



Montana

Office of Public Instruction

ESSER Guidance Sessions – March
**ESSER Allowable Uses
Guidance Session**

Prepare, Prevent, and Respond

March 2, 2023

PRESENTER

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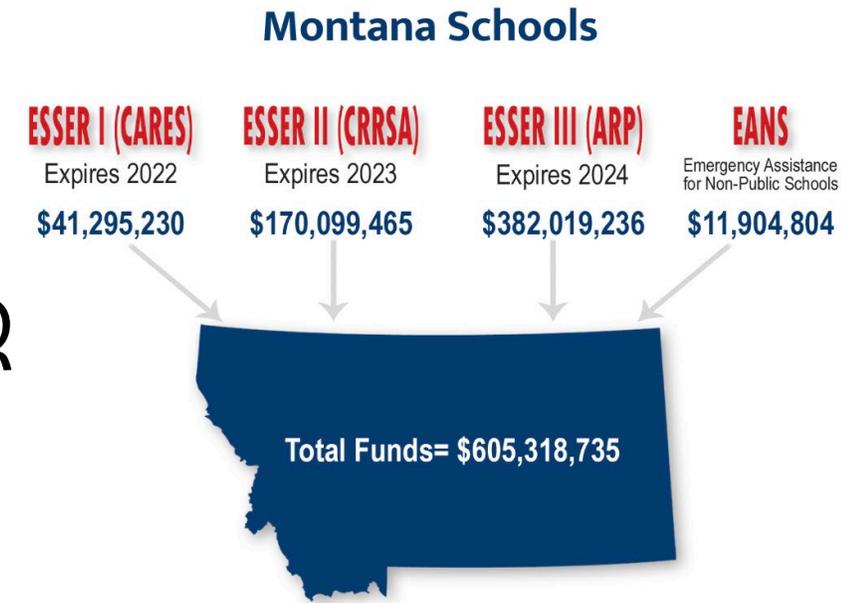
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Goals For This Session

- Small Group Office Hours – answer your Q
 - Use of Funds and Compliances
- ESSER Grant Compliances recap Feb 28th
 - P....
 - PXX
 - A...related to outcomes
 - F...related to finance
- Allowable and Reasonable Use of Funds
- Wrap-Up and OPI Resources
- Q&A

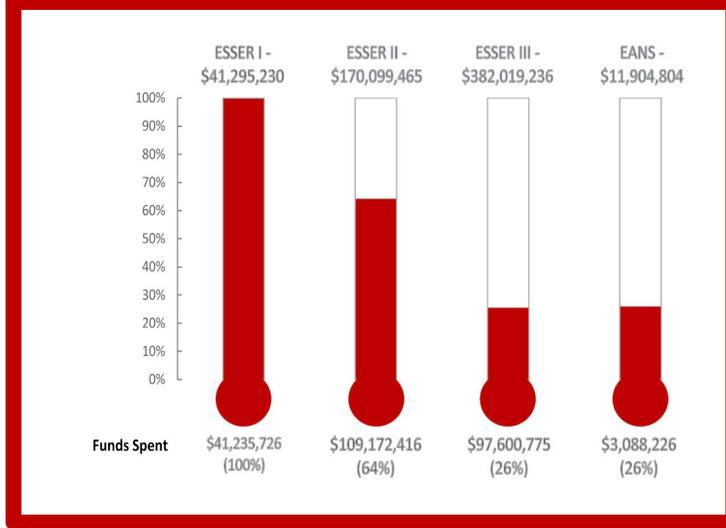




ESSER Current Spending – National View

As of **June 30, 2022** & **December 31, 2022**

	June	CARES	June	CRRSA	June	ARP	June	Total
Montana LEAs 483 and \$593	87%	100%	43%	62%	13%	24%	27%	40%
Idaho LEAs 178 and \$683M	97%	100%	63%	87%	10%	26%	31%	49%
Nebraska LEAs 278 and \$854M	96%	98%	44%	54%	4.5%	15%	21%	32%
Wyoming LEAs 60 and \$472M	95%	97%	46%	64%	3.4%	7.3%	22%	30%
North Dakota LEA 221 and \$475M	94%	100%	25%	62%	11%	27%	24%	42%
South Dakota LEA 166 and \$593M	97%	100%	24%	56%	6.2%	19%	18%	35%





- What are ESSER Funds – **Emergency Relief?**
 - National & State Overview
 - Partners in the trenches
 - Future Forecast and Current View
 - School Plans and District Reports
 - District Report – Updated Monthly
 - Review the existing Budget within the grants (E-Grants)
- Processing and **Tracking**
 - Amendments and Submit Cash Requests
 - Local tracking and E-Grant
 - Quarterly cross check





School Plans – ESSER ARP (Use of Funds)

- **ARP ESSER Plan (use of funds)**
 - High-level anticipated use of funds
 - Internships, summer literacy, outdoor learning space, lead/water/counseling
 - Review at least every six months **with community engagement**
 - Changeable - Reflect and modify
 - Data collection narratives and Stats
 - engage community and foundation support for funding after ESSER
- **Use ARP Plan to Promote Use of Funds**



PPR and Student Gains – Outcomes

- **Department of Education– Federal Grant**

- 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.)
- **National, State, Districts, Community, and general Public (Egrant)**
 - 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?
 - National and state view of per pupil funding
 - District view of per pupil funding and outcomes GEM and Report Card



Focus on Student Gains – Demonstrated Reasonableness

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

Advocates and Auditors

Promoting sustainable use of education funds and supporting Montana students Compliance – Allowable/Reasonable

- Allowable and Reasonable per Federal guidelines [FAQ Dec 2022](#)
- [DOE Construction and Late Liquidation Letter May 2022](#)
- [CCSSO memo on ESSER Funds for Construction December 2021](#)
- [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](#))
- 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.





Allowable vs REASONABLE

- Expenditures must be Allowable AND Reasonable
- Under what circumstances are the items below Allowable? Reasonable?
 - Outdoor shed
 - Tent or gazebo
 - iPads with barcode readers
 - Provide workshops for 4-H
 - Establish a collaborative team of district personnel and stakeholders to create, implement, and review action plans around system preparedness and innovative learning
 - Hiring professional coach to manage a pilot team tasked with developing proficiency-based
 - 3-D printer
 - Lawn chairs
 - Broadband technology infrastructure

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 AND reasonable 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 AND reasonableness approval review is probably a 'best practice' and should be considered.
 - Meaningful stakeholder input
 - Anchor on PPR and student gains



Project Scope



- description = problem, research methodology, recommended solution - PPR.
- Review existing documentation and history
 - Review district Plans
 - Stakeholders' comments
 - Review current ESSER II and III budgets
 - Ask OPI for sample project descriptions
- Develop prioritized needs within a **Project**
- Create a Project Scope and seek Board Approval
- Submit Amendment and Project Scope

School District and LE # (s)			
Primary Contact Name & Title			
Primary Contact Phone & Email			
Project Title	Short (2-5 words) 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 or challenge being faced and the recommended solution .		
Board Approved	The date the project/item(s) were approved by your local Board. MM/DD/YYYY	OPI Approved	OPI will fill this in later. MMM/YY
Cost	Please indicate your Total Project Cost and Estimated Detail Budget . Total Cost: Estimated Detail Budget: This could be a Phase I architectural review (\$20,000), Phase II purchase of HVAC (\$100,000), and Phase III installation (\$40,000). It could also be Freezer and installation estimated \$15,000 or Afterschool Van \$40,000.		
Funding Sources	ESSER II total: \$__ ESSER III total: \$__ Other funding sources: (private grants, bonds, levy, District General Fund...) What amount is comes from each relevant funding source? If exact estimates are not yet determined please enter in estimates. For example, a project could be funded from ESSER II (\$50k), ESSER III (\$250k), Local Foundation (\$10k), and Facility general fund (50% of the project staffing estimate).		
Timeline	This could be a phased project or single purchase. Estimated timelines are fine.		
Status	Indicate if parts of the project have been completed and which are pending.		
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?		
Depreciated Items	List the items in the project which are going to be capitalized.		
Meaningful Stakeholder Input	Please describe how you gathered meaningful stakeholder input. Your answer must address: WHO was involved? HOW was input gathered? WHAT questions were asked or information presented to gather meaningful <u>engagement</u> ? <i>Examples: School Board, Press Coverage, school staff meeting, community organizations on these dates....</i>		
Alternative Options	Description	Challenges	Gains
Option #1	Describe a possible solution (not the problem or the project). The project description is above.	Describe the challenges to implementing this solution.	Describe the gains that will be achieved by implementing the solution.
Option #2			



Focus on Student Gains & Student Learning

Again, 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 – Limiting spread of infection
 - 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



Q&A



Tips on Annual Report

- Data collection is a LOT of work use it to your advantage
- Showcase what you have done
 - Use to promote to the newspapers, legislatures, public
 - Honor the teachers, staff, and students for their hard work
- Data Transparency required - share it through your lens first
- Ask for help before you feel overwhelmed
- OPI is here to help



Anticipated Process

- Single Point of Data collection
 - Single Excel file to fill in and submit
 - Prefilled (OPI Derived Data tab)
 - Prefilled (OPI Derived FTE Data tab)
 - Unique data input (LEA Derived Data)
 - Instructions (tab within the excel file)
 - Single file submission verification emailed back to AR
- Google submission of excel file
- Color coded and messy – sorry out of our control
- System of Support by **phone, zoom, email**

Instructions:

1. Please review the **OPI Derived Data** and **OPI Derived FTE Data** tabs. Note any inconsistencies in the "Noted Exceptions" row if necessary. The data displayed in the District Data row come from information that your District has already submitted to OPI through eGrants, Central OPI Database, etc.

2. Please answer the questions in the **LEA Derived Data** tab. Fill in your answers along the "Respondent Answers" row with data that should come from your District. Note any issues in the "Noted Exceptions" row if necessary.

3. Save your completed file for your own records.

4. Upload your completed Data Collection file into the portal here:

<https://docs.google.com/forms/d/1-N2EAQnQaRf0FICQ5Ybi2v-TWklrOZGLAYXndVoFoAc/>



Anticipated Instructions

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Excel OPI Derived Data File - DRAFT

- Identifier information

Progress %'s				
ESSER Source	CRRSA			
Reporting Question Phrasing				
	Name of Entity	DUNS #	UEI (SAM)#	NCES ID#
Sub-Headers (When Applicable)				
Reporting Answer Phrasing [When Applicable]				
Acceptable Answers	Text	Text (9 char)	Text (12 char)	Text (7 char)
Official Descriptions [When Available]	[OPI Central Database] Description - Name of LEA or non-LEA awarded funds	[OPI Central Database] The Data Universal Numbering System (DUNS) number is a unique nine-digit identification number provided by Dun & Bradstreet (D&B). The DUNS Number is site-specific. Therefore, each distinct physical location of an entity (such as branches, divisions, and headquarters) may be assigned a DUNS number. The Federal Government has transitioned from the use of the DUNS Number to the Unique Entity Identifier (UEI) as the primary means of entity identification for Federal awards government-wide.	[OPI Central Database] The UEI is a 12-character unique number assigned to all entities (public and private companies, individuals, institutions, or organizations) who must register to do business with the federal government in SAM. DUNS Number functionality was transitioned to UEI in April 2022.	[OPI Central Database] This field represents the 7-digit National Center for Educational Statistics (NCES) school district identification number. The first 2 digits identify the state and the last 5 digits identify the school district. Combined, they make a unique 7-digit ID for each school district.
Generalized Descriptions		The DUNS, UEI, and NCES numbers are all used as identifying numbers within this reporting. These numbers have been pulled from federal reports.	The DUNS, UEI, and NCES numbers are all used as identifying numbers within this reporting. These numbers have been pulled from federal reports.	The DUNS, UEI, and NCES numbers are all used as identifying numbers within this reporting. These numbers have been pulled from federal reports.
District Data 2021 - 2022				
Noted Exceptions				



Excel OPI Derived Data File - DRAFT

- Identifier information

Progress %'s	ESSER Source			CRRSA			
Reporting Question Phrasing	Is this entity an LEA?	Total amount awarded to the LEA or non-LEA from the ESSER II SEA Reserve	Total ESSER II SEA Reserve Expenditures in Prior Reporting Period (20 - 21)	Total ESSER II SEA Reserve amount expended by the LEA or non-LEA in Current Reporting Period (21 - 22)	Uses of ESSER II SEA Reserve Funds : Use of Funds codes		
Sub-Headers (When Applicable)							
Reporting Answer Phrasing [When Applicable]					Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff
Acceptable Answers	TRUE, FALSE	decimal (2)	decimal (2)	decimal (2)	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE
Official Descriptions [When Available]	[OPI Central Database] Whether the entity is an LEA	[OPI GMS Databases] Total amount awarded to the entity from the ESSER II SEA Reserve	[OPI GMS Databases] Total amount expended by the entity from the ESSER II SEA Reserve in the prior reporting period	[OPI GMS Databases] Total amount expended by the entity from the ESSER II SEA Reserve in the current reporting period	[OPI GMS Databases] Whether the entity used ESSER II SEA Reserve funds to address physical health and safety	[OPI GMS Databases] Whether the entity used ESSER II SEA Reserve funds to meet students' academic, social, emotional, and other needs (excluding mental health supports)	[OPI GMS Databases] Whether the entity used ESSER II SEA Reserve funds on mental health supports for students and staff
Generalized Descriptions		Total amount awarded in ESSER II from the following programs as listed under eGrants: School District Supplemental Other Educational Institutions Special Needs Supplemental Targeted	Total amount spent out of ESSER II for prior reporting period from the following programs as listed under eGrants: School District Supplemental Other Educational Institutions Special Needs Supplemental Targeted	Total amount spent out of ESSER II for current reporting period from the following programs as listed under eGrants: School District Supplemental Other Educational Institutions Special Needs Supplemental Targeted			
District Data 2021 - 2022							
Noted Exceptions							



LEA Derived ata

Percentage Complete						
Reporting Form Source						
Qualtrics Survey Question Wording	How did the LEA seek to reengage students with poor attendance or participation? (mark Yes or No for each) Please answer regardless of whether ESSER funds were used for this purpose.					
Reporting Answer Phrasing	a. Direct outreach to families	b. Engaging the school district homeless liaison	c. Partnering with community-based organizations	d. Offering home internet service and/or devices	e. Implementing new curricular strategies to improve student engagement	f. Offering credit recovery and/or acceleration strategies
Acceptable Answers	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE
Generalized Descriptions	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by reaching out directly to families ?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by reaching out via the school/district's homeless liaison ?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by partnering with community-based organizations ?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by offering home internet service/devices ? (This question is different from AA because it does not have to use ESSER funds)	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by implementing new curricular strategies ?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by offering credit recovery/acceleration ?
Respondent Answers						
Noted Exceptions						

Short vs Long Term Compliance

- **Transparency is required**
- **Tips for long-term compliance**
 - Don't hide behind the computer
 - Manage and document spending
 - Document and measure outcomes
 - Write down your logic for making a decision





Annual Report – Stakeholder Involvement

- **Federal annual report and benefits to District**
 - Funding and outcomes are going to be reported
- **Ongoing ESSER stakeholder engagement**
 - 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>

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



Consulting Stakeholders

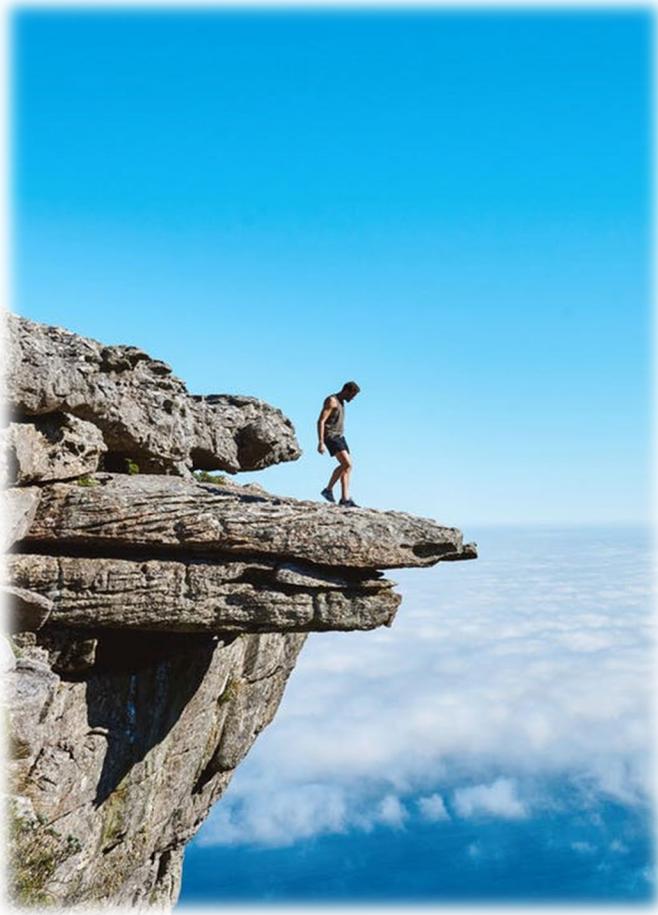
- Community Survey
 - Ask: What are issues your community views as important?
 - Ask: What are ideas your community has for improvement?
 - Suggest some ideas or solutions and ask for community feedback/opinions on those.
- Open House
 - Invite community members to tour existing facilities and offer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



Communicating Out To Stakeholders

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

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.





Communicating Out To Stakeholders

HOW?

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





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'

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

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.



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 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)

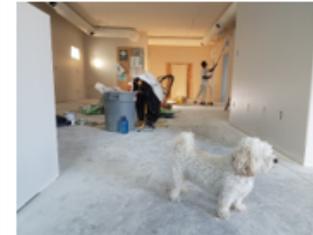
The remodel project includes all new modern HVAC equipment to keep air filtered and clean. Old carpets will be removed and replaced with laminate flooring which is much easier to clean and sanitize. Many of our school's windows were unable to open to let in fresh air, and none of our windows had bug 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

ELO Webpage:
<https://opi.mt.gov/COVID-19-Information/ESSER/ESSER-ARP-Summer-Enrichment-Grant-Info>

P.O. Box 202501 • Helena, MT 59620-2501 [Calendar](#) [About Us](#)

OFFICE OF PUBLIC INSTRUCTION PUTTING MONTANA STUDENTS FIRST

SEARCH...

[Families & Students](#) [Educators](#) [Leadership](#) [Contact](#) [Safety & Student Support](#)

Montana Office of Public Instruction



OFFICE OF THE SUPERINTENDENT

Welcome to the Office of Public Instruction

Superintendent Elsie Arntzen is proud to serve our Montana families, students, and teachers. **Families are the foundation of learning as our parents are our first teachers.** Our students are our most precious resource and the future of this great state. As a teacher of 23 years, the Superintendent knows the importance of quality educators in the classroom and is working to ensure Montana teachers have the flexibility needed to put our Montana students first.

The Montana Office of Public Instruction (OPI) is charged with the responsibility of providing technical assistance in:

- School Finance
- School Law
- Teacher Certification and Licensing
- School Accreditation
- Teaching and Learning Standards

The OPI staff administer a number of federally funded programs and provide a variety of information services, including the information systems necessary to assess student achievement and the quality of Montana's elementary and secondary school systems.

- › 2021-2022 Summative
- › 2023 Teacher of the Year
- › Meet the Executive Staff
- › OPI Organizational Chart
- › See OPI Press Releases
- › **ESSER**
- › EANS
- › Broadband
- › Assessment Scores

OFFICE OF PUBLIC INSTRUCTION PUTTING MONTANA STUDENTS FIRST

SEARCH...

[Families & Students](#) [Educators](#) [Leadership](#) [Contact](#) [Safety & Student Support](#)

Elementary & Secondary School Emergency Relief (ESSER)

Welcome to the Emergency American Rescue Plan (ARP) and Elementary and Secondary School Emergency Relief (ESSER) webpage for the Office of Public Instruction

Superintendent Elsie Arntzen is proud to serve our Montana families, students, and teachers through the administration of the ESSER education funding of just over \$605 million. [Each district was awarded](#) ESSER funding based on Title I student count. Across the state, Districts are using ESSER funding in innovative, valuable ways, enabling schools and their partners to implement highly effective and beneficial programs. The countdown is here with ESSER I (CARES) expiring 2022, ESSER II (CRRSA) expiring 2023, and ESSER III (ARP) expiring 2024 ([comparison chart p.4](#)). OPI has established a system of support to ensure grant funding compliance and provide advocacy in use of funds.

MEET THE ESSER / EANS TEAM

CLICK TO WATCH THE ESSER FUNDING USE PANEL DISCUSSION

Elementary and Secondary School Emergency Relief (ESSER)

E-Grants Login Page:

<https://egrants.opi.mt.gov/opigmsweb/logon.aspx>



ESSER Team Contact Info

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