



ESSER Annual Performance Report (APR) Data Collection for Reporting Period October 1, 2020 – June 30, 2021

CARES Act (ESSER I), CRRSA Act (ESSER II), and ARP (ESSER III)



ESSER APR | 1

Good morning and thank you for joining us today. A couple of quick notes before we get started. We will be recording this webinar and will post it on our website. If you have any questions today please put them in the chat box and we will do our best to get them all answered.

For those of you who don't know, I am Lisa English, the Pandemic Relief Coordinator, and with me is Alexandra McCann, our Financial Specialist Principal.

We are also very excited to introduce...

ESSER Data Coordinator



Aaron Kennedy

akennedy@sde.idaho.gov

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Aaron Kennedy who is our new ESSER Data Coordinator! We are very excited to have Aaron joining our team. Welcome Aaron!

ESSER Annual Performance Report (APR) Data Collection



Ask Us How ESSER is Going...

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I think this just about sums up how we are all feeling right now.

ESSER Funds - Purpose



- *ESSER funds are used to prevent, prepare for, or respond to the COVID-19 pandemic*
 - USED interprets the purpose very broadly:
 - For needs arising from or exacerbated by the COVID-19 pandemic, or to emerge stronger post-pandemic
 - And to address pre-existing challenges that if left unaddressed, will impede recovery from the pandemic (12.29.21 ESSER FAQs)

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As always, we need to remember that...

ESSER funds are used to prevent, prepare for, or respond to the COVID-19 pandemic

And that includes needs arising from or exacerbated by the COVID-19 pandemic and to address pre-existing challenges that if left unaddressed, will impede recovery from the pandemic

ESSER Annual Performance Report (APR)



1. Survey Tool
2. Training
3. Technical support from the SDE

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Now to why we are all here... Completing the annual data collection report.

We know this is a heavy lift, but we won't leave you without support...

ESSER APR Reporting Periods



CARES Act, ESSER I	(September 30, 2022)
Annual Report	Applicable Reporting Period
Year 2 Annual Report	October 1, 2020 - June 30, 2021
Year 3 Annual Report	July 1, 2021-June 30, 2022
Year 4 Annual Report	July 1, 2022 - June 30, 2023
CRRSA Act, ESSER II	(September 30, 2023)
Annual Report	Applicable Reporting Period
Year 1 Annual Report	October 1, 2020 - June 30, 2021
Year 2 Annual Report	July 1, 2021-June 30, 2022
Year 3 Annual Report	July 1, 2022 - June 30, 2023
Year 4 Annual Report	July 1, 2023 - June 30, 2024
ARP ESSER	(September 30, 2024)
Annual Report	Applicable Reporting Period
Year 1 Annual Report	October 1, 2020 - June 30, 2021
Year 2 Annual Report	July 1, 2021-June 30, 2022
Year 3 Annual Report	July 1, 2022 - June 30, 2023
Year 4 Annual Report	July 1, 2023 - June 30, 2024
Year 5 Annual Report	July 1, 2024 - June 30, 2025

CARES Act, ESSER I Year 1 Annual Data Report was completed and submitted to USED by Alexandra February 2021.

Data from LEAs to SDE – due May 30th
US ED portal opens for States May 31 – July 1

The ESSER Annual Performance Report this year is due to US ED on July 1, 2022

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The year 1 data report was completed and submitted in February of 2021. That report consisted of data from CARES ESSER I. The Year 2 data report, which is the report we are currently working on, will consist of data from CARES ESSER I, CRRSA ESSER II, and minimal information from ARP ESSER III, which we will go over a little later.

ESSER Data Collection Timeline



April 20

LEAs have access to Survey Tool; training is provided to LEAs

April 20-May 30

LEAs collect and report data in tool; **LEAs submit data collection to ISDE nlt May 30;**

May 31 – July 1

SDE compiles LEA data, and state data into ED portal; conducts Quality Control Check

July 1!

Idaho's data is submitted to US ED

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Let's look at the data collection time line.

Timeline has been updated since the March 2nd IASBO training at the Riverside Hotel in case it looks a bit different to some of you.

The survey will be released to LEAs today at 11 mountain time

LEAs will have today through May 30th to enter the data into the survey tool and submit to the SDE. Please know the link will close on May 31.

The SDE will then compile the data, conduct a quality control check and submit all data to US ED on July 1.

Before Getting Started



*Please make sure to read all the questions carefully

*Data collection time period = Current time period
October 1, 2020 – June 30, 2021

*Please make sure that there is 1 person in charge of filling out and submitting the survey

*Make sure you read the definitions provided at the top of the USED Data Collection form provided to you on April 12th

*The survey will save as you progress. You will be able to leave and return to the survey using the original survey link

*After you submit the survey you will need a special link to return as the survey link will no longer work

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Before getting started I wanted to share some quick information with all of you.

Please make sure when going through the survey to read all the questions carefully. Are the questions asking for dollar amounts or staff counts or percentages on how you will use remaining funds? We just want to make sure that the correct information gets input.

It is very important that you know that in the survey it refers to the Current time period which is actually referring to the data collection period of 10/1/2020-6/30/2021 . US ED is seeking information for a time period that has already passed. We have made sure to place the October 20- June 21 time period as much as we could throughout the survey as a reminder.

Emails with the survey links will be sent out at 11 mountain time today, which will be after this webinar and will be sent to the Business Manager, Superintendent, Title IA Coordinator, and Charter Administrator as listed in the IDCI. However- please make sure that there is only 1 person designated to fill out and submit the survey. Duplicate survey submittals will not come through the system.

Also, make sure you read the definitions provided at the top of the US ED Data Collection Form that was provided to LEAs on April 12. Some of these definitions include full-service community school, planned uses of funds, the definition of expended, and evidence-based. We will also have some definitions later in this webinar.

Finally, please note that the survey will save your progress as you work through the data. You will be able to leave and return through the survey link that will be emailed to you today UNTIL the survey is submitted. There is a warning page before you submit the survey. If you accidentally submit the survey prior to the survey being complete, you will not be able to enter again. You will need to get an additional link from me to be able to go back in and complete the remaining data.

ESSER Annual Performance Report (APR)



- CARES Act- ESSER I
- CRRSA Act- ESSER II
- ARP ESSER- ESSER III
- Crossact
- School Staffing



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The data survey consists of 5 sections

CARES Act or ESSER I

CRRSA Act or ESSER II

ARP ESSER or ESSER III- which thankfully only has very few questions

Crossact: which will ask about such information as demographics and how LEAs used ESSER funds to support disproportionately impacted student groups

And finally School staffing which only contains 1 question

Prefilled Fields – All Sections



- Based on data available to the SDE
- All prefilled amounts – allocations and expenditures – extracted from GRA **prior reporting period 03/13/2020 – 9/30/2020** and the **current reporting period 10/1/2020 – 6/30/2021**

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In the ESSER I and ESSER II sections, we have prefilled some of the requested information for LEAs, based on our data, to try to make it easier for the LEAs

All prefilled amounts – allocations and expenditures – were extracted from the GRA for the respective prior data collection reporting period (03/13/2020 – 9/30/2020) and the current data collection reporting period of 10/1/2020 – 6/30/2021

Prefilled Fields – ESSER I & ESSER II



- Based on data available to the SDE
- Total Allocations/Awards
 - ESSER I Reserve (SEL & LMS)
 - ESSER I Mandatory Subgrant (Flow Through)
 - ESSER II Reserve (State Set-Aside)
 - ESSER II Mandatory Subgrant (Flow Through)

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The CARES ESSER I and CRRSA ESSER II sections will actually look very similar in their questions.

Again, Information such as total amounts awarded, amounts expended from 10/1/20-6/30/21, and remaining amounts as of 7/1/21 will be pre-filled for you

ESSER I & ESSER II



Total amount of Mandatory Subgrant (Flow Through) expended addressing Physical Health and Safety in current reporting period (10/1/2020-6/30/2021)

Total dollar amounts expended by addressing Physical Health and Safety.
Total amount must equal amount above.

A. Personnel Services- Salaries	\$	<input type="text" value="0"/>
B. Personnel Services- Benefits	\$	<input type="text" value="0"/>
C. Purchased Professional and Technical Services	\$	<input type="text" value="0"/>
D. Purchased Property Services	\$	<input type="text" value="0"/>
E. Other Purchased Services	\$	<input type="text" value="0"/>
F. Supplies	\$	<input type="text" value="0"/>
G. Property	\$	<input type="text" value="0"/>
H. Debt Services and Miscellaneous	\$	<input type="text" value="0"/>
I. Other Items	\$	<input type="text" value="0"/>
Total	\$	<input type="text" value="0"/>

• Total Amounts expended on

- Physical health and safety
- Meeting students' academic, social, emotional needs
- Mental health supports for staff and students
- Operational continuity and other allowed uses

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This is an example of how some of the questions will look in these sections. They will ask about total dollar amounts expended in the above categories and then ask that you break down the total amounts into categories such as salaries, benefits, purchased services, and supplies.

Prefilled Fields – ESSER III



- Based on data available to the SDE
- Total Allocations/Awards
 - ESSER III Reserve (State Set-Aside)
 - ESSER III Mandatory Subgrant (Discretionary and Learning Loss)

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ARP ESSER

Like ESSER I & II, ESSER III will have prefilled data as well.

ESSER III



Good News! ARP ESSER III funds were not awarded until 6/30/2021 and 10/28/2021 respectively. Therefore, LEAs did not have any expenditures in the **current reporting period (10/1/2020 – 06/30/2021)**

- BUT...

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ARP ESSER

In the ARP ESSER III section, we have also pre-filled the amounts awarded to the LEAs. The good news is that the ESSER III funds were not distributed until 6/30/21 so there will be minimal information you will need to fill out in this section

Prefilled Fields – ARP ACT – ESSER III



...LEAs must report their planned uses of funds!

Planned uses of remaining ARP ESSER III SEA Other Reserve (State Set Aside) funds (% of remaining funds)

Note: Categories must sum to 100%

Planned uses of remaining ARP ESSER III Mandatory Subgrant (Discretionary & Learning Loss) funds (% of remaining funds)

Note: Categories must sum to 100%

- How? Based on your best judgment!

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ARP ESSER

There are questions regarding how you planned at the time to use these funds. All we can say at this point is to use your best judgment when answering these questions

Prefilled Fields – Crossact



- Number of FTE positions in four points of time

- September 30, 2018
- September 30, 2019
- September 30, 2020
- September 30, 2021



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Crossact:

There are 4 questions that we prefilled for you in this section. They are regarding the number of FTEs reported on certain dates. We used the staffing data submitted to the SDE (ISEE upload). We reported all position types (administration, instructional, pupil service, and classified as a complete total.

Crossact- Demographic Subgroups



- Enrollment by subgroups
- Evidence based summer learning or summer programs
- Evidence based after school programs
- Extended instructional time
- Evidence based high dosage tutoring
- Early education
- Full service Community Schools
- Purchasing technology

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Also in this section there are questions regarding demographic subgroups and how LEAS used ESSER funds to support student groups who were disproportionately impacted by COVID. The categories referenced in this section are listed above and include Summer learning programs, after school programs, and extended instructional time. We will offer definitions of this in a few slides.

School Staffing



- Number count of FTE by four staff type
 - Special educators, including paraprofessionals
 - Bilingual or ESL educators
 - Counselors, social workers, or psychologists
 - Nurses

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The final question of the survey, and the only one in the School Staffing section, has to do with FTE counts in the above categories

ESSER Annual Performance Report (APR) (2)



- USED is fully enforcing ESSER reporting requirements
- USED's reporting expectations:
 - 98% of LEAs will successfully submit to the SEA
 - 98% of the ESSER funds awarded to Idaho will be accounted for in the submission
 - **USED WILL NOT ACCEPT A STATE SUBMISSION THAT DOES NOT MEET THESE REQUIREMENTS**

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It is very important that LEAs make this report a high priority as US ED is enforcing these ESSER reporting requirements

If US ED requirements are not met, they will not accept our state submission

ESSER Annual Performance Report (APR) (3)



- USED expects to fully enforce the data requirements and is prepared to:
 - **Place special conditions on grant awards**
 - **Initiate actions to withhold, suspend, or terminate the State's remaining ESSER funds (GEPA Section 455, §200.339)**

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If our submission is not accepted due to non-compliance, US ED could initiate actions to withhold, suspend, or terminate our States remaining ESSER funds

FAQs and Definitions



- Already received questions
- Received more definitions from USED
- Watch to be posted in the next few days

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We have not received any FAQs from USED so we will be making our own from questions we receive from you. We have already starting receiving questions so we will briefly share some of those in the next few slides. We have also received some additional definitions that we will be sharing and we will be posting under the Pandemic Relief Funds section on the Federal Programs website in the next few days

Questions on Data Collection Requirements... Emailed to the SDE



How is Educational Technology defined, when it is referenced in question 7 in the crosscut section? What is included or excluded by this term? Does technology need to be directly used by students to be considered educational, or can administrative software tied to a learning management system be included? Is technology strictly hardware? Or can software be included?

- **Answer: Based on the context of “Educational Technology”, the term is related to technology directly used by students; for example:**
 - **“Was educational technology purchased for all students?”**
 - **Or “If no, indicate the number of students for whom educational technology was purchased”.**
- **Both software and hardware is included in the definition of Educational Technology.**

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How is educational technology defined?
What is included?
Does it need to be directly used by students?
Does it include hardware and software?

In the context of the question asked on the survey, it asks was educational technology purchased for all students. So in this case they are referring to hardware and software purchased for the use of students

Questions on Data Collection Requirements... Emailed to the SDE (2)



What is a short term contractor?

➤ **Answer: An individual providing services who is not employed by the LEA.**

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Some districts contracted with additional IT help due to the need to increase systems as we went to virtual learning and some districts contracted with counselors to come and meet with students having social or emotional difficulties during the pandemic.

Questions on Data Collection Requirements... Emailed to the SDE (3)



Also for MoEquity, we are asked for Per Student Allocation of State funding for FY22, which has not yet been fully disbursed or even ascertained. How are we advised to determine this number?

Also for MoEquity, what student count are we meant to use for our per student allocation? If I am understanding the MoEquity FAQ, it would seem that we can pick any day during the school year.

➤ **Answer: The SEA MOEquity questions will be performed by the SDE.**

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We also received a couple of questions referring to the Maintenance of Equity questions. Please note that these questions will be answered by the SDE.

Questions on Data Collection Requirements... Emailed to the SDE (4)



2020-2021
ISEE Data Submission Schedules

Submission Type	Collection Period (Data)	Submission Period
ISEE October 2020 v11	08/10/2020 – 10/02/2020	10/02/2020 – 10/15/2020
ISEE November 2020 v11	08/10/2020 – 11/06/2020	11/06/2020 – 11/20/2020
ISEE December 2020 v11	08/10/2020 – 12/04/2020	12/04/2020 – 12/18/2020
ISEE March 2021 v11	08/10/2020 – 03/05/2021	03/05/2021 – 03/19/2021
ISEE May 2021 v11	08/10/2020 – 05/07/2021	05/07/2021 – 05/21/2021
ISEE End of Year 2021 v11	08/10/2020 – 06/18/2021	05/24/2021 – 06/18/2021
ISEE Summer Alternative 2021 v11	05/22/2021 – 08/20/2021	08/02/2021 – 09/03/2021

When we need to identify the subgroups would it be okay to just an agreed upon ISEE submission date for that data. This would help with data collection.

➤ **Answer: Please use the data that was submitted during the End of Year 2021 upload as this ISEE period mostly overlaps with the reporting period of 10/1/2020 – 6/30/2021.**

ESSER APR | 25

When identifying subgroups, can we agree on an ISEE submission date for that data?

We say to use the end of year 2021 upload data for this information

Questions on Data Collection Requirements... Emailed to the SDE (5)



In the Crossact section of the report, are students who are considered Multiracial to be excluded from all other categories? For example, an Asian and Black student would only contribute to the number of Multiracial students, and not to the number of Asian or Black students.

➤ **Answer: Yes. But, students may be reported in multiple categories as outlined in USED's Education Stabilization Fund- Elementary and Secondary School Emergency Relief Fund (ESSER I/ESSER II/ARP ESSER) Recipient Data Collection Form:**

➤ **For example, a student may be counted as "two or more races" and as a "student in foster care".**

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Would an Asian and Black student only contribute to the number of Multiracial students, and not to the number of Asian or Black students?

Our answer is yes. However a multiracial, white, Asian, or native american student may also be categorized as low-income, disabled, or homeless.

Questions on Data Collection Requirements... Emailed to the SDE (6)



When I am looking at students who specifically benefited from an expenditure, it might not have been a defined subgroup, or even a defined number of students - for example, when we hired 10 new ms math coaches, that would have helped all middle school math students. Should I just list all MS students in my calculation?

- **Answer: The Education Stabilization Fund- Elementary and Secondary School Emergency Relief Fund (ESSER I/ESSER II/ARP ESSER) Recipient Data Collection Form lists several subgroups based on race and other criteria such as low-income or students or students in foster care. LEAs should be able to review their student demographic data and complete their reporting based on that data. For example, the LEA's 10 new MS math coaches supported 50 low income students, 5 homeless students, 10 Hispanic students, and 75 white students.**
- **Note: According to the data form, "the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows."**

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If all middle school math students benefited from hiring additional paraprofessionals, should I list all students in my calculations?

It depends on what the question is asking for. If it is asking for a total student count, then yes. If it is asking specifically for subgroup information, you will need to refer to your demographic data

USED's Definitions - Extended Instructional Time



- For the purposes of this reporting, extended instructional time is defined as:
 - Using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for
 - a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; and
 - b) instruction in other subjects and enrichment activities that contribute to a well-rounded education. Participation is considered mandatory.

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I will briefly go over some of these definitions but again, we will make sure they are posted on our Pandemic Relief Funds page on our website

Extended instructional time- using a longer day, week, or school year to significantly increase school hours to include additional time for instruction in core academic subjects and other subjects that contribute to a well-rounded education

USED's Definitions – Social Emotional Learning (SEL)



- For the purposes of this reporting, Social Emotional Learning (SEL) support is conducted by non-licensed practitioners or professionals and Mental Health services are conducted by licensed practitioners or professionals, including psychologists and psychotherapists.

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Social emotional learning- support conducted by a non-licensed professionals or mental health services conducted by licensed practioners

USED's Definitions – Evidence-Based Summer Learning or Summer Enrichment



- For the purposes of this reporting summer learning or summer enrichment programs are defined as:
 - Evidence-based intervention and/or enrichment programs that support accelerated learning in the core curriculum based on the state's challenging academic standards during the summer months

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Evidence based summer learning or enrichment- programs that support accelerated learning in the core curriculum during the summer months

USED's Definitions – Evidence-based High Dosage Tutoring



- For the purposes of this reporting, high dosage tutoring is defined as:
 - Voluntary intensive tutoring aligned with an evidence-based core curriculum and led by highly trained tutors or certified teachers that occurs one-to-one or in very small groups at least 3 days per week on a sustained basis to help students accelerate their learning in the core curriculum based on the state's challenging academic standards.

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Evidence based high dosage tutoring- voluntary tutoring aligned with evidence based core curriculum led by highly trained tutors or certified teachers

USED's Definitions – Early Childhood Education Program Expansion or Enhancement



- For the purposes of this reporting, early childhood education program expansion or enhancement is defined as:
 - Programs that expand opportunities for all students, particularly traditionally underserved students, to attend high-quality early childhood education programs or that support the improvement of existing early childhood education programs in implementing the best practices of high-quality early childhood education programs.

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Early childhood education program expansion or enhancement- programs that expand opportunities for all students to attend high quality early childhood education programs, or the improvement of existing programs

USED's Definitions – Full Capacity



- Full capacity is the maximum number of students a program could serve as determined by the LEA. Constraints that may limit the number of students a program can serve may include the number of seats and/or the number of instructors and an LEA-determined maximum staff/student ratio.

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Full capacity is the maximum number of students a program could serve as determined by the LEA

USED's Definitions – Expenditure



- Reimbursement
- Incurred by the LEA when the SEA makes a reimbursement for that expenditure
- **Example:** An LEA pays for an ESSER-eligible good or service on June 20, 2021 and submits the expenditure to the SEA for reimbursement on July 1, 2021. The LEA receives the reimbursement from the SEA on July 10, 2021.
- This expenditure was not reimbursed until July 10, 2021 so it will not be included in the data reporting period of October 1, 2020 – June 30, 2021 because it was not reimbursed until July 10, 2021. This expenditure will be included in the next data collection period of July 1, 2021 - June 30, 2022.

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An expenditure is incurred by the LEA when the SEA makes a reimbursement for that expenditure with specific funds; the date of the reimbursement determines the appropriate reporting period.

For example An LEA pays for an ESSER-eligible good or service on June 20, 2021 and submits the expenditure to the SEA for reimbursement on July 1, 2021. The LEA receives the reimbursement from the SEA on July 10, 2021.

This expenditure was not reimbursed until July 10, 2021 so it will not be included in the data reporting period of October 1, 2020 – June 30, 2021 because it was not reimbursed until July 10, 2021. This expenditure will be included in the next data collection period of July 1, 2021 - June 30, 2022.

Information Overload



- We know that you have been given a large amount of information today
- Get in the Survey and look around
- Ask questions
- Another webinar on April 27 for questions and support

Presentation Title | 35

We know that you have been given a lot of information this morning. We also know that you will have more questions as you get into the survey. Please know we have tried to make things as easy as possible for you. We do not know the amount of time the survey will take. Factors such as not having any remaining ESSER I funds as of July 1, 2021, and not having received ESSER III funds will cut down on question you will need to answer. We encourage you to get into the survey and start looking at the questions.

We are here to provide support to you. Email us. Call us. We will also be hosting another webinar next week on April 27. We will be emailing that webinar link out. We will use this time to answer any questions or concerns you may be having. Use the FAQ and definition documents we will be posting on our Pandemic Relief Funds section of our website along with this PowerPoint and webinar recording.

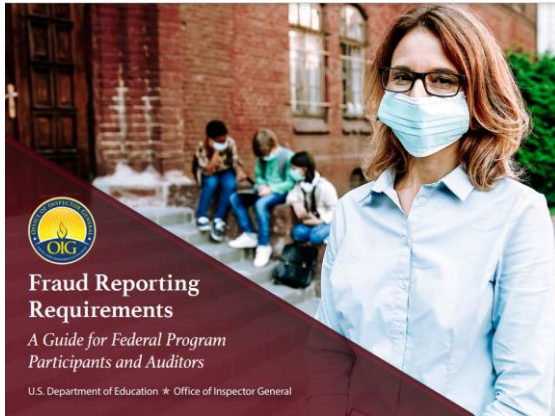
ESSER Resources



The screenshot shows the website for the Idaho Department of Education's ESSER resources. The page title is "Pandemic Relief Funds". It includes a navigation menu, a search bar, and a language selector. The main content area features a blue header with the title, followed by a paragraph explaining the ESSER fund. Below this are three main sections: "Pandemic Relief Funds Data Report", "Instructional Status", and "Pandemic Grants". The "Pandemic Grants" section has three buttons: "American Rescue Plan (ESSER III)", "CARES Act (ESSER I)", and "CJRSA Act 2020 (ESSER II)". At the bottom, there are tabs for "Files", "FAQs", "Events & Training", and "Links". A sidebar on the right contains a "Federal Programs" menu with various sub-items like "Educator Effectiveness", "Business Services", and "Family & Community Engagement".

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

Please Help Prevent Fraud!



More Resources

- Fraud Awareness and Prevention Training Videos
- File an Online Complaint
- Frequently Asked Questions
- Whistleblower Protections
- Fraud Prevention Materials
- Learn More About OIG Investigation Services
- Fraud Reporting Requirements for Federal Program Participants and Auditors

REPORT HERE

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

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A reminder that Now more than ever with the influx of ESSER monies, there is a spotlight on fraud prevention. If you know of or suspect fraud, waste, abuse, mismanagement or violations of laws and regulations involving the U.S. Department of Education funds, notify the Office of Inspector General immediately at the link on the slide.

Questions on the Annual ESSER Data Collection Requirements...



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Alex, are there any questions we have received that you would like to address to everyone?

ESSER Contacts



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Thank you so much for joining us today.