



# ESSER Updates and Other Good News!

July 7, 2021



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

ESSER Update 7.7.2021

# Great News for ESEA!



Just yesterday, on July 6, 2021, states were provided a template for two waivers:

1. To waive the 15% excessive carryover limitation for Title I-A from 2020-2021 to 2021-2022
2. To extend the performance period of all ESEA programs for 2019-2020 through September 30, 2022.

Idaho will be submitting the completed template to USED shortly.

# *Proposed USED Title I Equity Grants Program*



- President Biden's 2022-2023 budget request includes \$20 billion for new Equity Grants program for LEAs with Title I-A schools
  - Ensure teachers in Title I schools are paid competitively
  - Support expanded access to preschool
  - Increase preparation for, access to, and success in rigorous coursework

# Federal Programs Coordinator - ESSER



WHO YA  
GONNA  
CALL?



LEA ESSER Support

[lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov)

208.332.6911

# ARP ESSER additional funding



- States were notified June 25<sup>th</sup> that due to a downward revision in calculating Title I allocations by one State, USED has revised the ARP ESSER fund allocations
  - Additional \$200,000 for Idaho
  - LEA allocations will be revised in the fall (October 2021) to account for this increase as well as to account for any revisions as a result of adjustment made to the significantly expanding LEA charters

# Safe Return to In-Person Instruction and Continuity of Services Plan



- Developing and posting plans are a condition of receiving funds
- Use the Checklist against the LEA's most recently approved Back-to-School plan
  - Last summer/Fall 2020 – Each LEA submitted a Back-to-School plan to the State Board office
- For new LEAs receiving ARP ESSER funds who do not have a Back-to-School plan: a new plan must be developed that includes all of the requirements in the checklist - due August 2, 2021.
- The LEA's Back-to-School plan AND the checklist must be posted on the LEA's website by Monday, August 2, 2021.
- Email the completed and signed Checklist to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by August 2, 2021.
- Review the plan and revise, if necessary, every six months through September 30, 2023 (Interim Final Rule, 4.22.2021).
  - Revisions must include updated CDC guidance, including safety recommendations
- Plan development and revisions must include a process for gathering meaningful stakeholder input and public comment.
- Please see the Checklist to help determine the next revision date for your plan.

# Safe Return to In-Person Instruction and Continuity of Services Plan (2)



## Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Having a Safe Return to In-Person Instruction and Continuity of Services Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 2, 2021. In addition, email this completed and signed plan checklist to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov).

LEA # and Name: Click or tap here to enter text.
DATE LEA's 2020-2021 <i>or most current</i> Back-to-School Plan was approved by the local school board: Click or tap to enter a date.
Website link to the LEA's Back-to-School Plan and the Safe Return to In-Person Instruction and Continuity of Services Plan Checklist: Click or tap here to enter text.



# Safe Return to In-Person Instruction and Continuity of Services Plan (3)



**Table 1: Mitigation Strategies Information Required to be Included in LEA's Plan**

CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations)	Does the LEA's <u>current</u> Back to School Plan include information regarding policies applicable to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy for each mitigation strategy)	
Universal and correct wearing of masks	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Modifying facilities to allow for physical distancing (e.g., including use of cohorts/ <u>podding</u> )	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Handwashing and respiratory etiquette	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cleaning and maintaining healthy facilities, including improving ventilation	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Diagnostic and screening testing	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Efforts to provide vaccinations to school communities	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Answer the questions based on the LEA's most recently approved Back-to-School plan. It's okay to say "No".

If a particular strategy is not addressed, be sure to address it in the Plan's next revision.

Addressing a strategy the LEA does not implement would include describing WHY the LEA has not adopted that strategy.



# Safe Return to In-Person Instruction and Continuity of Services Plan (4)



Table 2: NARRATIVE Information Required to be Included in LEA's Plan		
Required Information	Does the LEA's <u>current</u> Back to School Plan include this NARRATIVE information?	
How the LEA is addressing and plans to address students' academic needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The process and timeline for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

# Safe Return to In-Person Instruction and Continuity of Services Plan (5)



Assurances	LEA Response	
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. The plan and this checklist are publicly available on the LEA website.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

# Safe Return to In-Person Instruction and Continuity of Services Plan (6)



## PLAN REVISION SCENARIOS

1.

The LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) but the plan is missing some required elements as determined by one or more “No” responses in Table 1 or Table 2 or the Assurances section. The LEA must revise its plan to include all required elements no later than six months after it last reviewed its plan OR by November 24, 2021, whichever date is earlier. After that, review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023. The revised plan must be published on the LEA’s website.

2.

The LEA does not have a Back-to-School plan. By August 2, 2021, the LEA must develop a Safe Return to In-Person Instruction and Continuity of Services Plan and include all of the requirements identified in the Checklist. Email the URL where the plan is posted on the LEA’s website by August 2, 2021 to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov). Review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023.

3.

The LEA developed a Back-to-School plan either before or after ARP ESSER was enacted (March 11, 2021) and that plan was developed with meaningful stakeholder feedback and public input and includes all the required information as determined by all “Yes” responses in Table 1, and Table 2, and the Assurances section of this checklist. Post the Back-to-School plan and the Safe Return to In-Person Instruction and Continuity of Services Plan Checklist by August 2, 2021. Review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023. Post the revised plan on the LEA’s website.

# Safe Return to In-Person Instruction and Continuity of Services Plan (7)



Superintendent/Charter Administrator Printed Name: Click or tap here to enter text.	
Superintendent/Charter Administrator Signature:	Date: Click or tap to enter a date.
Local Board of Trustees, President's Printed Name: Click or tap here to enter text.	
Local Board of Trustees, President's Signature:	Date: Click or tap to enter a date.

**Email this completed and signed plan checklist to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than August 2, 2021.**

# LEA ARP ESSER Use of Funds Plan



- This plan thoughtfully describes how the LEA will fund important activities using ARP ESSER funds.
- This plan requires having a process for meaningful consultation with stakeholders and giving the public an opportunity to provide input into the development of the plan.
- The LEA's ARP ESSER Use of Funds plan must be posted on the LEA's website by Friday, October 1, 2021.
- Email the completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

# LEA ARP ESSER Use of Funds Plan (2)



## LEA ARP ESSER Plan – Use of Funds Template

**Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.**

**Instructions:** Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

**LEA # and Name:** [Click or tap here to enter text.](#)

**Website link to the LEA's ARP ESSER Plan – Use of Funds:**  
[Click or tap here to enter text.](#)

# LEA ARP ESSER Use of Funds Plan (3)



## Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. Process and timeline for engaging meaningful consultation with stakeholders – identify the groups and describe how the public was provided an opportunity to provide input into the development of the plan.
2. How funds will be used implement prevention and mitigation strategies consistent with the CDC guidelines for operating schools for in-person learning.
3. How the 20% lost instructional time funds will be used to address the academic impact of COVID-19 especially those students most likely to have experienced the impact of lost instructional time on student learning.
4. How remaining funds will be spent – how will funds be allocated to schools and how will they be used for districtwide activities.
5. How the LEA will ensure that interventions are addressing the academic impact of lost instructional time, as well as the social, emotional, and mental health needs of students.
6. How the LEA will consistently monitor student progress and effectiveness of the strategies and interventions implement to address gaps in both student learning and well-being.



# LEA ARP ESSER Use of Funds Plan (4)



## Section 2: Assurances

Assurance	LEA Response	
	Yes	No
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

# LEA ARP ESSER Use of Funds Plan (5)



## Signatures

Superintendent/Charter Administrator Printed Name: Click or tap here to enter text.	
Superintendent/Charter Administrator Signature:	Date: Click or tap to enter a date.
Local Board of Trustees, President's Printed Name: Click or tap here to enter text.	
Local Board of Trustees, President's Signature:	Date: Click or tap to enter a date.

Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov)  
no later than October 1, 2021.

# Indoor Air Quality (IAQ) – Great Resources



- EPA has designed 11 IAQ checklist tools for schools

<https://www.epa.gov/iaq-schools/indoor-air-quality-tools-schools-action-kit#tab-2>

- Best Practices Clearinghouse –

<https://bestpracticesclearinghouse.ed.gov/>

Safe and Healthy Environment  
Educator Supports  
Student Supports

- NCSSLE Website

<https://safesupportivelearning.ed.gov>



## School Official's Checklist

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Room or Area: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date Completed: \_\_\_\_\_

### Instructions

1. Read the *IAQ Backgrounder* and the *Backgrounder* and Information for this checklist.
2. Keep the *Background Information* and make a copy of the checklist for future reference.
3. Complete the Checklist.
  - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
  - Make comments in the "Notes"

### 1. ROLE AS A LIAISON

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1a. Obtained approval for IAQ program from the school board and continuously kept board informed of progress ..... | Yes                      | No                       | N/A                      |
| 1b. Arranged proper funding for IAQ program through the school CFO and, if necessary, the school board .....       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c. Collaborated with unions to establish processes to address various situations .....                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Communicated IAQ program's progress to parents, community, and media .....                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e. Introduced IAQ Coordinator to staff, fully endorsing his or her leadership ...                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 2. VERBAL AND WRITTEN SUPPORT

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 2a. Ensured that top level management provided written support for the <i>IAQ TJS</i> Program .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Wrote a letter to notify EPA that the school is participating in the <i>IAQ TJS</i> Program (qualifying the school for a Great Start Award) .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Participated in EPA's mentoring program (i.e., obtained advice from schools and districts with effective IAQ programs and, after implementation, provided advice to other schools and districts initiating an IAQ program) .... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Applied for EPA's Leadership and Excellence Awards (after implementing the IAQ program) .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. IAQ MANAGEMENT PLAN

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3a. Authorized (or obtained authorization for) the development of a ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

# Capital Expenditure Pre-Approval Form



## ESSER Request for Capital Expenditures Form (CEF)

Prior Approval from the SDE is required for all Capital Expenditures (2 CFR §200.439)

### General ESSER Spending Considerations

All activities supported with ESSER funds must relate to preventing, preparing for, and responding to COVID-19. ESSER funds do not contain a supplement not supplant requirement. ESSER I and ESSER II funds can be spent on the same activities. ESSER I, II, and III may be used for capital expenditures with prior approval from the SDE.

ESSER funds are governed by the Uniform Grant Guidance (UGG) and the Education Department General Administrative Regulations (EDGAR). Among other requirements, all capital expenses paid with ESSER funds must be necessary and reasonable under the circumstances (2 CFR §200.403; 2 CFR §200.404) and be pre-approved by the SDE in writing (§200.439).

Capital expenditures are expenses used to acquire capital assets or expenditures to make additions, improvement, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life (2 CFR §200.1). Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000 (§200.1 and §200.439(2)).

Please complete the requested information listed below; complete one form per capital expenditure request.

LEA Name \*

LEA Number \*

Capital Expenditure Pre-Approval form is available at

<https://form.jotform.com/210824390770050>

# Procurement Exemption Form



## ESSER Request for Exemption from Competitive Procurement

### General ESSER Spending Considerations

An SEA is authorized under the Uniform Guidance to use any authority provided for its procurement policies and procedures that allows for noncompetitive procurements (2 CFR § 200.317 and USED FAQs May 2021 C.27). When state and federal procurement requirements differ, the most restrictive requirement applies.

Under 2 CFR § 200.320(c)(4), an SEA, to the extent doing so is consistent with its State procurement policies and procedures, may authorize an LEA to use noncompetitive procurement in response to a written request. In the alternative, the USED may grant similar flexibility. Under the Uniform Guidance, all other non-Federal entities, including LEAs, must follow the procurement provisions in 2 CFR §§ 200.318 through 200.327. LEAs must have documented procurement procedures reflecting applicable Federal, state, and local laws and regulations (2 CFR § 200.318). Under 2 CFR § 200.320(c), an LEA may, to the extent doing so is consistent with its policies and procedures, use noncompetitive procurement.

Idaho procurement requirements do not apply to:

- Expenditures less than \$50,000 (Idaho Code 67-2803(2)) (State and Federal requirements align); (Idaho procurement requirements apply:
  - Idaho Code 67-2806(1): \$50,001 - \$100,000 – solicit written bids from three vendors
  - Idaho Code 67-2806(2): \$100,001+ - open competitive sealed bid process
  - Idaho Code 67-2806A: \$100,001+ – Request for proposal
  - Exclusion
    - Idaho Code 67-2803 Goods or Services competitively bid by the state of Idaho, one (1) of its political subdivisions, or an agency of the federal government. Contracts entered into by the division of purchasing.
  - Cooperative Purchasing
    - With approval of governing board, participate in agreements with the State of Idaho, other Idaho political subdivision, other government entities, or associations thereof
- Curricular materials (Idaho Code 33-601(2)) as defined as textbooks, instructional media including software, audio/visual media, and internet resources (Idaho Code 33-118A); (Federal requirements are more restrictive).
- Emergency expenditures approved by the governing board as defined under Idaho Code 67-2808(1)(a) do not require a formal bidding procedure (Federal requirements are more restrictive); and
- Sole source, only one (1) vendor reasonably available, expenditures approved under the governing board must make notice of a sole source procurement published in the official newspaper of the LEA at least fourteen calendar days prior to the award of the contract (Idaho Code 67-2808(2)) (Federal requirements are more restrictive).

Please complete the requested information listed below; complete one *Exemption from Competitive Procurement form* for each service.

## ESSER Request for Exemption from Competitive Procurement

### LEA INFORMATION REQUIRED

- LEA Number and Name:** Click or tap here to enter text.
- Identify the activity/product/service for which the LEA is requesting a competitive procurement exemption:** Click or tap here to enter text.
- What is being purchased?** Click or tap here to enter text.
- Estimated/Actual Cost of Purchase:** Click or tap here to enter text.
- Total ESSER funds on this expenditure:**

ESSER I	Click or tap here to enter text.
ESSER II	Click or tap here to enter text.
ESSER III	Click or tap here to enter text.

### ACTION REQUIRED:

In choosing one or more of the circumstances below, the LEA affirms the circumstance is consistent with its own policies and procedures, which include a conflict of interest policy (2 CFR § 200.112) and disclosure to State Department of Education any violation involving fraud, bribery, or gratuity affecting the federal award (2 CFR § 200.113).

There are specific circumstances in which non-competitive procurement can be used. **Please check the appropriate box that fits the LEA's reason for requesting non-competitive procurement for this purchase.**

- Curricular materials, such as textbooks, instructional media including software, audio/visual media, internet resources per Idaho Code 33-601(2). (June 15, 2021 email to SDE from USED states that the LEA is the requirement for the exception in 2 CFR 200.320(c)(4) because Idaho "has provided an exemption for the procurement of curricular materials and the LEA is seeking permission from the SEA.")
- The item is available only from a sole source, only one (1) vendor reasonably available.
 

Required documentation retained on file, available upon request:

  - Approval of the governing board (Local Board of Trustees)
  - sole source documentation
  - Invoicing/ estimate of cost of purchased item
  - Bid-solicitation attempts, if applicable
  - Newspaper advertisement of the LEA's intent for sole source procurement
- The public exigency or emergency for the requirement will not permit a delay resulting from public competitive solicitation for a service/product.
 

Required documentation retained on file, available upon request:

- Approval of the governing board (Local Board of Trustees)
- Narrative/ explanation outlining the urgency of purchase, narrative/ documentation from vendor outlining how procurement process could delay performance of contract

4. After solicitation of a number of sources, competition is determined inadequate.

Required documentation retained on file, available upon request:

- Responses to requested bid showing that vendors cannot perform service

An LEA may use noncompetitive procurement for the circumstances listed above, and to the degree doing so is consistent with its own policies and procedures.

**IMPORTANT: Any entity using ESSER funds for construction or renovation must comply with all relevant UGG rules, EDGAR rules (34 CFR §76.600, 34 CFR §75.600-75.617), and Davis-Bacon (20 U.S.C. 1232b) prevailing wage rules.**

### SIGNATURES REQUIRED

Superintendent/Charter Administrator Printed Name: Click or tap here to enter text.	
Superintendent/Charter Administrator Signature:	Date: Click or tap to enter a date.
Name of person submitting form IF different from Superintendent/Charter Administrator: Click or tap here to enter text.	Date: Click or tap to enter a date.

**SUBMIT THIS COMPLETED AND SIGNED FORM TO LISA ENGLISH AT [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov)**

### FOR SDE USE ONLY

The pass-through entity (State Department of Education) expressly authorizes a noncompetitive procurement process in response to this written request from the LEA.

First and Last Name of SDE Approver: Click or tap here to enter text.	
SDE Approver Signature:	Date: Click or tap to enter a date.
Comments: Click or tap here to enter text.	



Equity is the attainment of comparably positive outcomes for all groups within, or served by, a program.

“All means all,”

Miguel Cardona, Secretary of Education



# ESSER Reporting Requirements



- On July 6<sup>th</sup>, states were informed of an information collection request (ICR) opportunity to provide public comment regarding ESSER Fund data collection to
  - Ensure public transparency on the impact of ESSER funds on students and schools, and
  - Ensure that data collection is as streamlined as possible, minimizing burden on states and LEAs
- USED is collecting feedback from states through August 31, 2021

**WE will keep you posted!**





- June 10, 2021 – Using ESSER Funds to Build a Community School
- June 21, 2021 – Evidence-Based Interventions

## Coming Up:

Several different mini webinars on using ESSER funds for underserved populations – late August

# ESSERF Fund Numbers and Revenue Code



- All ESSER grants – Revenue Code 44590
- Fund Numbers and IFARMS Common Names
  - 252 CARES Act ESSER I
  - 254 CRRSA Act ESSER II
  - 250 ARP Act ESSERF III

**EACH ESSER GRANT MUST BE TRACKED SEPARATELY!**  
This ensures compliance with federal reporting requirements.

# Grant Reimbursement Application (GRA)



- Processing GRA reimbursement requests has moved from weekly back to bi-monthly –
  - Transactions posted close of business on the 10<sup>th</sup> and 24<sup>th</sup> will be processed on the 11<sup>th</sup> and 25<sup>th</sup>
  - Data reports will be updated following the processing dates
  - An analysis of the number of LEA drawdown requests during the 6 month weekly processing found that LEAs drew on average per grant 1.21 times per month compared to 1.18 times per month two years ago.

# Website Update



Menu Search Language

Home / Departments / Federal Programs

## Federal Programs

The Federal Programs department meets regulations and provides assistance to school districts under the requirements of the Elementary and Secondary Education Act (ESEA), currently enacted as the Every Student Succeeds Act (ESSA). We accomplish this by implementing federal program monitoring to ensure districts are compliant with the law. We focus on addressing challenges and improving the academic success of students who are struggling and at-risk so they meet state academic standards.

### Federal Programs »


- > Pandemic Relief Funds
- > Educator Effectiveness
- > Equitable Services
- > Family & Community Engagement
- > Federal Programs Monitoring

## Pandemic Relief Funds

The Elementary and Secondary School Emergency Relief (ESSER) Fund includes the Coronavirus Aid, Relief, and Economic Security (CARES) Act (March 27, 2020), the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021 (December 27, 2020), and the American Rescue Plan (ARP) Act of 2021 (March 11, 2021). The U.S. Department of Education awarded grants to states for the purpose of providing local educational agencies (LEAs) that receive funds under Title I-A of the Elementary and Secondary Education Act of 1965 (ESEA) with emergency relief funds to address the impact the COVID-19 pandemic has had, and continues to have, on students in pre-K-12 education.

### Pandemic Relief Funds Data Report

The Pandemic Relief Funds Data Report is updated every Monday and includes a draw down review, reimbursements by category, and a detailed report by LEA.

 Pandemic Relief Funds Data Report

### Pandemic Grants

American Rescue Plan  
(ESSER III)

CARES Act  
(ESSER I)

CRRSA Act 2021  
(ESSER II)

### Federal Programs »

- > **Pandemic Relief Funds**
  - American Rescue Plan (ESSER III)
  - CARES Act (ESSER I)
  - CRRSA Act 2021 (ESSER II)
- > Educator Effectiveness
- > Equitable Services
- > Family & Community Engagement
- > Federal Programs Monitoring
- > Foster Care
- > Funding & Fiscal Accountability
- > School Improvement & Support
- > Title I-A: Improving Basic Programs
- > Title I-C: Migrant Education
- > Title I-D: Neglected, Delinquent, or At-Risk
- > Title II-A: Supporting Effective Instruction
- > English Learner Program/Title III
- > Title IV-A: Student Support & Academic Enrichment
- > Title V-B: Rural Education Initiative
- > Title IX-A: Homeless Children & Youth

- > Archives »
- > Events »

<https://www.sde.idaho.gov/federal-programs/prf/>

# Protect Coronavirus Relief Funds from Fraud and Abuse

A collage of four images is displayed in a 2x2 grid. The top-left image shows a teacher in an orange jacket and face mask standing in a classroom, holding a book. The top-right image shows a person wearing a blue face mask and holding an open book. The bottom-left image shows two hands exchanging a one-dollar bill. The bottom-right image shows a person reading a book.

 **HELP PROTECT CORONAVIRUS FUNDS FROM FRAUD AND ABUSE**  
U.S. Department of Education ★ Office of Inspector General

<https://www2.ed.gov/about/offices/list/oig/disasterrecovery.html>

Or call 1.800.MISUSED (1.800.647.8733)

# Contact Us

**Lisa English** | Coordinator, Federal Programs

**Alexander McCann** | Financial Specialist Principal, Funding and Accountability

**Karen Seay** | Director, Federal Programs

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6800

[kseay@sde.idaho.gov](mailto:kseay@sde.idaho.gov)

<https://www.sde.idaho.gov/federal-programs/prf/index.html>



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION