



### Montana Elementary and Secondary School Emergency Relief Fund - ESSER I Recap

Montana Elementary and Secondary School Emergency Relief Fund	41,295,230
90% Distribution Based on Title I Formula (FY 2019)	37,165,707
10% SEA Reserve	4,129,523
<b>Total Funds</b>	<b>41,295,230</b>
Break Out of the SEA Reserve:	
Portion to Adjustment to Minimum	613,991
District Allocation Based on Related Service	2,059,852
Allocation Based on Related Service as Passthrough to Cooperatives	940,148
0.5% Administrative Costs (Systems Analyst & E-Grants)	206,476
Broadband Support	309,056
<b>Total Administrative Reserve</b>	<b>4,129,523</b>

<b>Total ESSER Grants to School Districts</b>	<b>\$ 37,779,698</b>
Distributed To Date	\$ (6,612,991)
January Distribution (10th Payment)	\$ (1,761,559)
<b>Balance Remaining for 90% plus minimum</b>	<b>\$ 29,405,148</b>

Per ESSER OPI allocated \$37,165,707 or 90% to school districts on the basis of Title I funding formula so school districts can plan and implement projects to ***prevent, prepare for, and respond*** to coronavirus pandemic. OPI allocated an additional \$613,991 to school districts from 10% reserve for school districts without Title I allocation or a minimal Title I allocation, providing for a \$10,000 minimum. To date, OPI has distributed 23% of the allocated funds leaving 78% remaining for distribution through 9/30/2022.

<b>Total Related Services Grants to School Districts/COOPs</b>	<b>\$ 3,000,000</b>
Distributed To Date	\$ (235,012)
January Distribution (10th Payment)	\$ (86,749)
<b>Total Balance</b>	<b>\$ 2,678,239</b>
Distributed to COOPs To Date	\$ 205,123
% Of Total Distributions to COOPs	64%
Balance of School Districts to Distribute	\$ 1,943,214
Balance of COOPs to Distribute	\$ 735,025
<b>Total Balance</b>	<b>\$ 2,678,239</b>

OPI allocated \$2,059,852 to school districts and \$940,148 to Cooperatives from 10% reserve to ensure essential related services are provided during the coronavirus pandemic. To date, OPI has distributed 11% of the allocated funds leaving 89% remaining for distribution through 9/30/2022.

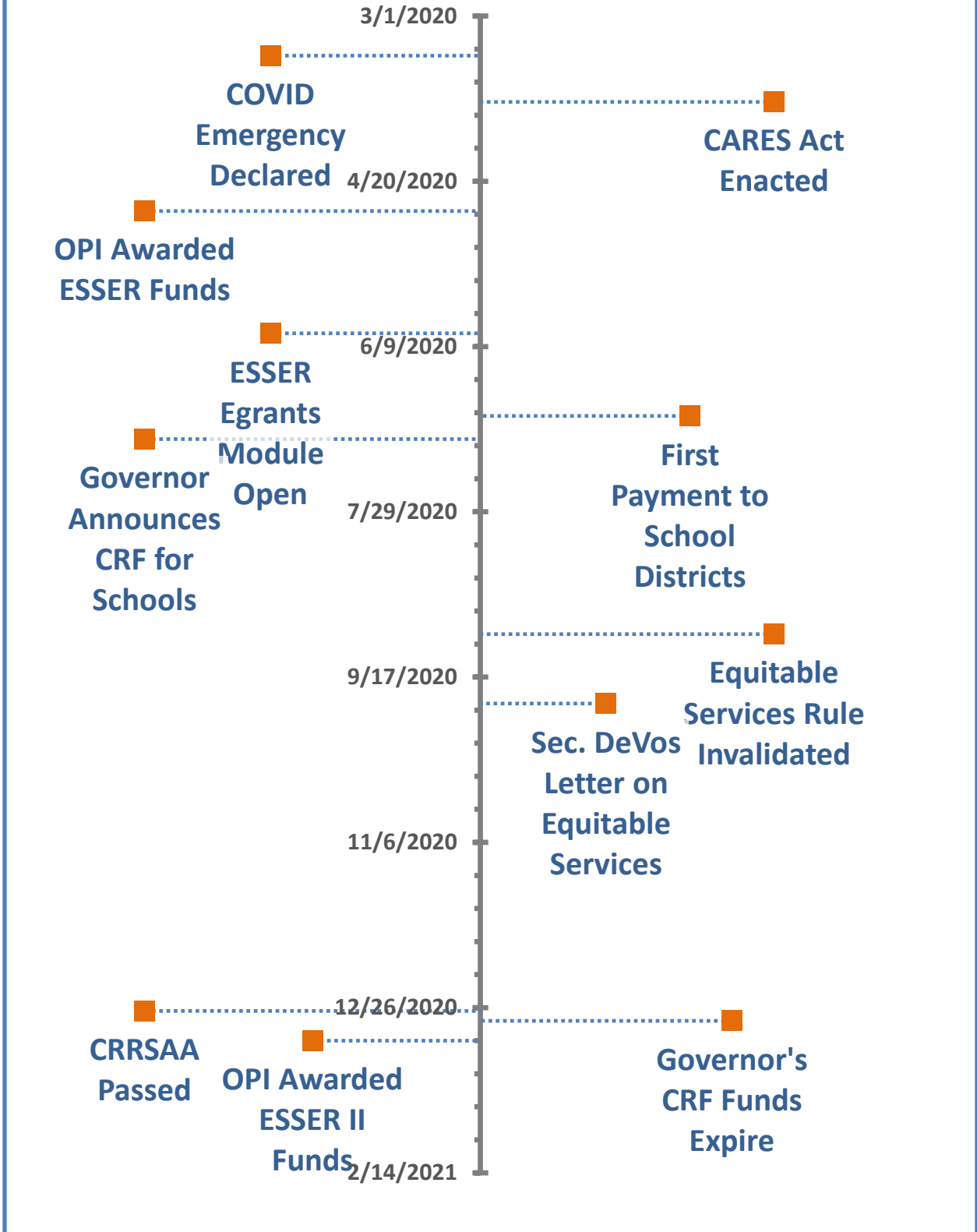
<b>0.5% Administrative Reserve</b>	\$ 206,476
Expended To Date	\$ (49,999)
<b>Administrative Reserve Balance</b>	<b>\$ 156,477</b>
<b>Remaining Reserve</b>	\$ 309,056
Expended To Date	\$ -
<b>Remaining Reserve Balance</b>	<b>\$ 309,056</b>

OPI allocated \$206,476 or 0.5% of the allowed 10% reserve to hire a modified Systems Analyst position for the development and administration of a ESSER grants module in OPI’s E-Grants system. The Systems Analyst also provides direct school district support in the fiscal administration and reporting of ESSER funds. The remaining 9.5% of the reserve funds will be used for addressing broadband and remote learning challenges.

### OPI Administrative and Reporting Accountability

- SEA Annual Reporting
  - First Submission Completed 2/1/2021 (Initial Data Limited)
  - Second Submission Due 2/1/2022
  - Final Submission 2/1/2023
  - SEA Fiscal Closeout 12/30/2023
  
- SEA Fiscal Controls Evaluation
  - Montana Internal Control and Subrecipient Monitoring Plan
  
- LEA Grantee Fiscal Support and Administration
  - Application
  - Allowable Use of Funds and Fiscal Accountability
  - Federal Audit Requirements

# ESSER I & II Timeline



**OPI Requests to the Education Subcommittee for ESSER II funds**

Montana State School Emergency Relief Fund II	170,099,465
90% Distribution Based on Title I Formula (FY 2020)	153,089,519
10% Allowable Reserve	17,009,946
Total Funds	170,099,465
Break Out of the Reserve:	
Portion to Adjustment to Minimum	2,400,000
Allocation Based on Related Service as Passthrough to Cooperative	4,000,000
Grants to MT School for the Deaf and Blind and the Youth Academy	20,000
0.5% Administrative Costs (Systems Analyst & E-Grants)	850,497
Learning Enhancement	7,000,000
Broadband and Remote Learning	2,739,449
Total Administrative Reserve	17,009,946

Appropriate the 90%, \$153M, that must be given to school districts so school districts can plan and implement projects to prevent, prepare for, and respond to coronavirus

Appropriate the 10% reserve, or \$17M, for the following plan:

- 0.5% for grant administration - \$850k – through 2023
  - Extend contract for existing system analyst for ESSER I (modified)
  - Add grant accountant for general accounting and payables to school districts (modified)
  - Add grant manager for school district relationships, accountability (modified)
  - New module for Egrants, modify to match federal reporting, ongoing school support
- 14%, \$2.4M minimum of \$40,000 to each school district, \$80,000 for K12 districts to provide funds to schools without a Title I or a small Title I allocation, approximately 86 school districts plus MSDB and Youth Challenge
- 24%, \$4.0M for direct award to SPED cooperatives
- 45%, \$7.7M for learning enhancement to provide technical support and assistance to school districts and teachers
- 16.5%, \$2.8M for broadband and remote learning support

CARES Act:

DEPARTMENT OF EDUCATION  
EDUCATION STABILIZATION FUND

For an additional amount for “Education Stabilization Fund”, \$30,750,000,000, to remain available through September 30, 2021, **to prevent, prepare for, and respond to coronavirus**, domestically or internationally: *Provided*, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.

CRRSAA:

DEPARTMENT OF EDUCATION  
education stabilization fund

For an additional amount for “Education Stabilization Fund”, \$81,880,000,000, to remain available through September 30, 2022, **to prevent, prepare for, and respond to coronavirus**, domestically or internationally: *Provided*, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.

### **Allowable LEA Uses of ESSER Funds**

Both the CARES Act and ESSER II have general guidance that all grants be used “*to prevent, prepare for, and respond to coronavirus.*” All LEA expenditures of grant funds must meet this requirement and adhere to the designated allowable expenditures specific to the ESSER funding listed below.

Like the CARES Act, the CRRSA allows LEAs to use the funds for any activity authorized by the following Federal education acts:

- A. The Elementary Secondary Education Act (ESEA) of 1965, currently reauthorized as the [Every Student Succeeds Act](#) (ESSA) of 2015.

ESSA includes the following Federal education programs:

- a. Title I, Part A: Improving Basic Programs Operated by LEAs, including the portions of the State Education Agency’s (SEA’s) Title I, Part A award used to carry out section 1003 School Improvement for Schools Identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI)
- b. Title I, Part C: Education of Migratory Children

- c. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk
  - d. Title II, Part A: Supporting Effective Instruction
  - e. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
  - f. Title IV, Part A: Student Support and Academic Enrichment Grants
  - g. Title IV, Part B: 21st Century Community Learning Centers
  - h. Title V, Part B, Subpart 2: Rural and Low-Income School Program
  - i. Title VI: American Indian and Alaska Native Education
  - j. Title VII, Part B: McKinney-Vento Education for Homeless Children and Youth Program
- B. The [Individuals with Disabilities Education Act](#) (IDEA)
  - C. The [Adult Education and Family Literacy Act](#) (AEFLA)
  - D. The [Carl D. Perkins Career and Technical Education Act](#) (CTE)
  - E. Subtitle B of Title VII of the [McKinney-Vento Homeless Assistance Act](#)

### **Additional LEA Uses of ESSER Funds**

The CRRSA also duplicates the CARES Act in specifying the following activities as allowable uses of ESSER II funds:

- A. Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- B. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- C. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- D. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
- E. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.

- F. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA.
- G. Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA, and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- H. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- I. Providing mental health services and supports.
- J. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- K. Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **New LEA Uses of ESSER II Funds**

ESSER II added the following specific activities as allowable uses, although the Department of Education later acknowledged these activities were allowable for the first round of funding.

- L. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:
  - a. Administering and using high-quality assessment that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - b. Implementing evidence-based activities to meet the comprehensive needs of students.
  - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - d. Tracking student attendance and improving student engagement in distance education.

- M. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- N. Inspection, testing maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair replacement.

### **Use of the 10% Reserve**

e) STATE FUNDING.—With funds not otherwise allocated under subsection (c), a State may reserve not more than one-half of 1 percent for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, including measuring and addressing learning loss, which may be addressed through the use of grants or contracts.

### **Maintenance of Effort:**

Under the CARES Act, a state that receives ESSER funds must maintain support for elementary and secondary education in each of fiscal years 2020 and 2021 at least at the level of such support that is the average of the support for elementary and secondary education provided in the three fiscal years preceding the date of enactment of the CARES Act (FYs 2017, 2018, 2019).

Under the CRRSA Act, a State that receives ESSER II funds must maintain support for elementary and secondary education in FY 2022 based on the proportional share of the State's support for elementary and secondary education relative to the State's overall spending averaged over FYs 2017, 2018, and 2019. There is a possibility of obtaining a waiver of this requirement if there is a precipitous decline in state resources.

### **Use of funds to bridge a budget shortfall due to COVID**

As with all uses of ESSER I or II funds a proposed use of funds must be "to prevent, prepare for, and respond to" COVID-19. This means that ESSER funds may be used to bridge budget shortfalls if the deficit is related to the coronavirus and the ESSER funds are needed for education-related expenses.

-Quoted from email from Montana ESSER grant manager in the Department of Education, 1/28/2021