EANS Webinar – Nonpublic School Funding Access

March 2022

Wendi Fawns, OPI ESSER/EANS Director
Wendi.fawns@mt.gov
Jackie Degel, FACTS Education Solutions Regional VP
JDegel@factsmgt.com
WELCOME!

Presenter Introductions
• Wendi Fawns,  
  ESSER/EANS Director  
  – Wendi.fawns@mt.gov  
  – (406) 437-8595  

• Janey Salomon,  
  EANS Program Manager  
  – Janey.salomon@mt.gov  
  – (406) 410-1246  

• Jackey Degel,  
  FACTS Regional VP  

• Elizabeth Shelton,  
  FACTS Accounts Director
Montana CRRSA EANS & ARP EANS with FACTS Education Solutions
FACTS Ed’s EANS Montana Support Team

Elizabeth Shelton, Accounts & Contracts Director  eshelton@factsmgt.com
Sarah Noble, Fiscal Agent & Financial Operations Manager  snoble@factsmgt.com
Susan Abelein, Academic Services Director  sabelein@factsmgt.com
Tiffany Wilbur, Educator Services Director  twilbur@factsmgt.com
Lindy Broom, Sales Support Coordinator  lindy.bloom@nelnet.net
Jamie Maxwell, Partner Success Manager  jamie.maxwell@nelnet.net
Jackie Degel, Regional Vice President  jdegel@factsmgt.com
Elizabeth Shelton, Accounts & Contracts Director

Responsibilities:
- Regular point of contact for questions, will work with OPI for resolution
- Process purchase requests, vendor invoices
- Management of funds, report on remaining balances
- Manages contracts with other vendors
- Oversees monthly invoices to State
Today’s Agenda

Core Services
- Budget assistance
- Reimbursement (EANS I) or Payment (EANS II) per federal guidelines
- School liaison with OPI

Service Provider Selection
- Student services (instruction, counseling, mentoring)
- Professional Development & Coaching
Sarah Noble, Fiscal Agent & Financial Operations Manager

Workbook/budget Responsibilities:
- Manages approval of updates/adjustments

Reimbursement/Payment Responsibilities:
- Manages Dynamic Form Platform for requests
- Reviews and approves payments and purchases

Spend Down Reporting:
- Oversees and initiates monthly reports
The Budget Workbook will be completed first to identify all request for EANS funding.

**FACTS Ed** sends Budget to school

**School** Completes Budget

**FACTS Ed** Reviews / Approves

**Montana OPI** Approves

**School** Receives Approved Budget

Sample: [Budget Workbook](#)
Dynamic Forms

• Platform used to submit requests after budget is approved.
• Username / Password will be required (must be created, will not be assigned)
• Three types of Requests
  • **Reimbursement** for allowable purchases
  • **Payment** to vendors for approved items and services
  • **Credit Card Procurement**

Requests run on Net30: Meaning within 30 days of submission - payment or purchase will take place.
**If the request is submitted incomplete, this could delay timing.**
Requesting Reimbursement- CRRSA EANS I

FACTS Ed will reimburse a school or individual for purchases made.

**Required:** Proof of Purchase and Invoice or Receipts
Examples: School or individual has paid for approved materials and is seeking reimbursement.

If the proof of purchase does not include itemized information (example: canceled check) FACTS Ed will need a copy of the invoice or a document showing what items were purchased.

Example: School purchased laptops from Best Buy & has a receipt to submit for reimbursement.
Requesting Payment

FACTS Ed will pay vendor via check/ACH on behalf of the school.

**Required:** Invoice & W9

Examples: Invoices from Vendors for materials or services.
We cannot pay a Purchase Order or Quote.
We cannot prepay services.

Example: School has an invoice from Best Buy for laptops they need FACTS Ed to pay.
Requesting Credit Card Procurement

FACTS Ed will purchase items via credit card on behalf of the school.

**Required:** Information on materials wanted (Spreadsheet / Links)
Examples: Materials or items that can only be purchased with a credit card (typically online)

Example: School would like FACTS Ed to go online to Best Buy's website to purchase laptops.

Dynamic Form: [Dynamic Forms - Montana EANS](#)
## Spend Down Reports

- **Sent Monthly**

### School Name

#### EANS Funding

<table>
<thead>
<tr>
<th>Date</th>
<th>Transaction Type</th>
<th>Item</th>
<th>Disinfectant Suppliers</th>
<th>PPE</th>
<th>Ventilation Improvements</th>
<th>Training &amp; PD on Sanitation</th>
<th>Physical Barriers</th>
<th>Materials / Supplies</th>
<th>Coronavirus Testing</th>
<th>Redevelop Instructional Plans</th>
<th>Leasing of Sites or Spaces</th>
<th>Reasonable Transportation</th>
<th>Maintaining Education &amp; Learning</th>
<th>Total</th>
<th>Status</th>
<th>Invoice#</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/22/21</td>
<td>Payment</td>
<td>Frog Publications-Ready Mathematics Books 3-8</td>
<td>$1,254.00</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>$1,254.00</td>
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<td>C1-000025988</td>
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<td>9/29/21</td>
<td>Payment</td>
<td>Hand2mind Curriculum</td>
<td>$3,071.91</td>
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<td></td>
<td></td>
<td></td>
<td>$3,071.91</td>
<td>invoiced</td>
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<tr>
<td>9/29/21</td>
<td>Payment</td>
<td>McGraw-Hill Education - Math</td>
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<td>$5,176.76</td>
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<td>C1-000025389</td>
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<tr>
<td>9/17/21</td>
<td>Payment</td>
<td>McGraw Hill-Corrective Reading Curriculum</td>
<td>$3,062.76</td>
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<td></td>
<td></td>
<td>$3,062.76</td>
<td>invoiced</td>
<td>C1-000043157</td>
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<tr>
<td>9/12/21</td>
<td>Payment</td>
<td>McGraw Hill - 1152415088001</td>
<td>$1,256.40</td>
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<td></td>
<td>$1,256.40</td>
<td>invoiced</td>
<td>C1-000043222</td>
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<tr>
<td>11/21/21</td>
<td>Payment</td>
<td>Amazon - Laptop Purchase (25)</td>
<td></td>
<td></td>
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<td>$5,000.00</td>
<td>invoiced</td>
<td>C1-000068503</td>
<td>SCF948</td>
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<td>2/1/22</td>
<td>Payment</td>
<td>Amazon Invoice - Masks</td>
<td>$260.87</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>$260.87</td>
<td>projected</td>
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<tr>
<td></td>
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<td><strong>Total Usage</strong></td>
<td>$260.87</td>
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<td></td>
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<td>$19,062.70</td>
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<td></td>
<td></td>
<td><strong>Allocation Left</strong></td>
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<td></td>
<td>$9,531.43</td>
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</tbody>
</table>
Interventions to Address Learning Loss
Leadership Coaching
Teacher Coaching
Adjusting current budgets, planning for EANS II

- Adjusting EANS funds within your existing CRRSA EANS budget
- Maximizing the effectiveness of your CRRSA EANS I & ARP EANS II funding
- Aligning EANS programs (i.e. Title)
- Initiating long-desired programs
- Strategic planning for long-term services
Pieces to the Puzzle

*Designing Coherent Solutions to Address Learning Loss.*
How will you know if EANS mattered?

- Address Immediate Needs?
- Lasting Impact?

22-23 SY

- Address Immediate Needs?
- Lasting Impact?

23-24SY

- Address Immediate Needs?
- Lasting Impact?

Summer 2022

Don’t be reactionary.
Slow down. Use data. Be proactive.

Summer 2023

Summer 2024

Don’t engage in initiative-itis.
Develop a Plan. Stick to it.
Step 1: Develop an Ambitious Vision

1. Identify your Needs:
   • Data
     • Mathematics & Language
     • Across the Curriculum
2. Envision what you will see happening in the classrooms
   • Individually and Collectively
3. Check your Vision
   • Does it address immediate need?
   • Will it lead to lasting impact?
   • Is it Ambitious AND Realistic?
4. Own it and move to Step 2

Step 2: Map Out Solutions

- **Intervention and Support Services** for students
- **Professional Development**
  - Provided by FACTS Education Solutions Presenters
  - Provided by FACTS Education Solutions Partners
- **Coaching** by FACTS Ed certified coaches
## Solutions for Smaller Allocations

<table>
<thead>
<tr>
<th>Purchases &amp; Technology</th>
<th>Learning Software</th>
<th>Online Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Book Bags from Scholastic.com</td>
<td>• Exact Path: K-12</td>
<td>• SEL – Kognito</td>
</tr>
<tr>
<td>• Chromebook</td>
<td>• Achieve 3000</td>
<td>• Academics – Time4Learning</td>
</tr>
<tr>
<td>• iPad</td>
<td>• Smarty Ants K-3</td>
<td>• Tutor Me</td>
</tr>
<tr>
<td></td>
<td>• Achieve Reading 3-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Achieve Math K-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• IXL: K-12</td>
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<tr>
<td></td>
<td>• MathShelf: PK-1 (requires iPad)</td>
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</tbody>
</table>

- **Summer 2022**
- **22-23 SY**
- **Summer 2023**
- **23-24SY**
- **Summer 2024**
### Solution: Interventions to Address Learning Loss

<table>
<thead>
<tr>
<th>Programming &amp; Materials</th>
<th>Staffing</th>
<th>Staffing + FACTS ES Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School</td>
<td>• Ed Tech Site-based Coach*</td>
<td>*Train site-based Coaches</td>
</tr>
<tr>
<td>Summer Bridge</td>
<td>• Math/ELA Site-based Coaches*</td>
<td>**Cohort supports including interventions PD, office hours, site visits, Vosaic observations and coaching supports.</td>
</tr>
<tr>
<td>Enrichment Packages</td>
<td>• Push-in Specialists**</td>
<td></td>
</tr>
<tr>
<td>Parent &amp; Family Engagement Events</td>
<td>• Interventionists **</td>
<td>***Access to Parent Engagement resources</td>
</tr>
<tr>
<td>Ed Tech Purchase, including software</td>
<td>• Lead Interventionists**</td>
<td></td>
</tr>
<tr>
<td>ESTI Phonics (K-3) Literacy Intensive Curriculum Selection &amp;</td>
<td>• Counselors**</td>
<td></td>
</tr>
<tr>
<td>Purchase</td>
<td>• Tutors**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent Engagement/Support Specialists***</td>
<td></td>
</tr>
</tbody>
</table>

- **Specialists*** Access to Parent Engagement resources
Tiffany Wilbur, Educator Services Director

Professional Learning Partnerships
Program Design and Implementation
Monitoring and Compliance
Ongoing Evaluation of Services
A 2009 report from the National Staff Development Council noted that while 90 percent of teachers said they participated in professional development trainings, most of them also said it was useless.”

“A report from the Center for Public Education stresses that the ‘duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.’ A study that included analysis of 1,300 pieces of research found that PD programs of 14 hours or less did not affect student achievement at all – in fact, they failed to even change teachers’ practices.”

## Solution: Professional Development

<table>
<thead>
<tr>
<th>FACTS Education Solutions</th>
<th>Our PD</th>
<th>Our Featured Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Custom built</em> sessions</td>
<td>• Addressing Learning Loss (for Teachers, Aides, Specialists)</td>
<td></td>
</tr>
<tr>
<td>• Tailored to your school’s vision and circumstances</td>
<td>• Redeveloping Instructional Plans*</td>
<td></td>
</tr>
<tr>
<td>• Research-based content</td>
<td>• Understanding Data** and Using it to Improve Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>• Highly qualified presenters</td>
<td><em>Teachers can earn stipends for work outside of contracted work hours</em></td>
<td></td>
</tr>
<tr>
<td>• Relevant topics</td>
<td>**Can be combined with purchase of FACTS SIS and “Super-User” Training</td>
<td></td>
</tr>
<tr>
<td>• Onsite workshops, Webinars, Pop-up Coaching</td>
<td></td>
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</tr>
</tbody>
</table>

*22-23 SY*  
*23-24 SY*  
*Summer 2022*  
*Summer 2023*  
*Summer 2024*
Solution: Professional Development

- Early Childhood Teaching and Learning (PD and Instructional Services)
- Social Emotional Learning and Mental Health: Students *Kognito*
- Social Emotional Learning and Mental Health: Teachers *Kognito*
- Support for ELL: Closing Literacy and Numeracy Gaps (K-12) *Confianza*
- Support for Parents
- Technology to Support Teaching & Learning *LMU iDEAL*

- Literacy and Comprehension Gaps (PD and Instructional Services)
  - Explicit Phonics Instruction (K-3)
  - Making Literacy Learning Visible (K-5)
  - Remedial Foundational Literacy (K-5, 6-8, 9-12)
- Addressing Learning Gaps in Mathematics
- College and Career Readiness: MS and HS Mathematics
- Data-Informed PLC Leadership (K-12)
- New Principal Training
- New Teacher Training
## Solution: Coaching

<table>
<thead>
<tr>
<th>FACTS Education Solutions</th>
<th>Instructional Leadership (&amp; Team)</th>
<th>Teacher Coaching (&amp; Team)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Coaching:</strong></td>
<td><strong>Leaders &amp; Leadership Teams:</strong></td>
<td><strong>Tier I Practices in Math/ELA</strong></td>
</tr>
<tr>
<td>• 5-8 sessions per cycle</td>
<td>• Principals, APs, Dept. Chairs, etc.</td>
<td>• Unit &amp; Lesson Design</td>
</tr>
<tr>
<td>• Educated/Experienced Coaches</td>
<td><strong>Instructional Leadership:</strong></td>
<td>• Assignment &amp; Assessment Design</td>
</tr>
<tr>
<td><strong>Teacher Coaching:</strong></td>
<td>• Data Analysis &amp; Use</td>
<td>• Formative Asmts. &amp; Feedback</td>
</tr>
<tr>
<td>• 6-week Cycles</td>
<td>• Curriculum Adoption</td>
<td>• Instruction: Differentiation and Multiple Exposures for Mastery</td>
</tr>
<tr>
<td>• Vosaic video + Virtual conversation</td>
<td>• Instructional Design</td>
<td>Curriculum Adoption (custom Toolkit)</td>
</tr>
<tr>
<td>• Toolkits</td>
<td>• Walkthroughs &amp; Supervision</td>
<td>Explicit &amp; Systematic Phonics</td>
</tr>
<tr>
<td>• Trained Coaches</td>
<td>• MTSS Design</td>
<td>SEL, Inclusion, ELL</td>
</tr>
</tbody>
</table>

**Solution:** Coaching

- **Summer 2022**: 22-23 SY
- **Summer 2023**: 23-24 SY
- **Summer 2024**:
Step 3: Implement (and Revise) Solutions

1. Name an *Instructional Core Team* to **Develop an Ambitious Vision** and **Map Out Solutions** to address immediate needs and for lasting impact.

2. Select a *Project Manager* or *Point-person* who will engage with 3rd party Project Manager to monitor progress and communicate with the *IC Team* throughout **Implementation**.

3. Stop to assess (and edit, if needed) after each phase of the Timeline.

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**Timeline:**
- **Summer 2022**
- **22-23 SY**
- **Summer 2023**
- **23-24 SY**
- **Summer 2024**
Sample Plan: Elementary School

- Summer School (S/T)
- Arts Enrichment (S)
- PD: Redesigning Instructional Plans or Curriculum Adoption Process for SS, ELA, Math, Science (T/P)

Summer 2022

- Push-in Specialists (S)
- Data Analysis Use PD + Pop-up Coaching (T)
- Instructional L’ship Coaching - Data (P)

22-23 SY

- Summer School (S/T)
- Arts Enrichment (S)
- PD: Redesigning Instructional Plans or Curriculum Adoption Process for SS, ELA, Math, Science (T/P)

Summer 2023

- Push-in Specialists (S)
- Differentiation PD + Pop-up Coaching (T)
- Instructional L’ship Coaching – Walkthroughs/Supervision (P)

23-24 SY

- Summer School (S/T)
- Arts Enrichment (S)
- New Teacher Catch-up on new instructional plans or curriculum adoptions (T)

Summer 2024

Consider what aspects of this plan can be accomplished using your Title funds.
Sample Plan: High School

- **Summer 2022**
  - Bridge-MS/HS (S)
  - Engineering Week (S)
  - STEM Curriculum Adoption Cmte. (T)

- **22-23 SY**
  - Kognito, SEL (S)
  - Algebra Int. & ACT Prep (S)
  - Science Coaching (T)
  - STEM PD + Pop-up Coaching (T)

- **Summer 2023**
  - Bridge-MS/HS (S)
  - Engineering Week (S)
  - STEM Int. & Enrich. Adoption Cmte. (T)

- **23-24 SY**
  - Kognito, SEL (S)
  - Algebra Int. & ACT Prep (S)
  - Math Coaching (T)
  - STEM PD + Pop-up Coaching for new hires (T)

- **Summer 2024**
  - Bridge-MS/HS (S)
  - Engineering Week (S)
  - ELA Curriculum Adoption Committee (T)

Consider what aspects of this plan can be accomplished using your Title funds.
Next Steps with Montana EANS I

- Montana Office of Public Instruction will share school names and allocations with FACTS Ed
- Sarah will populate and email workbooks to schools EANSfunds@factsmgt.com
- Jackie and Lindy will schedule daily office hours to assist with workbooks
- School will complete workbook and submit to FACTS Ed for approval
- FACTS Ed will approve workbook and submit to Montana OPI for approval
- School receives approved workbook and purchasing, reimbursements, and securing services begins
Elizabeth Shelton, Accounts & Contracts Director  eshelton@factsmgt.com
Sarah Noble, Fiscal Agent & Financial Operations Manager  snoble@factsmgt.com
Susan Abelein, Academic Services Director  sabelein@factsmgt.com
Tiffany Wilbur, Educator Services Director  twilbur@factsmgt.com
Lindy Broom, Sales Support Coordinator  lindy.bloom@nelnet.net
Jamie Maxwell, Partner Success Manager  jamie.maxwell@nelnet.net
Jackie Degel, Regional Vice President  idegel@factsmgt.com
Thank you!
A copy of this slide deck and a recording of this webinar will be posted on Montana’s OPI website