



# FEDERAL PROGRAMS TRAINING-MASBO

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Putting Montana Students First **A+**

# AGENDA

1. Allocation process
2. Supplement, not supplant
3. Federal program rules and expenditures
4. Egrants
5. Questions

# TITLE I FAST FACTS

## What is Title I?

- Title I is the largest Federal educational program under the ESEA/ESSA
- Over \$20,000,000,000 in funds are allocated annually to the states.
- Montana's preliminary allocation for SY22-23 is approximately \$54,000,000.
- Funds are used to supplement the regular educational program for at-risk students.

# ALLOCATIONS

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

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

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

This is completed in the annual Egrants application:

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

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

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

# SUPPLEMENT, NOT SUPPLANT (SNS)

## SUPPLEMENT NOT SUPPLANT IN GENERAL

A State educational agency or local educational agency shall use Federal funds received under [Title I, Part A] only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under [Title I, Part A], and not to supplant such funds.

(ESEA section 1118(b)(1))

# SNS SPECIAL RULE

No local educational agency shall be required to-

A. Identify that an individual cost or service supported under [Title I, Part A] is supplemental; or

B. Provide services under [Title I, Part A] through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with [the supplement not supplant requirement].

(ESEA section 1118(b)(3))

**Funds must be used to support the goals and objectives of the program**

# COMPLIANCE

To demonstrate compliance with [the supplement not supplant requirement], a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving [Title I, Part A funds] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I, Part A funds].

(ESEA section 1118(b)(2))

If fewer than 1,000 students, a single school, or a single school per grade-span-a methodology is not required (Egrants Targeting Served Schools)

MTSBA Model Policy 7220P, if needed



# BUDGETING BASED UPON SNS

A district must be able to open its doors, pay its obligations, and provide a high-quality educational program in the absence of federal funds

After this requirement, federal funds can then be added into the budget

If the district cannot meet these requirements, then federal funds cannot be used



# TITLE I SCHOOLS

## Targeted Assistance

- Specifically identified Title I students and staff
- Funds can only be used for salaries and benefits, professional development, supplies, etc., for those identified as Title I staff and students

## Schoolwide Program

- All teachers and students are identified as Title I
- Funds can be used for any allowable expenditure

# TITLE II

The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and effectiveness. Through this federal program, State and Local Education Agencies (SEAs and LEAs) and State agencies for higher education (SAHEs) receive funds on a formula basis. Eligible partnerships consisting of high-need LEAs and institutions of higher education receive funds that are competitively awarded by the SAHE.

In exchange, agencies that receive funds are held accountable to the public for improvements in student academic achievement. Title II, Part A provides these agencies with the flexibility to use these funds creatively to address challenges to teacher quality and effectiveness, whether they concern teacher preparation and the qualifications of new teachers, recruitment and hiring, induction, targeted and embedded professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

# ALLOWABLE EXPENDITURES

- Coursework for teachers and paraprofessionals to become highly qualified. This should be the highest priority of the LEA to ensure Highly Qualified status of all personnel.)
- Fees for tests that teachers and paraprofessionals need to take in order to be deemed highly qualified.
- Professional development for teachers in federal core content areas. The term “core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Section 9101(11)]. (Special education and ESL are also allowable.)
- Professional development activities for principals.
- Professional development activities for paraprofessionals. Preference should be given toward assisting paraprofessionals working toward full teacher certification.
- Materials related to professional development activities. Materials are to be for teacher/principal/paraprofessional use only. Classroom materials expenses that are for student use are not allowable.
- Travel expenses related to professional development activities. These expenses should be consistent with state travel regulations.

# PART 2

- Salaries to hire highly qualified teachers to reduce class size. The hiring of teachers for class size reduction under NCLB guidelines is not necessarily limited to K-3 if the LEA's needs assessment indicates high class sizes in other grade levels/ core subjects. Teachers hired with II, Part A, funds must be highly qualified at the time of hire.
- Recruitment costs and materials.
- Recruitment costs for hard-to-staff positions. Examples may include signing bonuses for hard-to-staff positions in targeted schools or subjects, relocation costs, scholarships, or salary differentials
- Coursework or incentives for teachers to pursue additional certifications or endorsements. This should be based on the needs assessment and preference given to critical shortage areas, such as earth science, mathematics, special education, etc.
- National Board Certification costs or incentives.
- Mentoring programs or stipends for new teachers. Note that this does not include student mentoring programs.
- Administration costs associated with coordinating professional development activities.
- Training to increase parental involvement.

**No supplies unless they are for professional development activities!**

# TITLE III

Title III is an element of the older No Child Left Behind Act (NCLB) and the Every Child Succeeds Act (ESSA), and it authorizes the use of federal funds to benefit immigrant and Limited English Proficiency (LEP) students in public and private schools. The funding is designed to support the development and implementation of new instructional programs, the expansion or enhancement of existing programs, family engagement initiatives, and/or professional development for teachers of English learners in order to help LEP and immigrant students achieve English proficiency and meet the same academic content standards as their grade-level peers.

# ALLOWABLE EXPENDITURES

Language Instruction-provide effective programs to increase English proficiency and core academic achievement for English learners; can take place in English or the child's native language

Professional Development-of sufficient intensity and duration to improve the teacher's ability 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 of EL students and instructional materials for teachers to develop English proficiency for EL students

Technology-acquisition of technology and software to carry out the activities consistent with the other authorized activities for EL students

Administrative Expenses

# TITLE IV

## Student Support and Academic Enrichment

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

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

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



# ALLOWABLE EXPENDITURES

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

# ALLOWABLE EXPENDITURES

Purchase of curriculum materials, supplies and equipment, and for essential services and other initial start-up costs not met by the local-source District funds

Reasonable wages, salaries and consulting fees in direct support of one or more approved grant objectives

Reasonable attorney fees for startup expenses (e.g., 501 (c) 3 application filing with IRS, review of facility lease, etc.) that are incurred after a grant is fully executed

Reasonable accounting fees for planning, development, system implementation and training of key staff

Organizational membership dues to associations; individual memberships are not allowable

Reasonable facility identification and evaluation costs to secure an appropriate facility for the new school; costs incurred after a facility has been identified (architectural design, renovation, construction) are not allowable

Food costs, specifically included in a grantee's approved budget narrative or incurred during travel up to the approved stipend amount

Educational items purchased to promote the school (e.g., pencils or bookmarks with school's logo); promotional items that are not educational in nature are not allowable

Out-of-state travel for professional development that is approved in advance

# TITLE V, SUBPARTS A AND B

The Rural Education Initiative is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.

The SRSA program is a rural school initiative with two components –

## Rural Flexibility – the Alternative Use of Funds Authority

- Rural Flexibility provides eligible local educational agencies (LEAs) with greater flexibility in using the formula grant funds that they receive under certain State-administered Federal programs. This portion of the SRSA program is not a grant program and does not provide LEAs with funding.

## The SRSA grant program

- LEAs eligible to participate in REAP-Flex are also eligible for a grant under the SRSA grant program. The US Department of Education awards SRSA funds directly to eligible LEAs on a formula basis.

The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families. Under the RLIS program, the U.S. Department of Education awards funds by formula to State Education Agencies (SEAs) to provide subgrants to eligible LEAs to support a range of authorized activities to support student achievement.

# MCKINNEY-VENTO (HOMELESS EDUCATION, TITLE IX)

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless.

McKinney-Vento eligible students have the right to:

receive a free, appropriate public education;

enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness;

enroll in school and attend classes while the school gathers needed documents;

continue attending the school of origin, or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth;

receive transportation to and from the school of origin, if requested by the parent or guardian, or by the local liaison on behalf of an unaccompanied youth; and

receive educational services comparable to those provided to other students, according to each student’s need.

# ALLOWABLE EXPENDITURES

Administration-Design and implement a designated FTE position to support homeless liaisons in order to meet the needs of eligible families within the LEA

Academic Services-Supplemental academic services linked to the achievement of the same challenging State standards as is established for other children, and may include the following:

- Tutoring
- Supplemental instruction
- Enriched educational services

Expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (educational programs for gifted and talented students, children with disabilities, English learners, services provided under Title I, programs in career and technical education, school nutrition programs)

Providing developmentally appropriate early childhood education programs for preschool-aged homeless children

# PART 2

Specialized instructional support services (including violence prevention counseling) and referrals for such services

Providing school supplies, including those supplies to be distributed at shelters or temporary housing facilities, to other appropriate locations

Extended day and/or intersession academic support services

Post-secondary fees and other additional supplemental expenses incurred through FAFSA

# PART 3

## Extra-curricular Activities

- Services and assistance to attract, engage, and retain homeless children and youths in public school programs and services provided to non-homeless children and youths
- Extended day, intersession, and mentoring programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities
- Extracurricular costs and supplies for sports, clubs, art groups, or any activity available to non-eligible peers
- Excess transportation costs for participation in extracurricular activities



# PART 4

## Transportation Costs

- Assistance to defray the excess cost of transportation for students, as necessary, to enable students to attend the school selected
- Reimbursements to parents/guardians for transporting their children to/from school, including extracurricular activities

# PART 5

## Additional Supports

- Payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including:
  - Birth certificates
  - Immunization or other required health records
  - Academic records
  - Guardianship records
  - Evaluations for special programs and services

# PART 6

- Education and training to parents and guardians of homeless children and youths about the rights of and resources available to such children and youths
- Activities to increase the meaningful involvement of parents and guardians in homeless children or youths in the education of such children or youths
- Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems
- Provision of referral services to homeless children and youths for medical, dental, mental and other health services
- Development of coordination between school and agencies providing services to homeless children and youths
- Purchase of supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services
- Provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities
- Other programming activities that directly remove barriers to accessing equitable academic opportunities

# PART 7

## Professional Development

- Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity to:
  - The needs of homeless children and youths,
  - The rights of homeless children and youths under McKinney-Vento, and
  - The specific education needs of runaway and homeless youths

# PRIVATE SCHOOL PARTICIPATION

- Private schools can participate in Federal Programs
- Letters to PNPs go out in the spring
- Consultation
- PNP agreements
- PNPs cannot received federal funds
- Supplies???
- Individual staff members can be reimbursed
- PD/Travel/Per diem/etc.

# EXPENDITURE RULES...

1. Laugh test
2. Reasonable and necessary
3. Supports the goals and objectives of the grant
4. Follows U.G.G and EDGAR
5. Must be in district plans

# IMPORTANT DATES-EGRANTS CONSOLIDATE APPLICATIONS

September 1-last day to create an amendment for the ESEA Consolidated grant without OPI approval

September 1-Present year Egrant applications must be created by this date

September 30-Egrant applications must be submitted by this date

October 31-Egrant applications must be approved by this date

November 10-final fiscal close out reports are due

25<sup>th</sup> of each month (except July) cash requests are due (two in June)

10<sup>th</sup> of each month payments are made



**DO YOU HAVE  
ANY QUESTIONS?**

**IF YOU HAVE ANY QUESTIONS IT MEANT  
THAT YOU WERE NOT LISTENING SO WE ARE  
NOT GOING TO ANSWER ANY QUESTIONS**

*memegenerator.es*

# CONTACT INFORMATION

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