



Welcome Back To FFGCoP!

Federal Fiscal Grants Communities of Practice #3



Supporting Schools and Students to Achieve

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

12/20/2022

What Do Communities of Practice Provide?



- Access to experts in your field
- Peer to Peer Learning
- Knowledge Sharing
- Learn the how and the why
- Develop Best Practices & Strategies
- Resource Sharing
- Reminder Timelines
- Support and confidence building



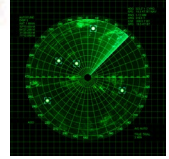
Agenda 12/20/2022



- What's on your radar/What's due around the state? (Data Acquisition Calendar Review)
- PD Federal Program Overview - McKinney Vento/Title IX-A, & Title I-D with Emily Sommer
- PD in 15 - GRA 101 – With Kateryna Dyer & Lisa Pofelski-Rosa
- Tips & Tricks – How to look up old expired GAN's in the GRA
- Discussion! Ransomware & School Districts. Don't let it happen to you!
- GEPA
- Future Agendas



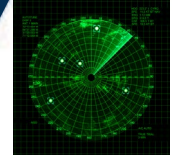
What's On Your Radar? December 2022



What's Due Around the State this month? [Link to calendar](#)

DUE DATE	FORM TITLE	COMPLETION LEVEL	SDE SECTION	SDE CONTACT	REQUIRED BY	COMMENTS
December 15	Title I-D Neglected and Delinquent Programs - Annual Count	District/Institutions	Federal Programs	Emily Sommer (208) 332-6904 <i>updated 8/23/22</i>	Federal Law 34 CFR § 200.91 20 U.S.C. 1432(1) 20 U.S.C. 1432(4)(b)	Collecting the annual count of qualifying students residing in residential neglected/delinquent facilities, county juvenile detention centers, or juvenile/adult correctional facilities that meet classification criteria - for Title I-A Neglected Set-Aside and Title ID Subpart 1 & Subpart 2 grant funding purposes. Opens Oct 1
December 16 <i>updated 8/23/22</i>	ISEE Coding for McKinney-Vento Students for data collection period 8/15/22 - 12/2/22	District/Charter	Federal Programs	Emily Sommer (208) 332-6904 <i>updated 8/23/22</i>	42 USC § 11432(f)(1) and (3).	Newly enrolled and/or identified MV students should be coded throughout the school year to be included in ISEE data uploads. The annual cumulative number of students identified/served is recorded regardless of if students move or find permanent housing.
December 16 <i>updated 8/23/22</i>	CLDS Data Corrections	District/Charter	Federal Programs	Kathy Gauby (208) 332-6889	State Law IC 33-1001, 33-1004B, 33-1004D, and 33-1201A	Data corrections to the Career Ladder Data System (CLDS)
December 31	Federal and State Consolidated Plan Revisions	District/Charter	Federal Programs	Financial Specialist - Brian Butkus (208) 332-6900 <i>updated 8/23/22</i>	Federal Law PL 107-110	Required for Title I-A, Title I-C, Title I-D, Title II-A, Title II-D, State LEP, Title III, Title IV-A programs. Must be approved by SDE before expending any of these program funds.
December 1	Johnson O'Malley American Indian Student Count	District/Charter	Indian Education	Johanna Jones (208) 332-6968	Federal Regulations 25 CFR 271, 3 & 6	Official American Indian student count from JOM districts only. Count will be used for per student funding distribution.
December 1	2021-2022 Summary of Actual Expenditures	District/Charter	School Finance	Aaron McCoy (208) 332-6846	State Law IC 33-1028(2)(b)	Summary of actual expenditures for each line item distribution and for discretionary funds in FY 2022. (Report will be emailed to business managers for completion).
December 1	ADA by County	District/Charter	School Finance	Morgan Phillips (208) 332-6840 Tania Goretov Morgan Phillips	State Law IC 33-1002(5)	Used to distribute Federal Forest funds.
December 1	Separate Attendance Unit Report	District	School Finance	(208) 332-6840 Tania Goretov	State Law IC 33-1003(2)	Identifies schools requiring separate treatment in the calculation of units.
December 1	Alternative Secondary School Revenue and Expenditure Survey	District/Charter	School Finance	Aaron McCoy (208) 332-6846	State Law IC 33-1002F	Required for compilation of the Alternative School report submitted to the Legislature. (Survey will be emailed to business managers for completion.)
December 2 <i>updated 8/23/22</i>	ISEE Staff Data Corrections	District/Charter	School Finance	Branwyn Phillips (208) 332-6875	State Law IC 33-1004D	Final day for staffing corrections to the snapshot date "Last Friday in September" for the February 15th payment.
December 15	2021-2022 School Building Maintenance Report	District/Charter	School Finance	Aaron McCoy (208) 332-6846	State Law IC 33-1019	Summary of school facility maintenance activity. (Report will be emailed to business managers for completion.)
December 16 <i>updated 8/23/22</i>	ISEE Attendance and Enrollment Data Submission for data collection period 8/15/22 - 12/2/22	District/Charter	School Finance	Dean Reich (208) 332-6840	State Law IC 33-1002	February 15th payment Attendance and Enrollment deadline
First Friday in December	Child Count	District/Charter	Special Education	Will Spoja (208) 332-6933 Alisa Fewkes (208) 332-6919	Federal Law 20 U.S.C. § 1418 20 U.S.C. 1416(a)(3)(B) 34 CFR 300.173	Last date to make changes to Child Count data through November ISEE upload correction. To review Child Count data access the SPED Data Application by selecting Resource Center on the Special Education home page.
Second Friday in December	General Supervision File Review (GSFR)	District/Charter	Special Education	Will Spoja (208) 332-6933 Debi Smith (208) 332-6915	34 CFR § 300.149 34 CFR § 300.600-602	Last date to submit materials required for GSFR to the <u>CTI</u> .
Wed. following 1st Friday in December	Certification of Child Count Data	District/Charter	Special Education	Alisa Fewkes (208) 332-6919 Will Spoja (208) 332-6933	Federal Law 20 U.S.C. § 1418 20 U.S.C. 1416(a)(3)(B) 34 CFR 300.173	Last date to submit certification for Child Count data on the SPED Data Application Child Count tool. This is the last step to finalizing Child Count.

What's Coming Up in January?



JANUARY 2023

DUE DATE	DATE SUBMITTED TO THE SDE	FORM TITLE	COMPLETION LEVEL	SDE SECTION	SDE CONTACT	REQUIRED BY	COMMENTS
January		21st CCLC Demographics	All current 21st CCLC program participants	Student Engagement & Safety	Sheena Strickler (208) 332-6813	Government Performance and Results Act (GPRA); EDGAR, Section 75.720	EDUID, First, Last, gender, DOB, Race/Ethnicity, IEP, FRL, ELL/LEP
January 6		Application for Tuition Equivalency Funds	District	Special Education	Lisa Pofelski-Rosa (208) 332-6916	State Law IC 33-2004	Special education students application for tuition equivalency funds. https://www.sde.idaho.gov/sped/funding/files/funding/forms/Exceptional-Child-Tuition-Equivalency.pdf
January 15		Title I-A, Application for Reallocated Funds (if available)	District/Charter	Federal Programs	Financial Specialist - TBD (208) 332-6900 <i>*updated 8/23/22</i>	Federal Law PL 107-110	Districts apply for the additional funds annually.
January 15		Funding Cap Appeal Application	District/Charter	Student Transportation	Kyle Rahn (208) 332-6851	State Law IC 33-1006	Request for waiver from funding cap.
January 15		Charter School LEA Designation	Charter	School Choice	Michelle Clement Taylor (208) 332-6963	IDAPA 08.02.04.500.02	This is required for any district authorized charter school wanting to be an independent LEA authorized by the district.
January 15		Border Contract Expense Report	District	School Finance	Morgan Phillips (208) 332-6840 Tania Goretoy (208) 332-6841	State Law IC 33-1002	Districts must submit documentation of border contract costs for 2022-2023. <i>*updated 9/30/22</i>
January 25		Final Application and Budgets IDEA Part B and Preschool Funds for New Charter School	Charter	Special Education	Lisa Pofelski-Rosa (208) 332-6916	Federal Regulations 34 CFR 300.200-300.204	Required for eligibility for IDEA Part B and Preschool funds.
January 31		General Supervision File Review (GSFR)	District/Charter	Special Education	Will Spoja (208) 332-6933 Debi Smith (208) 332-6915	34 CFR § 300.149 34 CFR § 300.600-602	Final deadline for uploading existing supporting evidence to the CTT or LEAs EDPlan system related areas of concern.

Working Budget- Refresher



What is a “Working Budget” and Why Do I Need One?

1. Federal Grant Management requires accurate fund accounting and budgeting [2 CFR 200.302\(b\)\(5\)](#)
2. Idaho State Laws require LEAs to submit annual budgets to appropriate for spending. [§§ 200.328](#) and [200.329](#).
3. Idaho Code, [Section 33-701-9](#) review the school district budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school district.



More Review: What is a “working budget” and why do I need one?



2 CFR 200.302(b)(4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes.



- 2 CFR 200.302(b)(5) comparing expenditures to budgets
- It is important that your accounting system provide reliable cost estimating information to ensure that you do not overspend on an activity.

Developing a Working Budget Protocol



- To provide for prudent control and direction of the annual budgets, the budget supervisor should assign tasks to business office personnel for maintaining the various journals and/or accounts of the school funds.
- Your general ledger should tie out to the GRA (Grant Reimbursement Application) by fund or grant, to match the total available grant funding.
- The budget supervisor should conduct periodic analyses of the various budgets and provide interim evaluations and reports to the superintendent of schools and the board of trustees.
- Interim reporting and budget analysis enable the board of trustees to control and maintain the integrity of the adopted budget.





McKinney Vento – What to Know!



PD – Program of the Month: McKinney Vento



- Welcome Emily Sommer !



Coordinator | Title IX-A: Education for Homeless Children and Youth Program

Title I-D: Neglected, Delinquent or At-Risk Youth Program

Idaho State Department of Education

PO Box 83720

Boise, ID 83720-0027

(208) 332-6904

esommer@sde.idaho.gov



Education for Homeless Children and Youth (McKinney-Vento) and Title I-D: Neglected, Delinquent and At-Risk

Emily Sommer | Coordinator
Title IX-A: Homeless Education
Title I-D: Neglected, Delinquent & At-Risk



Supporting Schools and Students to Achieve

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

McKinney What?



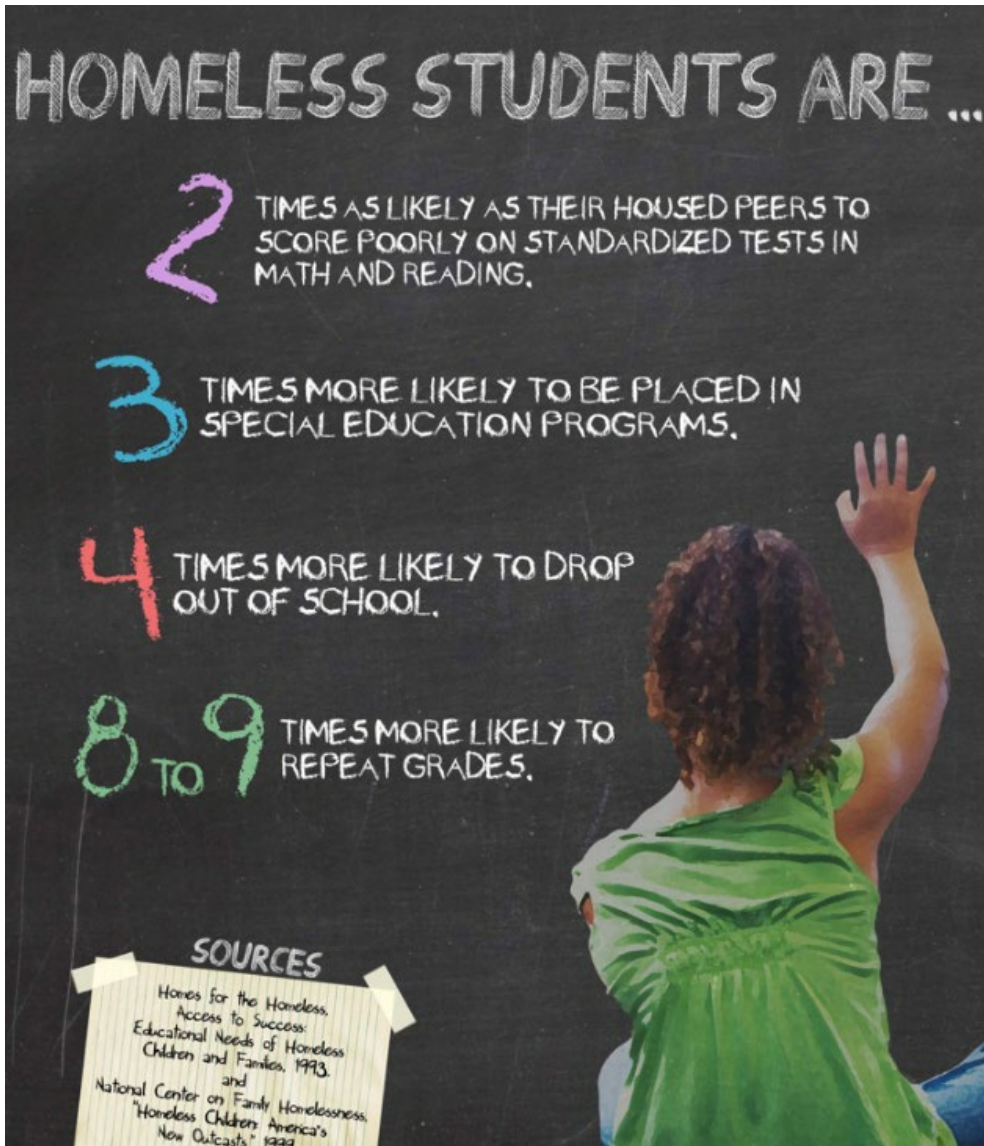
McKinney-Vento Homeless Education Act 42 U.S.C. § 11431

Reauthorized in 2015 by Title IX-A of the ESSA

Addresses educational **barriers** and **challenges** created by homelessness by guaranteeing these students the right to:

- FAPE – free appropriate public education
- Immediate *enrollment in school – without traditional documents
*enrollment defined as “attending classes and participating fully in school activities”
- Transportation to school of origin, if requested
- Educational supports/services needed for school success
- SPED services/supports, if eligible for SPED

Homelessness Impacts Education



Impacts

- Standardized Test Scores (math & reading)
- SPED Needs
- School Drop Out
- Grade Retention



346%

Youth with less than a high school diploma or GED had a 346% higher risk for homelessness

Homelessness Creates Barriers



Families/Students experiencing homelessness may

- Not be able to meet enrollment requirements/documents
- Lack stability with frequent moves
- Experience hunger, fatigue, and stress
- Not have school supplies or a quiet/safe place to study
- Not have access to reliable transportation
- Not have a parent or guardian (unaccompanied youth)

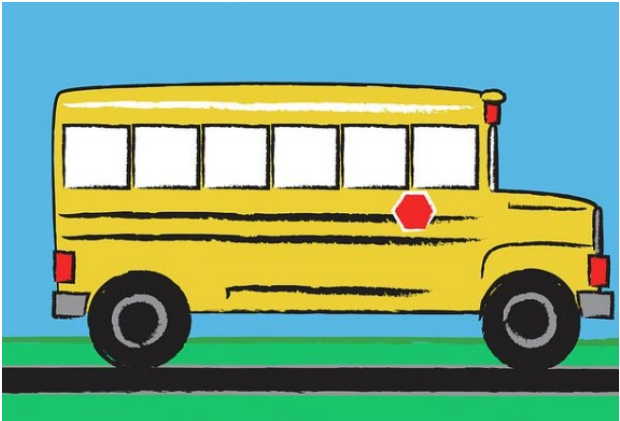
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McKinney-Vento: More Than Free Lunch...



Free Lunch



Allowable Use of Funds – MV Subgrant



<https://nche.ed.gov/mv-auth-activities/>

- Tutoring, supplemental instruction
- Expedited testing for needs and eligibility for programs/services (e.g. SPED, EL)
- PD for educators/supports staff to increase understanding of homeless children and youth
- Referral services (medical, dental, mental, etc.)
- Defray excess cost of transportation
- School supplies

Allowable Use of Funds



- Early childhood education programs for pre-sch
- Services/assistance to attract, engage and retain homeless students in school programs
- Before and after school mentoring, or summer programming
- Costs associated with school records (birth cert, immunizations, academic records, etc.)
- Education training for parent/guardians to rights of McKinney-Vento eligibility
- Develop coordination between schools-agencies
- Specialized instructional support services/referrals

Allowable Use of Funds continued



- Activities to address needs of homeless children from domestic violence, parent mental health, drug abuse, etc.
- Adaptation of space/purchase of supplies for non-school facilitation
- Extraordinary or emergency assistance to homeless children to attend/fully participate in school

McKinney-Vento Subgrant



- 3-Year Grant (July 1, 2020 - June 30, 2023)
- Competitive Application – Opens March 1, 2023
- Focus Areas: 1) Program Dev & Improvement; 2) Student Success & Well-being
- [Online Tool App](#) - submit prelim budget, annual evaluation (8/31), final budget
- Program monitoring @ 10 LEAs/year



Funding Supports for MV Programs

Basic MV/Homeless Program

Title IA Homeless Set-Aside

Other State or Federal Funds

Local Supports & Referrals

- Districts receiving Title IA \$ can set-aside an adequate amount to meet the needs of students
- Determine amount based on needs assessment or other means

- General Funds
- Title IV

- State Agencies
- Non-profits
- Faith-based groups
- Grants

Approx. \$915,000

MV/Homeless “Enhancement” Subgrant

Education for Homeless Children & Youth Grant - ECHY \$

Competitive Grant

Sy2020-2023
3 year cycle

\$801,699 – Total Award
29 districts
\$3,000-\$38,000/year for 3 years

McKinney-Vento Resources



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

Title IX-A: Education for Homeless Children & Youth Program



The Title IX-A Education for Homeless Children and Youth section of the Every Student Succeeds Act (ESSA) ensures that students who lack a fixed and regular nighttime residence are provided a free, public education. It was most recently reauthorized as Title IX-A of The Every Student Succeeds Act (ESSA) on December 10, 2015.

Title IX-A of The Every Student Succeeds Act (ESSA)

The Act ensures the educational rights and protections for children and youth experiencing homelessness and includes:

- The right to immediate enrollment in school even without giving a permanent address.
- The right to attend school in the school of origin (if requested and is feasible), or in the school in the attendance area where the family or youth is currently residing.
- The right to receive transportation to the school of origin.
- The right to services comparable to those received by housed schoolmates.
- The right to attend school along with children not experiencing homelessness.
- The posting of homeless student rights in all schools and other places around the community.

[Homeless Subgrant Application/Evaluation](#) | →

[Liaison Contact Information](#) | 📄

Federal Programs »

- > Pandemic Relief Funds
- > Educator Effectiveness
- > Equitable Services
- > ESSER Monitoring
- > 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 V-B: Rural Education

Title I-D: Neglected, Delinquent, and At-Risk Youth





The purposes of Title I, Part D are to:

- Improve educational services for students in neglected or delinquent facilities to have the opportunity to meet challenging State academic content and achievement standards;
- Provide services for a successful transition from institutionalization to school or employment; and
- Prevent at-risk youth from dropping out of school and to provide students returning from facilities with a support system to ensure their continued education.

Delinquent/Needing Supervision: Who Are They?



Delinquent: Up to age 21, who do not have diploma or GED (*Attend school onsite, virtually or day program*)

- Pre-adjudicated (court diversion residential programs, e.g. substance abuse programs)
- Adjudicated to live in delinquent facilities (short or long-term)
- Probation (court ordered - transitional day program)

In Idaho, more kids are being redirected to diversion programs (programming, supervision & supports) instead of incarceration.

Neglected: Who Are They?



Neglected: Children live in neglected facilities due to neglect, abandonment, or death of parents-guardians

(Attend school on-site, off-site or virtually)

Neglect = failure to meet children's basic needs that results in a void that places children in harms way –

- ***Needs/voids may be there whether the failure is the responsibility of parent, community, or society***

At-Risk: Who Are They?



“At-Risk” is defined in Idaho Administrative Procedures Act (IDAPA) 08.02.03.110

An At-Risk youth is any secondary student grade seven through twelve who meets any **three** of the following criteria:

- Has repeated at least one grade
- Has absenteeism that is greater than ten percent (10%) during the preceding semester.
- Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- Has failed one or more academic subjects.
- Is two or more semester credits per year behind the rate required to graduate.
- Has substance abuse behavior.
- Is pregnant or a parent.
- Is an emancipated youth.
- Is a previous dropout.
- Has serious personal, emotional, or medical problems.
- Is a court or agency referral.
- Demonstrates behavior that is detrimental to their academic progress.

Subgrant and Service Structure



SUBPART 1

Department of Corrections

Robert Janss School

Department of Juvenile Corrections

Juniper Hills School:
St. Anthony, Lewiston & Nampa

SUBPART 2

LEA Subgrantees

Regional Juvenile Detention Centers

- Annual formula grant
 - Work with LEAs
 - LEA overseas education with facilities in boundaries
- 3-yr competitive grant (2021-2024)
 - Prevention focus
 - LEA partners w/alternative schools, local at-risk day/residential facilities

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

Title I-D: Neglected, Delinquent, or At-Risk



The purpose of Title I-D: Neglected, Delinquent, or At-Risk is to provide prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk. Title I-D improves educational services so that these children and youth meet the same state academic achievement standards that all children are expected to meet.

[Title ID Grant Application Tool](#) | →

[Annual Count Online Tool](#) | →

[Program Evaluation Online Tool](#) | →

Files

FAQs

Training

Links

Resource Files

-  [Title I-D Programs Overview](#)
-  [Administering Title I-D Programs](#)

Subpart 1 +

Subpart 2 - County JDC Formula Grants +

Subpart 2 - JDC Competitive Grants +

Title I-A Neglected Set-Aside +

Federal Programs »

- > [Educator Effectiveness](#)
- > [Equitable Services](#)
- > [ESSER Monitoring](#)
- > [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 & Youths](#)

 [Archives »](#)

 [Events »](#)

American Rescue Plan-Homeless Children & Youth



- Congress approved ARP-HCY funds of \$800 million to support the specific needs of students experiencing homelessness nationwide.
- Idaho received...
 - **ARP-Homeless 1 = \$720,468**
 - **ARP-Homeless 2 = \$2,162,241**



Purpose



“These funds may be used by States to address urgent needs of children and youth experiencing homelessness—including **academic, social, emotional, and mental health needs.**”

“The funds will also be used by States and local educational agencies (LEAs) to **increase capacity by hiring staff, dedicating resources, and planning partnerships with community-based organizations, among other strategies.**”

Source: US-Ed

LEA Allowable Use of Funds



- Any expenses that are reasonable and necessary to facilitate the identification, enrollment, retention, and educational success of MV students
 - Summer learning and enrichment programs
 - Provide wraparound services (i.e. academic supports, trauma-informed care, social-emotional support and mental health services)
 - Purchase needed supplies (i.e. PPE, eyeglasses, school supplies, hygiene items, etc.)
 - Provide transportation to attend classes and participate fully in school activities.
 - Purchase **cell phones** or other technological devices to improve communication & allow full participation in school activities
 - Pay for short-term, temporary housing (i.e. a few days in a motel)
 - Provide **store cards/prepaid debit cards** to purchase materials necessary for student to participate in school activities
 - Increase liaison and McKinney-Vento program capacity
- + Any allowable activity under EHCY

Spending Timeline



- Obligation Funds by Sept. 30, 2024
- Drawdown Deadline – Jan. 31, 2025.

Contact Information



Emily Sommer | Coordinator

Title IX-A: Education for Homeless Children and Youth
Title I-D Neglected, Delinquent & At-Risk

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208-332-6904

esommer@sde.idaho.gov

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



Supporting Schools and Students to Achieve

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GRA 101 – What to know!

Kateryna Dyer- Financial Specialist – Special Education

Lisa Pofelski-Rosa – Financial Specialist Principal – Special Education





GRA Basics

Kateryna Dyer & Lisa Pofelski-Rosa
Special Education



Idaho State Dept. of Education

Supporting Schools and Students to Achieve

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Grant Reimbursement Application (GRA)



IDAHO Grant Reimbursement
STATE DEPARTMENT OF EDUCATION

Home Select Recipient Grants Documentation ▾

Logged in As: [User Name]

Welcome to Grant Reimbursement

At A Glance

This application is designed to help educational entities request reimbursements for allowable costs involving federal flow through grants.

If you have questions on using the application or are encountering errors while using it, please contact the GRA Administrator at GraAdministrators@sde.idaho.gov. Any questions regarding specific grants, their funding, and requirements should be directed to that grant's coordinator.

Anyone suspecting fraud, waste or abuse involving Department of Education funds or programs should call (1-800-MIS-USED) or write (oig.hotline@ed.gov) the Inspector General's Hotline.

DUNS/UEI Transition Resources

The Federal Government will transition from the use of the DUNS Number to the new Unique Entity Identifier (UEI) as the primary means of entity identification for Federal awards government-wide effective April 4, 2022.

- [Transitioning to the New UEI](#)
- [UEI Webinar Slides](#)
- [Unique Entity Identifier Transition Fact Sheet](#)



- <https://apps.sde.idaho.gov/GrantReimbursement>

GRA User Guide



- [Link to User Guide](#)

A screenshot of the IDAHO Grant Reimbursement website. The header includes the IDAHO logo and "Grant Reimbursement". A navigation menu has "Documentation" expanded to show "Program Contacts", "FAQs", "User Manual", and "SAM.gov Registration Guide". The "User Manual" link is highlighted with a blue box, and a blue arrow points from it to the cover of the "Grant Reimbursement Application (GRA)" document. The main content area contains a welcome message and contact information for the GRA Administrator and the Inspector General's Hotline.

IDAHO Grant Reimbursement

Home Select Recipient Grants Documentation ▾

Program Contacts
FAQs
User Manual
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Payment Schedule



- After review, approved GRA requests are sent to the SDE's Accounting Division where they are processed on a bi-monthly basis, and paid out on the 11th and 25th of each month.
- GRA requests that are submitted after 5pm on the 10th and 24th of each month will be reimbursed in the next two-week cycle.

Note: Per Idaho code, 67-2302, payments may be delayed up to sixty (60) calendar days of receipt of billing.

General Guidelines



- **Compliance:** Requests must be for *allowable costs* and be in compliance for the respective grant, before payment can be processed. Direct questions regarding funding, requests, allowable costs or grant compliance to the SDE Program Coordinator.
- **Contacts:** Email questions regarding user access help, browser support or login credentials to support@sde.idaho.gov. Email general system, administration, questions to GraAdministrators@sde.idaho.gov.

GRA ESEA Requests Are Reviewed With...



- All ESEA Title Program GRA requests are compared with the LEA's CFSGA, with exceptions for the following:
- For CSI (Comprehensive Support & Improvement) Up –requests are compared to the submitted SWIP(Schoolwide Improvement Plan Application) plan
- Title I-D Neglected & Delinquent –requests are compared to the submitted Title I-D application
- Title IX-A Subgrant –requests are compared to the submitted application

IDAHO STATE DEPARTMENT OF EDUCATION

Log Off MPerreira@edu.id

Consolidated Federal and State Grant Application

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 6/30/2022. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2022. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.

GRA IDEA Part B Requests Are Reviewed With...



All IDEA Part B Program GRA requests are compared with the LEA's IDEA Part B Application Budgets.

Links

- Home
- IDEA Part B Funding Manual
- Application Instructions
- How to fix common IDEA errors
- Application Instruction Video
- Instructional Video Time Log

2022-2023

Change Year

At A Glance

IDEA Part B and Preschool Application

Welcome to Idaho's IDEA Part B and Preschool Application. This is the school district and LEA application for flowthrough funding under the Individuals with Disabilities Education Act (IDEA), Part B, Section 611 and Section 619 (Preschool).

The application for IDEA Part B and Preschool flowthrough funds is open for submission. Applications may be submitted at any time until 6/15/2022. Applications submitted after that date will not be accepted. After submission of the application and approval by SDE, LEAs may retroactively fund allowable costs incurred after July 1 of the current year.

If you have questions about the application or filling out the forms, please contact the Idaho IDEA Administrator at ideaadministrators@sde.idaho.gov.

If you are encountering errors while using the IDEA application, please contact the IT Help Desk at support@sde.idaho.gov.



Part B School Age Budgets

Prior Year Expenditures Budget Admin Review

IDEA Part B School Age Budget for 2022-2023

Allocation Amount for 2022-2023		\$160,554	
Carryover Amount from 2021-2022		\$12,513	
Total Budget Amount		\$173,067	
IFARMS Obj. Code	Description	Amount Budgeted	Budget Narrative
521-100	Salaries - Teachers and Aides	\$111,399	2.32 FTE Certified Staff providing services for students on IEP's including Special Education teachers
521-200	Benefits - Teachers and Aides	\$43,379	Benefits for above staff.
521-300	Purchased Services	\$8,300	Purchased Services for Special Education teachers or students on IEP's.
521-400	Supplies	\$9,989	Supplies for students on IEP's.

Reimbursement Information



- Reimbursements can only be requested once obligations have been paid.
- The expenditure start date should be the date of payment of the **earliest** invoice being reimbursed by this request.
- The expenditure end date should be the date of payment of the **most recent** invoice being reimbursed by this request.

Create Request

Manager: Lisa Pofelski Rosa
Phone: 208-332-6916
Email: lpofelskirosa@sde.idaho.gov

ARP - IDEA Part B - School Age

Request for funds received by the 1st and the 15th of the month will be paid by the 11th and 25th

Award Number	Performance Period	Expend By	Available
H027X210088	7/1/2021 - 9/30/2023	12/29/2023	\$4,999.54
Pending Requests:			\$0.00
Total Available:			\$4,999.54

Expenditure Period: (All expenditures must be obligated before the end of the awards performance period)

Start Date - End Date

Obligation Period: (Optional)

Obligation Start Date - Obligation End Date

Allowed Expense Categories	Amount
Salaries/Benefits	<input type="text"/>
Purchased Services (not including Professional Development)	<input type="text"/>
Supplies/Materials	<input type="text"/>
Capital Objects	<input type="text"/>

Report Examples



IDEA Part B

On: 12/19/2022 8:21 AM

Request #: 98001
 Expenditure Period: 12/1/2022 - 12/16/2022
 Obligation Period: -

Expense Categories	Amount
Salaries/Benefits	\$7,638.58
Total:	\$7,638.58

Supporting Documentation:

Fund 257.pdf

Payments		
Award Number	Performance Period	Amount
H027A220088	7/1/2022 - 9/30/2024	\$7,638.58
Amount to be Paid:		\$7,638.58

ACCT #	ACCT NAME	BEG BALANCE	BUDGETED	MO-YR
REFR#	DATE PO# VENDOR	AMOUNT	DESCRIPTION	
257-521120-000	TEACHER AIDE SALARIES	9,269.98	38,573.00	12-2022
001538 J	12/16/22 000000 ***PAYROLL TRANSFER***	3,268.78	IDEA PART B AIDE - 122022	
	TOTAL MTD ACTIVITY	3,268.78*		
	TOTAL YTD ACTIVITY	12,538.76**	BALANCE 26,034.24 33%	
257-521210-000	RETIREMENT	1,179.94	4,606.00	12-2022
001541 J	12/16/22 000000 IDAHO PUBLIC EMPLOYEE RETIREME	420.14	EMPLOYER PERSI - 122022	
	TOTAL MTD ACTIVITY	420.14*		
	TOTAL YTD ACTIVITY	1,600.08**	BALANCE 3,005.92 35%	
257-521220-000	SOCIAL SECURITY	616.54	2,951.00	12-2022
001539 J	12/16/22 000000 WELLS FARGO BANK	197.03	EMPLOYER FICA - 122022	
001540 J	12/16/22 000000 WELLS FARGO BANK	46.09	EMPLOYER MEDICARE - 122022	
	TOTAL MTD ACTIVITY	243.12*		
	TOTAL YTD ACTIVITY	859.66**	BALANCE 2,091.34 29%	
257-521240-000	IDEA PART B HEALTH INSURANCE	9,456.61	32,236.00	12-2022
049437 C	12/16/22 000000 OFFICE OF GROUP INSURANCE	3,706.54	OFFICE OF GROUP INS - 122022	
	TOTAL MTD ACTIVITY	3,706.54*		
	TOTAL YTD ACTIVITY	13,163.15**	BALANCE 19,072.85 41%	
RANGE TOTALS	MTD ACT: 7,638.58	YTD ACT: 28,161.65	BAL: 50,204.35	PO: 0.00
GRAND TOTALS	MTD ACT: 7,638.58	YTD ACT: 28,161.65	BAL: 50,204.35	PO: 0.00

Draw down request amount and expenditure report amount match. In addition, the object code matches.

Available Budget - Category



Part B School Age Budgets

Prior Year Expenditures **Budget** Admin Review

IDEA Part B School Age Budget for 2022-2023

Allocation Amount for 2022-2023		\$78,423	
Carryover Amount from 2021-2022		\$9,434	
Total Budget Amount		\$87,857	
IFARMS Obj. Code	Description	Amount Budgeted	Budget Narrative
521-100	Salaries - Teachers and Aides	\$48,064	Salaries for 4 Paraprofessionals at 80%
521-200	Benefits - Teachers and Aides	\$39,793	Benefits for 4 Paraprofessionals at 80%

GRA reviewer will look at your budget submitted to the SDE, and see if you have an appropriate budget category in the IDEA Part B application, or CFSGA, etc.

Period of Performance



Period of Performance of Federal Funds

- **State-Administered Grants** (*Grants that are received through the pass-through agency such as State Department of Education*)
- All obligations must occur on or between the beginning and ending dates of the grant project. 2 C.F.R. § 200.309. This period of time is known as the period of performance. 2 C.F.R. § 200.01. The period of performance is dictated by statute and will be indicated in the GAN. Further, certain grants have specific requirements for carryover funds that must be adhered to.

Create Request

Manager: Lisa Pofelski Rosa
Phone: 208-332-6916
Email: lpofelskirosa@sde.idaho.gov

ARP - IDEA Part B - School Age

Request for funds received by the 1st and the 15th of the month will be paid by the 11th and 25th

Award Number	Performance Period	Expend By	Available
H027X210088	7/1/2021 - 9/30/2023	12/29/2023	\$4,999.54

Pending Requests: \$0.00
Total Available: \$4,999.54

Expenditure Period: (All expenditures must be obligated before the end of the awards performance period)
Start Date - End Date

Obligation Period: (Optional)
Obligation Start Date - Obligation End Date

Allowed Expense Categories	Amount
Salaries/Benefits	<input type="text"/>
Purchased Services (not including Professional Development)	<input type="text"/>
Supplies/Materials	<input type="text"/>
Capital Objects	<input type="text"/>

Obligation Period



When Obligations are Made: 34 C.F.R. § 75.707; 34 C.F.R. § 76.707.

Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period. The following table illustrates when funds are determined to be obligated under federal regulations:

If the obligation is for:	The obligation is made:
Acquisition of property	On the date which the LEA makes a binding written commitment to acquire the property
Personal services by an employee of the LEA	When the services are performed
Personal services by a contractor who is not an employee of the LEA	On the date which the LEA makes a binding written commitment to obtain the services
Public utility services	When the LEA receives the services
Travel	When the travel is taken
Rental of property	When the LEA uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E- Cost Principles.	On the first day of the project period

Create Request x

ARP - IDEA Part B - School Age

Request for funds received by the 1st and the 15th of the month will be paid by the 11th and 25th

Award Number	Performance Period	Expend By	Available
H027X210088	7/1/2021 - 9/30/2023	12/29/2023	\$4,999.54
Pending Requests:			\$0.00
Total Available:			\$4,999.54

Manager: Lisa Pofelski Rosa
Phone: 208-332-6916
Email: lpofelskirosa@sde.idaho.gov

Expenditure Period: (All expenditures must be obligated before the end of the awards performance period)

Start Date - End Date

Obligation Period: (Optional)

Obligation Start Date - Obligation End Date

Allowed Expense Categories	Amount
Salaries/Benefits	<input type="text"/>
Purchased Services (not including Professional Development)	<input type="text"/>
Supplies/Materials	<input type="text"/>
Capital Objects	<input type="text"/>

Liquidation



- For both state-administered and direct grants, regardless of the period of availability, the LEA must liquidate all obligations incurred under the award not later than 90 days after the end of the funding period unless an extension is authorized. 2 C.F.R. § 200.344(b). Any funds not obligated within the period of availability or liquidated within the appropriate timeframe are said to lapse and must be returned to the awarding agency. 2 C.F.R. § 200.344(d). Consequently, the LEA closely monitors grant spending throughout the grant cycle.

Documentation Requirements



- Submit documentation (if required or requested) that matches your request.
- If the documentation is unclear or the total amounts don't match your reimbursement request, please indicate on the documentation what you are requesting reimbursement for.
- If you have to include 25 pages of documentation because that is what your accounting software gives you, please go through and highlight or mark which line items you are requesting reimbursement for.
- Many times, a summary is helpful (such as for payroll only) and can be attached in addition to a detail report for other materials.

Common Reasons for Returned Reimbursement Requests



- Requesting allocated funds not budgeted in a particular category in the CFSGA or IDEA Application
- Example: requesting funds for Purchased Services and only having allocated funds for Salaries and Benefits in the CFSGA or IDEA Application
- Requesting funds that exceed allocated funds in a particular category
- Example: requesting \$5,000 in the GRA for Supplies and Materials and only having \$1,500 allocated in this category in the CFSGA or IDEA Application
- Incorrect date ranges – not matching
- Supporting documentation does not correspond with the request



Returned Requests Continued




Blank requests are no longer allowed. An explanation of funds is required on all requests. Make sure the funds requested in the GRA align to the LEA's CFSGA or applicable program plan.

Return for Corrections Reject Approve

Request History:

Action	Date	User	Notes
Created	4/22/2020 1:27 PM	[REDACTED]	
Submitted	4/22/2020 1:27 PM	[REDACTED]	

A large yellow arrow pointing downwards, indicating the flow from the text above to the request history table below.

Reimbursement Explanations



- An explanation of funds are required on all requests
- All funds requested need to align to your CFSGA/program plan
- Non-descriptive statements are no longer allowed
- If descriptions are not included on GRA request, requests will most likely be returned to have verbiage added
- If requesting only salaries/benefits, an explanation in the Notes section must include who is being paid (CFSGA only).

Other

Total:

Notes:

Add Documents

Save

Cancel

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

I attest that I have read and agree to the above stated conditions.

Submit

ESSER Minimum Required



- An explanation of funds are required on all requests
- Requests must be to prevent, prepare for, or respond to COVID-19
- Please reference the 20 ESSER allowable Use of Funds
- Requesting Capital Objects:
- Approved CEF Request must be attached
- Please state if there is a request for tangible property with a per-unit cost over \$5,000 or the LEA's threshold

Nifty Tricks



To view inactive grants for the award recipient, click the filter icon on the “Status” column.

Sub Award Name	Allocation	Expended	Balance	Rqsts	Status
GEAR UP II	\$44,779.72	\$17,946.35	\$26,833.37	0	Active
IDEA Part B	\$814,215.00	\$233,488.43	\$580,726.57	0	Active
IDEA Part B Preschool	\$11,651.00	\$9,224.47	\$2,426.53	0	Active
Rural And Low Income School Program	\$29,239.00	\$23,742.90	\$5,496.10	0	Active
Title I-A Basic (Low Income)	\$537,297.00	\$378,721.61	\$158,575.39	0	Active

- In the resulting menu, you can select “Active” or “InActive” and “Filter” to see just one type or the other. You can also just click “Clear” to see both active and inactive grants listed together.

Sub Award Name	Allocation	Expended	Balance	Rqsts	Status
GEAR UP II	\$44,779.72	\$17,946.35	\$26,833.37	0	Active
IDEA Part B	\$814,215.00	\$233,488.43	\$580,726.57	0	Active
IDEA Part B Preschool	\$11,651.00	\$9,224.47	\$2,426.53	0	Active
Rural And Low Income School Program	\$29,239.00	\$23,742.90	\$5,496.10	0	Active
Title I-A Basic (Low Income)	\$537,297.00	\$378,721.61	\$158,575.39	0	Active
Title I-A School Improvement 1003A	\$50.00	\$0.00	\$50.00	0	Active
Title I-C Migrant	\$202,559.00	\$148,648.56	\$53,910.44	0	Active

How to find your GAN



Clicking the expansion arrow to the left of a period will expand the section to show award details as well as the allocation history for the period. This is also where the Grant Award Notification(s) (GANs) issued after August 3, 2015 for the grant period can be found. Identification information includes, as applicable, the CFDA (Assistance Listing) title and number, federal award identification number and year, name of the federal agency and other.

IDAHO Grant Reimbursement

Home Change Recipient Award Recipient Grants Documentation Logged in As: lpofelskirosa@edu.id

Grant Name	Initial	Changes	Total	Count	Status
ARP - ESSER III - F/T Learning Loss	\$225,939.00	\$125,030.73	\$100,908.27	0	Active
ARP - HCY Homeless II	\$5,117.00	\$0.00	\$5,117.00	0	Active
ARP - IDEA Part B - Preschool	\$2,756.00	\$1,938.64	\$817.36	1	Active
ARP - IDEA Part B - School Age	\$31,229.00	\$26,229.46	\$4,999.54	0	Active
CARES ACT - ESSERF	\$133,884.35	\$133,884.35	\$0.00	0	Active

Requests Grant Periods

Award Name	Performance Period	Expend By	Initial	Changes	Total	Status
S425D200043	3/13/2020 - 9/30/2022	12/29/2022	\$132,855.00	\$1,029.35	\$133,884.35	Active

FAIN: S425D200043 Grant Award Number: S425D200043
CFDA #: 84.425 Elementary and Secondary School Emergency Relief Fund
Federal Awarding Agency: U.S. Department of Education
Project Description: CARES ACT - ESSERF

Allocations

Type	Amount	Date
Initial	\$132,855.00	6/24/2020
Adjustment	\$892.00	11/13/2020
Adjustment	\$137.35	8/18/2022
Expended	(\$133,884.35)	
Available Balance	\$0.00	

Award Letter

- N00033860.pdf
- N00036516.pdf
- N00048286.pdf

More tricks



- Clicking the expansion arrow to the left of any specific grant will expand the section to display two new tabs for that grant, “Requests” and “Grant Periods.” For more information about requests, see the Requests section of this manual.

Sub Award Name	Allocation	Expended	Balance	Rqsts	Status
Title IV 21st Century CLC (Round 5)	\$34,632.27	\$34,632.27	\$0.00	2	Active

Req #	Expenditure Period	Amount	Status	Date
21607	6/1/2012-6/29/2012	\$7,226.94	Returned	7/9/2012
21575	6/25/2012-6/29/2012	\$17,089.94	Returned	7/2/2012

- Clicking the “Grant Periods” tab will show all **active** periods for the selected grant. Each period will have relevant dates and allocation amounts as well as status listed.

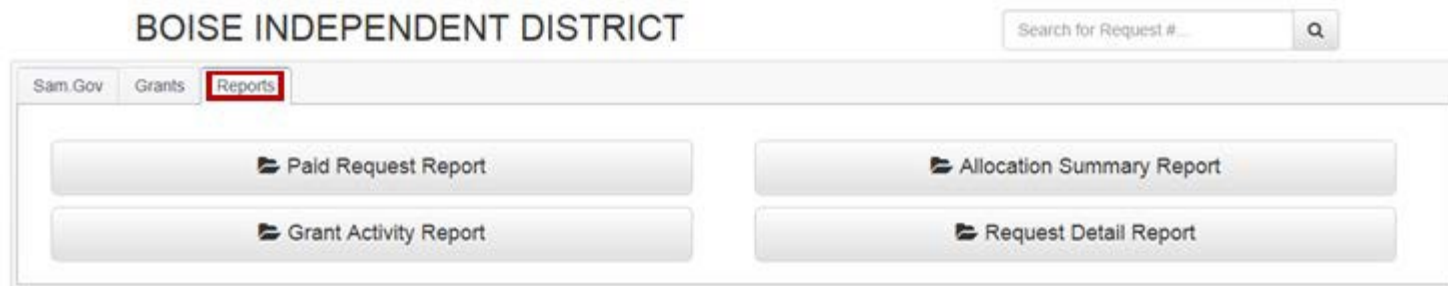
Sub Award Name	Allocation	Expended	Balance	Rqsts	Status
Title IV 21st Century CLC (Round 5)	\$34,632.27	\$34,632.27	\$0.00	2	Active

Award Name	Performance Period	Expend By	Initial	Changes	Total	Status
S287C130012	7/1/2013 - 9/30/2015	12/30/2015	\$34,645.00	(\$12.73)	\$34,632.27	Active

Reimbursement Reports for LEAs



The LEA's have access to four different reports in the GRA. The reports will aid in the reconciliation of requests, grant activities and allocation balances. The reports will also provide data on grant periods that have expired in the GRA. To access these reports, click on the "Reports" tab for your respective award recipient.



Other GRA Resources



- [GRA FAQs](#)
- [SAM.gov Registration link](#)
- [Transitioning to UEI](#)
- [Transition from DUNS Number to Unique Entity Identifier FAQs](#)

November 2021
U.S. Department of Education
Office of Acquisition and Grants Administration
Grants Policy and Training Division

Transition from DUNS Number to Unique Entity Identifier (UEI) Fact Sheet

The Federal Government will transition from the use of the DUNS Number to the new Unique Entity Identifier (UEI) as the primary means of entity identification for Federal awards government-wide. UEIs are required in accordance with [2 CFR Part 25](#), and the transition from DUNS to UEI will result in the UEI being issued by the Federal Government in SAM.gov. This means entities will no longer rely on a third-party to obtain an identifier (i.e., a DUNS issued by Dun and Bradstreet). This change is meant to streamline the entity identification and validation process, making it easier and less burdensome for entities to do business with the Federal Government. Information addressing the reasons for this transition is available at [Government Transition from DUNS to UEI](#) and at [Why is SAM.gov changing to SAM \(UEI\)?](#)

Starting on **April 4, 2022**, the Integrated Award Environment (IAE) systems (i.e., SAM.gov, FPDS, eSRS, FSRS, FAPIIS, and CPARS) will comply with the Federal Government's requirement to end use of the DUNS Number for Federal award management.¹ **The U.S. Department of Education's Grants Management System (G5) will also implement this transition on April 4, 2022.**



Transitioning to the New Unique Entity ID (SAM)

Today	On April 4, 2022
Both DUNS and Unique Entity ID (SAM) appear in SAM.gov and other IAE systems.	Government awards will be completed and reported using the Unique Entity ID (SAM)
<ul style="list-style-type: none">● DUNS Number is authoritative● Unique Entity ID (SAM) is available, not authoritative	<ul style="list-style-type: none">● Unique Entity ID (SAM) is authoritative● DUNS Number is not available

Overview of Changes

The federal government is changing the unique identifier used for entities from the D-U-N-S® Number to the Unique Entity ID (SAM), generated by SAM.gov. Today, the two numbers appear side-by-side in the following systems:

What Do I Need to Do?

Federal Contractors and Assistance Recipients Registered in SAM.gov: You do not need to take any action. Your Unique Entity ID (SAM) has been assigned and is visible in your registration at [SAM.gov](#).

Subcontractors and Subrecipients Who Use

FREQUENTLY ASKED QUESTIONS

General Questions

I have requested a login for the Grant Reimbursement Application, but when I use it I just go back to the main page with no link to my award recipient. Have I registered incorrectly?

The Idaho State Department of Education uses a single login system for all of its online applications. Because this is used for multiple applications that a user may or may not need access to, a request for access to the GRA must be sent to your district's Admin Tool User (usually a Technology Director, Delegate for District Superintendent or Superintendent). Provide the Admin Tool User with the email address you used to register, and request that the "GRA USER" role be assigned to your account. If you require access to more than one award recipient, include all that you will need to access.

Why do I not see a particular grant when I log in?

Grants will only appear in the application if an allocation is currently set up for your award recipient for that grant. In most cases, if you are not seeing a grant you expected, that grant is



Quick Start Guide for Grants Registrations

How to Start Registering a New Entity in SAM.gov

SAM.gov is an official website of the United States government. There is NO charge to register or maintain your entity registration record in SAM.gov.

What is an entity?

The term "entity" refers to prime contractors, organizations or individuals applying for assistance awards, those receiving loans, sole proprietors, corporations, partnerships, and any U.S. federal government agencies desiring to do business with the government. "Entity" can also refer to a party that has been suspended or debarred, is covered by a prohibition or restriction, or is otherwise excluded from doing business with the government.

What is entity registration?

An entity registration allows you to bid on government contracts and apply for federal assistance. We will assign you a Unique Entity ID (SAM as part of entity registration).

ESEA Title GRA Resources



- [Allowable Use of Federal Funds Manual](#)
- [CFSGA Guidance, Instructions and Program Descriptions Manual](#)



IDEA Part B Resources



- [IDEA Part B Funding Manual](#)
- [Special Education Allowable Costs Training](#)

ALLOWABILITY OF SPECIFIC ITEMS OF COST

The table below lists specific items of cost and addresses the allowability of each.

Allowed/Not Allowed	Budget Item	Special Requirements or Additional Information
Allowed	ADVERTISING: Costs associated with advertising in media such as newspapers, radio, and television, direct mail, exhibits, electronic or computer transmittals.	Allowed for IDEA-related recruitment of personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant.
Allowed	ASSISTIVE TECHNOLOGY DEVICES: Used to increase, maintain or improve the functional capabilities of a child with a disability.	
Allowed	AUTOMATIC DOOR OPENERS: Purchase and installation.	Purchase and installation of automatic door openers is allowed if needed to provide access for a child with a disability.
Allowed, but special requirements or additional information required	BUS PURCHASE, LEASE or RENTAL: Vehicle purchase or lease, insurance, repair, and maintenance. See also "Transportation Costs – Special Education".	Vehicles must be used ONLY to transport children with disabilities who require special assistance in transportation (special transportation or additional transportation), including children with disabilities attending regular classes.



IDAHO STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION | FUNDING AND FISCAL ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE
WWW.IDE.IDAHO.GOV
REVISED 01/25/2018



Discussion Time Cybersecurity & Ransomware

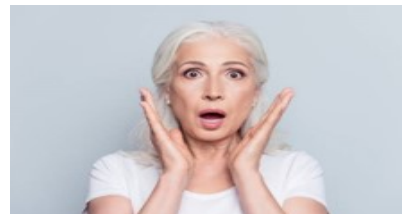
Are you protected? Are you prepared?



Ransomware attacks increasing!



- [US government warns ransomware attacks on schools may increase](#)
- A [ransomware](#) gang known as Vice Society, which emerged last year, has been “disproportionately targeting the education sector with ransomware attacks,” said the public advisory from the FBI, US Cybersecurity and Infrastructure Security Agency, and the MS-ISAC, a cyberthreat-sharing body.
- Schools with limited cybersecurity resources are often the most vulnerable to ransomware, federal officials said, but even well-defended school systems can be at risk to opportunistic hackers.
- K-12 schools “may be seen as particularly lucrative targets” because of the sensitive student data stored on school systems or through third-party tech companies, the advisory said.
- Ransomware attacks have been an added worry for school administrators already struggling to deal with the coronavirus pandemic.



What Happened to LA Unified?



- Vice Society issued a ransom demand to LA Unified two weeks after the attack, *which the school district refused to pay*. After reiterating that it would not cooperate by paying a ransom, Vice Society published some of LA Unified's data on the dark web. Published data included students, employees, and contractors' personal identifying information, including passport details, Social Security numbers, and tax information.
- The Government Accountability Office, a federal auditor, has called on the Department of Education to do more to protect schools from hacking threats.

What are we to do?



- [Should School Districts Pay a Ransomware Demand? It's Not Always Simple](#)
- [Ransomware Attack on Second Largest U.S. School District](#)

What are we to do???

- The following outline provides several cybersecurity best practices to mitigate ransomware attacks disproportionately targeting schools and universities. Schools should prepare for ransomware incidents in advance and apply these practices to the greatest extent possible.



Best Practices to Prepare for Ransomware



- Implement offline data backups. Backups may allow a school to access encrypted data, as opposed to paying high ransom demands to reach the same information.
- Retain multiple copies of data backups and servers in a physically separate and secure location (i.e., cloud storage, hard drive, etc.).
- Ensure third-party vendors and outside software or hardware vendors are monitored and reviewed for malware activity.
- Procure adequate first-party cyber security insurance to mitigate the costs associated with incident response efforts.
- Monitor external remote connections to investigate when an unapproved connection or application is installed.
- Provide cybersecurity awareness training to students and staff. Schools should aim to hold regular, mandatory cybersecurity awareness training sessions.
- Create and implement a cyber security incident response plan. The incident response plan should include developing legal response procedures and strategic communication procedures in the case of a ransomware attack.



How the Cloud Can Stop Ransomware



- Relying on cloud services, or using Chromebooks that are essentially machines that only run a browser, are ways schools can avoid severe damage when hackers hit. Another is to have backups that are on a separate network, meaning they don't get hit when ransomware infects the other machines. [That's what happened to Affton High School in Missouri](#), which didn't even have to consider paying hackers given that their backups were not impacted by the ransomware.
- (Source: <https://www.vice.com/en/article/88qvmx/how-ransomware-is-causing-chaos-in-american-schools>)





General Education Provisions Act (GEPA)

Created by Stacie Rekow, Coordinator, Title IA & IV A
Presented by Lisa Pofelski-Rosa & Michelle Perreira



Supporting Schools and Students to Achieve

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

12/20/2022

General Education Provisions Act (GEPA)



- Overview:
- What is GEPA?
- What is GEPA Section 427?
- How does GEPA apply to LEAs?
- What does the GEPA provision require?
- What should the GEPA statement address?
- What are barriers?
- Examples
- How does this affect the CSFGA?
- Links and References

What is GEPA?



34 CFR part 81 - The General Education Provisions Act (GEPA) - Enforcement Regulations contains statutory provisions that are applicable to most federal education programs administered by the Education Department (ED) and their administrative powers and responsibilities.

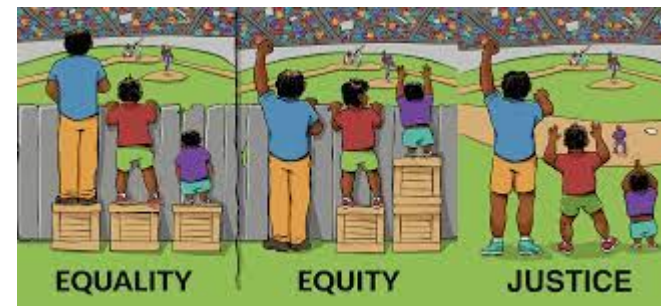
GEPA includes multiple sections, primarily organized under four parts:

- Part A—Functions of the Department of Education;
- Part B—Appropriations and Evaluations;
- Part C—General Requirements and Conditions Concerning the Operation and Administration of Education Programs: General Authority of the Secretary; and
- Part D—Enforcement. The act begins with a section that includes provisions related to the applicability of the GEPA provisions to education programs.

GEPA Section 427—What is it?



- Section 427 of the U.S. Department of Education’s Department General Education Provisions Act (GEPA) requires grantees to describe the steps the grantee will take to ensure equitable access to, and participation in, the Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- It outlines several statutory provisions that are applicable to title programs.



How does GEPA apply to LEAs?



- Section 427 of GEPA affects applicants for federal grant award under this program. ALL applicants for new awards (annual) must include information in the CFSGA application to address this provision in order to receive funding under this program. (Also applies to IDEA Part B).
- Local school districts or other eligible applicants that apply to the State for federal funding must provide a GEPA statement in the CFSGA application to the State for funding. The State is responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 GEPA statement.
- The description does not need to be lengthy to satisfy the statement requirements.

What does the GEPA provision require?



- Section 427 requires:
 - A description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its Federally-assisted program for students, teachers and other program beneficiaries with unique needs.
 - Applicants to develop their description based on *local circumstances*.
 - Must address barriers that may impede participation or equitable access.

What Are Barriers?



- Barriers are not the same as overt discriminatory practices. Barriers limit access, restrain, or obstruct progress or access. They can be intentional or unintentional.
- GEPA addresses a need to identify barriers to accessing or participating in federally-funded activities.



Barriers



Statute and guidance highlight the possible types of barriers that *may* be identified, inclusive of students, families and educators.

Applicants are **NOT** required to write a statement for all possible barriers, only those applicable to the LEA.

Civil rights statutes prohibit the use of discriminatory practices in federally-funded programs and the applicant's creation and implementation of a non-discrimination policy often addresses such requirements.

Possible Barriers to Equitable Access or Participation

Gender	Race	National Origin	Color	Disability	Age	Other
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Statements such as “No students in our LEA face a barrier of any kind” do not meet the requirements of the GEPA statement and will not be accepted. Additionally, please do not copy and paste the SDE GEPA statement and submit that. The GEPA statement is to be reflective of the unique circumstances of YOUR LEA.

Examples



- An LEA that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- An LEA that proposes to develop instructional materials for classroom use might describe how it will make materials available on audio tape or in braille for students who are blind.
- An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.
- An LEA that proposes a project to increase school safety might describe the special efforts it will take to address concerns of LGBTQ+ students, and efforts to reach out to and involve the families of these students.

Examples, continued



- Our LEA will use the (**insert program name**) funds to increase safety and enhance the social emotional well-being of our students. Our LEA will focus on non-discrimination awareness programs for all sub-groups including gender, race, ethnicity, gender orientation and socio-economic status, through outreach to families and community members. Additionally, our LEA will initiate professional development in this area for all staff.
- A majority of students in the LEA are from low socioeconomic families, with over 50% qualifying for the Free/Reduced Lunch Program. As a result, we plan to use (**insert program name**) grant funds to integrate technology in all classrooms and on teacher professional development. Students who participate in supplemental programs and all other students in the LEA will have equal access to these resources. In addition, all teachers will have access to professional development, including those who serve at-risk students.

CSFGA & IDEA Part B Compliance



- Compliance with GEPA is currently assured by submission of the Consolidated Application with a signed assurance and required uploaded document with your LEA GEPA statement in the Submit/Assurances tab.
- LEAs give assurance during the IDEA Part B Application as well.

Submit Assurances Files

Print Preview

Cannot submit due to the below errors

- Please attach a file containing your 427 GEPA Statement on the Files tab

Please upload a document containing your 427 GEPA Statement
Warning! Be sure data on all other tabs has been saved before adding files.

Upload Files

Select File Choose File No file chosen

Upload Note: maximum file size is 100MB





- Annual LEA Process:
 - Review the current GEPA statement and determine changes/updates that need to be made.
 - Identify existing barriers in the LEA and address such barriers.
 - Document steps taken to resolve barriers.
 - Upload a revised GEPA statement to the CSFGA, if necessary.

Links/References



- <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
- <https://apps.sde.idaho.gov/CFSGA/Home/Home>
- <https://www.sde.idaho.gov/topics/consolidated-plan/>

Future Agenda's PD & Discussions



After reviewing the survey of needs (from the survey sent out):

Professional Development (PD) in 15 Topics:

December: GEPA,, & GRA Navigation

January: Federal Funds & Food, EDGAR 101 – Navigation to Understanding

February: The Federal Funding Cliff is Coming! Are you forecasting the effects on your LEA? And- Maintenance of Effort Overview (Federal Programs vs SpEd)

March: Budget Mayhem Time – Position budgeting to Board Presentations.

April: Risk Management & The Compliance Supplement

May: Prepping for Year End – Closing Best Practices

June: Indirect Cost Calculations

July: Making Sense of “IFARMS” & “ISEE” Reporting



Future Agenda's Federal Program PD



December: McKinney Vento Basics

January: Title Programs

February: Special Education Overview

March: All Things ESSER

April: Child Nutrition

May: School Improvement

June: Migrant Education



We're just a call away!



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Supporting Schools and Students to Achieve

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

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