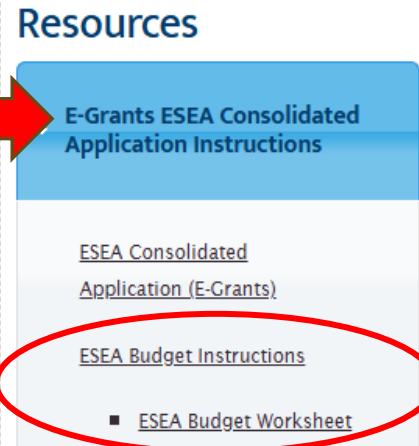
- OPI - Strengthen our purpose in determining that the expenses are allowable under grants
- Districts - Streamline the process from budget to cash request

WHAT

- Increase in the details required in the Expenditure Description and Itemization

RESOURCES

- Instructions Pages in E-Grants
- [OPI Federal Programs Webpage](#) Instructions Pages & Worksheet



BUDGET GUIDANCE

CHANGES



Object Code	Purpose Category	Expenditure Description and Itemization
100 Personal Service- Salaries	10 Instruction	<ol style="list-style-type: none"> 1. Position(s) salaries are for 2. Staff Count 3. Specific Duties
200 Employee Benefits	10 Instruction	<ol style="list-style-type: none"> 1. Position(s) salaries are for 2. Staff Count 3. Specific Duties

300 Purchased Professional and Technical	22 Professional Development	<ol style="list-style-type: none"> 1. Date Range of Contract 2. Specific Services Provided in Contract 3. Details - staff count, unit cost, number of units 4. Rationale - Why is this expense allowable under this grant?
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400 Purchased Property Services	10 Instruction	<ol style="list-style-type: none"> 1. Service/rental date range 2. Specific Services Provided 3. Details - unit cost, number of units 4. Rationale - Why is this expense allowable under this grant?
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BUDGET GUIDELINES CHANGES

Montana Office of Public Instruction
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500 Other Purchased Services	12 Homeless Education	<ol style="list-style-type: none"> 1. Service date range 2. Specific Services Provided 3. Details - service cost, number of units 4. Rationale - Why is this expense allowable under this grant?
600 Supplies	10 Instruction	<ol style="list-style-type: none"> 1. Date range of purchases 2. Specific Supplies Purchased ("supplies" is not acceptable description) 3. Details - Unit cost, number of units 4. Rationale - Why are these expenses allowable under this grant?
700 Property & Equipment	10 Instruction	<ol style="list-style-type: none"> 1. Date range of purchases 2. Specific Property/Equipment Purchased 3. Details - Unit cost and number of units if applicable 4. Rationale - Why are these expenses allowable under this grant?
800 Other Objects	10 Instruction	<ol style="list-style-type: none"> 1. Date range of purchases 2. Specific Expenditures Purchased 3. Details - Unit cost and number of units if applicable 4. Rationale - Why are these expenses allowable under this grant?



BUDGET GUIDELINES CHANGES

Montana Office of Public Instruction
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Application Name	Revision	Status	Date	Action	
IDEA Consolidated Application	Original Application	Final Approved	9/25/2024	OPEN	PAYMENTS
ESEA Consolidated Application	Amendment 1	Final Approved View GAN	1/23/2025	OPEN	① PAYMENTS

②

VIEW CASH REQUESTS/EXPENDITURE REPORTS

③

Program

Select program...

- Cash requests are due on the 25th of each month and paid on the 10th of the following month. This process changes during the months of June and July.
- Notice is sent annually regarding June cash requests and deadlines due to fiscal year end
- There will be no payments processed in the month of July, the next grant payment will be made on August 10th
- Separate cash requests must be submitted for each program or budget page.
- To avoid possible high-risk status, cash requests should be made quarterly (at a minimum)

CASH REQUESTS



Carryover funds from the previous year's application will become available in the current year application upon submission and approval of the FER by the LEA and then “close out” by the OPI.

- FERs must be submitted to the OPI by November 25, of each year.
- FERs must be submitted even when program funds are transferred. FER for transferred program funds should show \$0.
- Districts must submit an amendment to accept and budget the carryover funds.
- 90 days after the FER is approved an amendment will be required before a cash request can be created or submitted.
- 15% limitation on Title I A carryover unless award amount <\$50,000.
- Excess funds greater than 15% can be carried over once every 3 years.

Contact:

Catlin Clifford, Federal Grant Accountant

catlin.clifford@mt.gov or (406)406-444-3692



CARRYOVER FUNDS

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- ESEA requires that eligible students who meet the following criteria receive Title services through an LEA set aside:
 - Reside within a Title school boundary
 - Attend a registered private or home school
 - Have an identified academic deficiency which can be addressed through supplemental services
 - Have indicated they want to receive Title services
- LEA maintains a set aside for eligible students called equitable share
- NO funds go directly to the private or home school
- Consultation must occur before LEA transfers allocations out of their original Title program
- Equitable Share Services Agreement and Affirmation of Consultation due to Zach Hawkins by July 31st.



SERVING PRIVATE SCHOOLS

Montana Office of Public Instruction
Susie Hedalen, State Superintendent

1. Failure to put in an **alternate contact email address** on the contact information page that is **different** from the AR's email address **and** the District Clerk/Business Manager's email address.
2. Failure to set aside funds on Targeting Step 4.
3. Failure to budget set aside funds on the budget pages.
4. Failure to properly allocate equitable share funds to participating private/non-public schools.
5. Failure to budget for private schools on Title I-A Basic application.
6. Failure to answer/answer correctly the graduation question if the district is only a K-8 on the Title I-A Basic application.
7. Failure to complete the CEP calculation properly - The district must use the enrollment/direct certification numbers provided by School Nutrition or DPHHS.
8. Inaccurate FTEs - List the total FTEs you are paying for, not the total number of people you are paying.
9. Districts copying and pasting information from previous school years that contain previous school year's outdated information.
10. District uses the same answer for multiple questions.



I FEEL SO REJECTED....
THE TOP 10 REASONS WHY



Title I-A : Improving Basic Programs Operated by Local Educational Agencies

Kimberly Rebich,
Kimberly.Rebich@mt.gov

406-410-4578



Montana Office of Public Instruction
Susie Hedalen, State Superintendent

WHAT

- Improving Basic Programs Operated by Local Education Agencies
- The largest federal grant program supporting elementary and secondary education.
- Part of ESEA 1965, reauthorized by ESSA 2015

PURPOSE

Provide districts with supplemental resources that aim to raise the academic achievement of all students in schools serving high concentrations of low-income students.

HOW

Provides supplemental federal funding to school districts with high numbers or percentages of students from low-income families.



TITLE I-A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

KIMBERLY REBICH
Kimberly.Rebich@mt.gov
406-410-4578

Montana Office of Public Instruction
Susie Hedalen, State Superintendent

PROGRAM MODELS

TARGETED ASSISTANCE PROGRAM

- Schools with at least 35% low-income students are eligible for a Title I-A Targeted Assistance Program.
- Focuses on providing supplemental academic support to identified students who are most at-risk of failing to meet the state's academic achievement standards.

SCHOOLWIDE PROGRAM

- Schools with at least 40% low-income students are eligible for a Title I-A Schoolwide Program.
- Focuses on providing supplemental academic support to all students in the school and often involves systemic reforms to improve the overall learning environment.



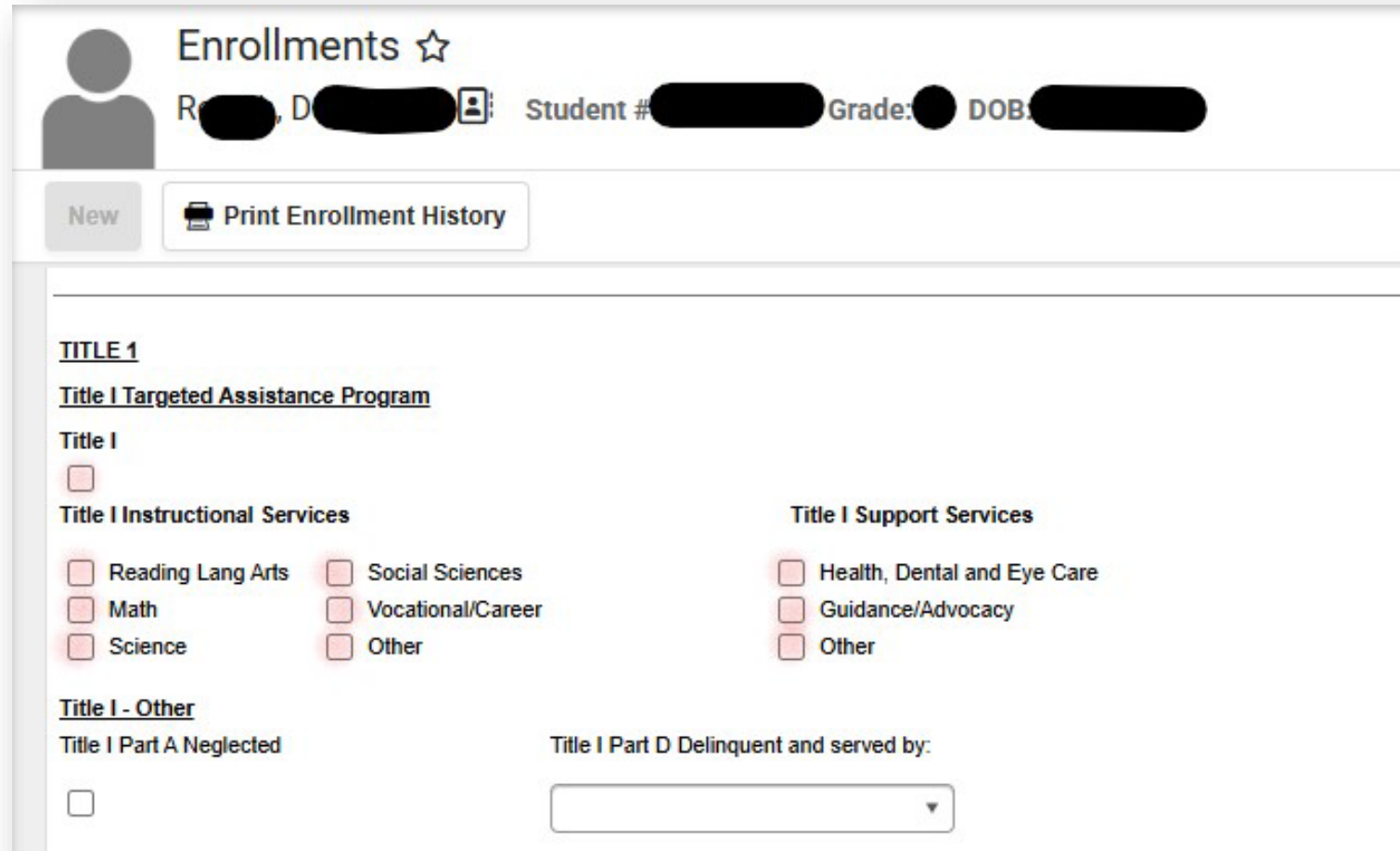
TITLE I-A: IMPROVING BASIC
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TARGETED ASSISTANCE IN AIM/INFINITE CAMPUS

LEA's must annually mark all identified Title I-A students in AIM/Infinite Campus in all Targeted Assistance schools.



Enrollments ☆

Re [REDACTED], D [REDACTED] Student # [REDACTED] Grade: [REDACTED] DOB: [REDACTED]

New Print Enrollment History

TITLE 1

Title I Targeted Assistance Program

Title I

☐

Title I Instructional Services

☐ Reading Lang Arts ☐ Social Sciences

☐ Math ☐ Vocational/Career

☐ Science ☐ Other

Title I Support Services

☐ Health, Dental and Eye Care

☐ Guidance/Advocacy

☐ Other

Title I - Other

Title I Part A Neglected ☐

Title I Part D Delinquent and served by:



TITLE I-A: IMPROVING BASIC
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KEY ESEA TITLE I-A REQUIREMENTS

TITLE I-A PLAN

- Targeted Assistance Plan or Schoolwide Plan – This is not the ISAP
- Must be developed with timely and meaningful consultation with parents
- Reviewed and revised as necessary based on student needs
- Must be made available and accessible to parents and the public

TITLE I-A PARENT & FAMILY ENGAGEMENT

- Title I-A District Parent & Family Engagement Written Policy
- Title I-A School Parent & Family Engagement Plan/Policy (for each school)
- Title I-A Annual Parent Meeting (for each school) – Beginning of SY
- Title I-A School-Parent Compact (for each school) – Beginning of SY
- Title I-A Building Capacity for Parent Engagement Activities (for each school) – Throughout the SY

TITLE I-A PROGRAM REVIEW

- Review with input from parents of students served by the Title I-A Program
- Each school
- End of the SY
 - Title I-A Plans
 - Title I-A School Parent & Family Engagement Plans/Policies
 - Title I-A School-Parent Compacts

TITLE I-A PARENT & FAMILY ENGAGEMENT WRITTEN POLICY REVIEW

- Review with input from parents of students served by the Title I-A Program
- District
- End of the SY
 - Title I-A Written Parent & Family Engagement Policy Review – Required Annually



**TITLE I-A: IMPROVING BASIC
PROGRAMS OPERATED BY LOCAL
EDUCATIONAL AGENCIES**

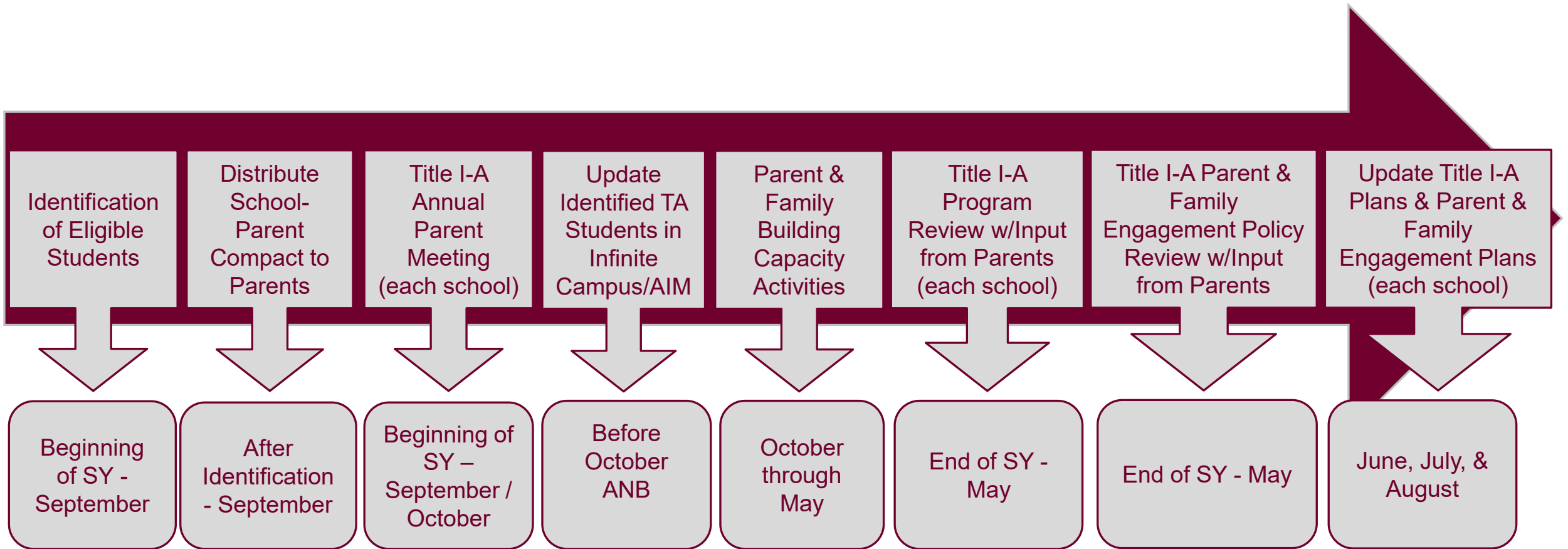
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TIMELINE



TITLE I-A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

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DISTRICT SET ASIDES

HOMELESS SET ASIDE

LEAs are required to reserve funds to provide Title I-A services to students experiencing homelessness in participating and non-participating Title I-A schools.

- Montana requires that reservation to equal at least \$35 per reported student.

NEGLECTED SET ASIDE

LEAs with a reported neglected count are required to reserve funds to provide Title I-A services to reported neglected students in participating and non-participating Title I-A schools.

- Montana requires that reservation to equal at least \$35 per reported student.

PARENT & FAMILY ENGAGEMENT SET ASIDE

LEAs receiving allocations larger than \$500,000 are required to set aside and budget at least 1% of the total allocation for parent and family engagement.

PRIVATE/NON-PUBLIC PARTICIPATION

LEAs that receive funding for any Title program must set aside and budget an equitable share of these allocations to participating private/non-public schools.



TITLE I-A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

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GUIDANCE ON ALLOWABLE AND UNALLOWABLE EXPENDITURES

LEAs should take the following steps to determine if a proposed program or activity is allowable under Title I, Part A:

- Verify that proposed Title I, Part A activities are reasonable and necessary considering the amount of money being spent and the needs of the program. (2 CFR 200.403(a))
 - Reasonable: consistent with prudent business practice and comparable current market value.
 - Necessary: required to carry out the intent and purpose of the Title I, Part A program.
- Ensure that the identified needs are listed in the school's Title I, Part A Plan, and that the proposed program or activity addresses the identified needs.
- For nonpublic schools, confirm that the LEA Affirmation of Private School Consultation Form indicates the need for the proposed Title I, Part A activities.
- Ensure that the activity is not one of the prohibited activities in ESEA Section 8526, as amended by the ESSA.



TITLE I-A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

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ALLOWABILITY CONSIDERATIONS

- **Be used to supplement, not supplant, state and local funds**
 - Title IA funds may not be used for activities that are required by federal, state, or local law or regulation
 - LEAs must use a Title IA neutral budget methodology to allocate state and local funds to schools. This budget methodology must provide each Title IA school with all of the state and local money it would receive if it did not participate in the Title IA program.
- **Be consistent with the intent and purposes of Title IA**
 - How does the proposed activity close achievement gaps for students?
 - How does the proposed activity increase achievement of students identified as having the greatest need for assistance?
 - Schoolwide Program: How does the proposed activity improve the educational program of the entire school and increase achievement of all students?
- **Be reasonable and necessary to carry out the purpose of the grant**
 - What is the identified need that this proposed activity is meeting?
 - How was this need determined? Is there data available to support this identified need? What data sources were consulted and what did those sources reveal?
 - What is the breadth of impact that this activity will have?
 - Are all associated costs reasonable?
 - Do the involved parties (schools, principals, teachers, etc.) have the capacity to engage in and/or implement this activity right now?



TITLE I-A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

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ALLOWABLE AND UNALLOWABLE

Allowable Expenditures

- **Supports for Title IA Students:**
 - Certified teachers and teaching assistants
 - Proportional benefits for Title IA salaries
 - Pre-K, summer, and extended day programs
 - Transportation for Title IA programs if not otherwise available
- **Support Staff for Title IA Programs:**
 - Data management staff for Title IA only
 - Secretary and/or clerks for Title IA only
 - Title IA coordinators and administrators

Unallowable Expenditures

- **General Expenditures:**
 - Base pay for principals (contract hours)
 - Superintendents with districtwide responsibilities
 - Direct reimbursements to private schools
- **Targeted Assistance Programs:**
 - Costs/services that are not targeted to at-risk students
 - Whole School Programs



**TITLE I-A: IMPROVING BASIC
PROGRAMS OPERATED BY LOCAL
EDUCATIONAL AGENCIES**

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Susie Hedalen, State Superintendent

ALLOWABLE AND UNALLOWABLE

Allowable Expenditures

- **Title IA Program Supplies and Materials:**
 - Instructional materials for Title IA programs
 - Computer aided instructional software for Title IA programs
 - Diagnostic and progress monitoring materials for Title IA programs
 - Title IA data management software
- **Title IA Parent and Family Engagement:**
 - Parent liaison or coordinator
 - Family engagement consultants
 - Stipends for staff to plan for or participate in Title IA activities outside contract hours
 - Costs for activities including materials, transportation, childcare, and light refreshments

Unallowable Expenditures

- **Supplies and Materials:**
 - Food and refreshments – except for within Parent and Family Engagement activities
 - Furniture and office equipment is generally not allowable unless it is necessary for a Title IA room/program
 - Incentives to reward students for participation in a Title IA program, such as monetary awards or rewards with monetary value such as passes to amusement parks or gift certificates
 - Any costs related to entertainment, amusement, or diversion
 - Title IA supplies or materials to private schools without Title IA funded services
 - Core instructional materials to private schools



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ALLOWABLE AND UNALLOWABLE

Allowable Expenditures

- **Professional Development aligned with Title IA:**
 - Stipends and/or substitutes for staff
 - PD aligned to a Schoolwide Program plan or directly related to the needs of participating Title IA students for a Targeted Assistance School
 - Educational consultants
 - Reasonable supplies and materials for PD
 - Travel costs are allowable if they relate to the grant program activities. NOTE: The district should have a travel cost policy that is applied consistently across federal and nonfederal programs. The policy should cover mileage, air fare, lodging, meals and/or per diem rates. Hotel rates for conferences or trainings must be reasonable.
- **Other:**
 - Field trips aligned with academic content or to access humanities experiences
 - Preparation for and awareness of opportunities for postsecondary education and the workforce.
 - Student awards for effort and achievement (not participation), which are nominal and non-monetary

Unallowable Expenditures

- **Other:**
 - Field trips for entertainment or recreational purposes only
 - Construction, Remodeling, or Renovation projects are not allowable



**TITLE I-A: IMPROVING BASIC
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MCKINNEY VENTO HOMELESS- UNDER TITLE I-A

- Designed to ensure every child and youth experiencing homelessness has equal access to high quality public education as their peers
 - Title I A Homeless set aside (required and Needs based)
 - Title IX - McKinney Vento Statute and Subgrant

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- Targeting Step 1 – Student count is already uploaded
 - Federal guidelines state that at least 10% of students on free/reduced lunch experience an episode of homelessness during the school year.
- Targeting Step 4 - The minimum set-aside is \$35 per student, but you can set aside more based on a needs assessment.
 - EVERY district must set-aside a "reasonable" amount, at least \$35 to meet the needs
 - McKinney-Vento Needs Assessment for Title I Set-Asides
 - 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, activity fees, hot spots, laptops/Chrome books, tutoring, social workers, etc.



TITLE I, PART A SET-ASIDE FOR HOMELESS STUDENTS

TITLE 1

Title I Targeted Assistance Program

Title I

☐

Title I Instructional Services

☐ Reading Lang Arts

☐ Math

☐ Science

☐ Social Sciences

☐ Vocational/Career

☐ Other

Title I - Other

Title I Part A Neglected

☐

Title I Part D Delinquent and served by:

Title I Support Services

☐ Health, Dental and Eye Care

☐ Guidance/Advocacy

☐ Other

1. Check Title I

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

3. Check one or more Title I Support Services.

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

02: Doubled-up (Living with another family) ▼

Unaccompanied Youth

☐

REPORTING HOMELESS STUDENTS IN INFINITE CAMPUS/AIM

Montana Office of Public Instruction
Susie Hedalen, State Superintendent

- Each homeless liaison must complete 3 hours of training annually.
- If the district receives a subgrant, the liaison must complete 7 hours of PD annually

All Homeless Liaisons are federally required to complete 3 hours of professional development annually. McKinney-Vento subgrantees are federally required to complete 7 hours of professional development annually. Please check the box next to the number of hours the liaison is required to complete.

☒ 3 hours of professional development ☐ 7 hours of professional development

Professional Development Verification

Upload verification of professional development.

No file chosen

Uploaded Professional Development files:

Please upload a document stating that “_____ School District’s Liaison, name of liaison, will be working on completing their number of hours of training.”

Example: Disneyland School District’s Liaison, Justine Guthrie, will be working on completing her 3 hours of training.

- *Then simply upload this document into eGrants ESEA Consolidated Application...**SAVE AS A PDF**



UPLOADING HOMELESS LIAISON'S PD

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Title II, Part A: Supporting Effective Instruction

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Susie Hedalen, State Superintendent



The purpose of Title II, Part A is to meet the following goals:

1. Increase student achievement consistent with state standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.



TITLE II-A SUPPORTING EFFECTIVE INSTRUCTION

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ELIGIBLE STAFF TYPES



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

Teachers & Librarians

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.](#)



TITLE II-A SUPPORTING
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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-A SUPPORTING
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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">• Salaries, stipends, or contractor/consultant fees for instructional coaches in public schools• Contractor/consultant fees for instructional coaches in non-public schools• 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.• Stipends and/or substitute costs to participate in professional development or mentorship initiatives in public schools• Stipends allowed for non-public instructional personnel for after or before school, in summer and/or vacation time professional development• Stipends and/or substitute coverage that allows collaborative educator work, such as planning, peer observations, and curriculum writing in the public schools• Administrative costs for coordinating professional development programs for public and nonpublic schools.• Negotiated administrative fees for third-party contractors on behalf of nonpublic schools.• 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• 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• 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.• Reasonable benefits costs (i.e. per usual district policies) proportionately linked with FTEs/salaries identified in Codes 15 and 16 for public school personnel• 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• Salaries for class size reduction teachers in public schools	<ul style="list-style-type: none">• 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• Salaries/stipends for non-public instructional personnel during the regular school day.• Benefits costs for non-public personnel• Any direct reimbursement to a nonpublic school• Food and refreshments, including working lunches, are not allowed for both public and nonpublic school personnel• 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)• Materials and supplies that are not secular, neutral and non-ideological• Payment of expenditures incurred by nonpublic schools without prior knowledge and/or authorization by an LEA.



**TITLE II-A SUPPORTING
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Title III: English Language Acquisition

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Susie Hedalen, State Superintendent

WHAT

Part of ESEA
1965, amended by
ESSA 2015

PURPOSE

Attain English
language proficiency
and meet state academic
standards

HOW

Federal funding grant
programs to accomplish
this



TITLE III – ENGLISH LANGUAGE ACQUISITION INFORMATION

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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.
- Schools must use Title III funds to implement language instruction 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.



TITLE III – ENGLISH LANGUAGE
ACQUISITION INFORMATION

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WHAT CAN TITLE III FUNDS BE USED FOR?

SUPPLEMENTAL ACTIVITIES

Title III: Supplement vs. Supplant

Title III is for:	Title III is not for:
<ul style="list-style-type: none"> ✓ Language Instruction 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. ✓ Professional Development Of sufficient intensity and duration to improve teachers' abilities to understand and use curricula, assessment, and instructional strategies for EL students. ✓ Academic Achievement Supplemental activities and materials to improve the core academic achievement of EL students. ✓ Community Programs Provide community participation programs, family literacy services, and parent outreach and training activities to EL children and families. ✓ Materials Acquire educational materials for EL students and instructional materials for teachers to develop English language proficiency for EL students. ✓ Technology Acquisition of technology and software to carry out the activities consistent with the other authorized activities for LEP students. ✓ Administrative Expenses 	<ul style="list-style-type: none"> ✗ Core EL program Lau required (1974) core EL program must be provided by a licensed staff member trained to carry out the program paid with local and state funds only ✗ General Activities Activities without specific focus on developing English proficiency or paying for EL students and teachers portion of the general activity must be paid with local and state funds only ✗ Interpretation/Translation Services 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 paid with local and state funds only. ✗ Federal/State Mandated Assessments Time and effort of administering federal and state mandated assessments, including ACCESS 2.0 and Smarter Balanced must be paid with local and state funds only. ✗ Paraprofessionals without Direct Supervision of a Certified Teacher 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. ✗ Fluent or Native English Speakers Services, materials, activities, equipment, and technology must only benefit EL students. Items that will benefit all students,

**CANNOT
PAY FOR
ACTIVITIES
AVAILABLE TO
EVERYONE/ELs**

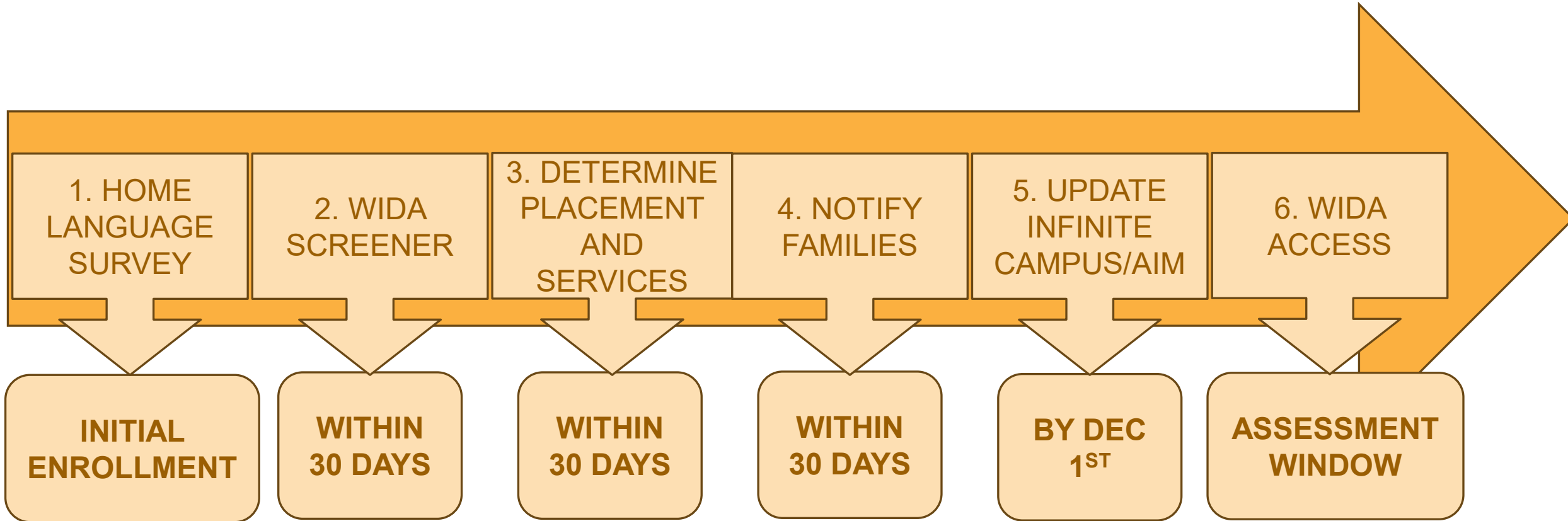


**TITLE III – ENGLISH LANGUAGE
ACQUISITION INFORMATION**

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IDENTIFYING AND SERVING ELs TIMELINE



**TITLE III – ENGLISH LANGUAGE
ACQUISITION INFORMATION**

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ENGLISH LEARNERS

Do we still have to identify and serve ELs even if we don't receive Title III funds?

- **YES!!**

- Providing language instruction and services to English Learners is required under law, including Civil Rights laws

How do we pay for these services and assessments?

- **State and local funds...Supplement not supplant**

Can we use Title I funds to pay for services?

- **YES!!**

- Supplemental educational services that enhance English language proficiency and academic achievement
 - Intensified/additional academic support
 - Curriculum, materials, technology/software
 - PD
 - Instructional Coaches
 - Translations and interpretation services



**TITLE III – ENGLISH LANGUAGE
ACQUISITION INFORMATION**

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Title IV Part A: Student Support and Academic Enrichment



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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 uses 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>

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

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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 IV, PART A: STUDENT SUPPORT & ACADEMIC ENRICHMENT

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



TITLE IV, PART A: STUDENT SUPPORT & ACADEMIC ENRICHMENT

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CONTINUED:

Activities to Support Well-Rounded Educational Opportunities

- College and career guidance and counseling programs
- Music and arts education
- Science, technology, engineering, and mathematics (STEM)
- Accelerated learning programs
- American history, civics, economics, geography, and government education
- Foreign language
- Environmental education
- Volunteerism and community

Activities to Support Safe and Healthy Students

- **Note:** Activities to support SHS may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in the statute.
- Suicide prevention
- Trauma-informed practices in classroom management
- Crisis management and conflict resolution

Activities to Support the Effective Use of Technology

- Promoting professional learning for educators
- Building technological capacity and infrastructure
- Developing or using effective or innovative strategies for the delivery of academic content through the use of technology
- Providing students in rural, remote, and underserved areas expanded access to educational opportunities through the use of technology



TITLE IV, PART A: STUDENT SUPPORT & ACADEMIC ENRICHMENT

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CONTINUING FOR 2025-26

Small Rural School Achievement (SRSA) Eligible LEAs:

ESEA section 5211(a) allows SRSA-eligible LEAs greater flexibility in spending their Title IV, Part A funds. Title IV-A funds may be used for activities under certain ESEA programs, but are not subject to all the rules and requirements of these programs. LEAs may use Title IV-A funds to pay for activities under any of the allowable uses for SRSA grant funds. LEAs do **not** need to apply for (or receive) SRSA funds to exercise the alternative use of funds authority (AFUA). See Funding tab of main ESEA application for additional information on SRSA and Reap-Flex.

Specific to Title IV-A: Small Rural Schools Achievement (SRSA) eligible school districts may use Alternate Funds Use Authority (AFUA, often called REAP Flex) to waive the 20%-20%-1% use of funds rule and remove the 15% cap on Technology Infrastructure. SRSA eligibility list is [linked here](#).

There will be a Checkbox on the **Allowable Uses** page to use AFUA or REAP-Flex within Title IV-A.



TITLE IV, PART A: STUDENT
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END OF YEAR REPORT

Questions in this section will be broken down into each spending category. They will look like this for example:

Original 1: Describe the programs and activities conducted with these funds in the previous school year.

Change 1: Under each area funding was spent in the prior school year (well-rounded education, safe and healthy students, and effective use of technology), describe the programs and activities conducted with these funds. Type N/A next to the boxes where funding was not spent. (Max 2000 characters) **DONE.**

- Well-Rounded Education

- Safe and Healthy Students

- Effective Use of Technology



TITLE IV, PART A: STUDENT
SUPPORT & ACADEMIC
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Title V: REAP

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There are 2 Programs under REAP:

SRSA:

- Funds are distributed through USED at 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



TITLE V: REAP

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- Title III
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- McKinney Vento Homeless (Title IX)



GRANT ACCOUNTANTS

Montana Office of Public Instruction
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QUESTIONS



Montana Office of Public Instruction
Susie Hedalen, State Superintendent



START APPLICATIONS



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