ESSER Annual Performance Report Guide

For expenses reimbursed in FY24

***\*PLEASE READ INSTRUCTIONS CAREFULLY TO ENSURE CORRECT INFORMATION IS REPORTED. PREVIOUS ANNUAL REPORTS FROM LEAs HAVE HAD INCORRECT OR INCONSISTENT RESPONSES. UNLESS OTHERWISE STATED, YOU WILL NOT REPORT ON INFORMATION UNRELATED TO ESSER***

Per the United States Office of Elementary and Secondary Education (OESE) guidelines, each year an annual report is to be submitted regarding usage of ESSER funds. OESE has defined the parameters of how this report is to be done, and this document is meant to help clarify what is needed. This report is separate from ESSER Monitoring.

The reporting requirements, including the deadline, are subject to change. LEAs will be contacted regarding any updates or changes.

Please also note that the order of this guide may differ from the order of the reporting site as they are both organized for clarity and formatting.

Idaho Districts and Schools will be asked to report on the following:

1. CARES (ESSER I)
2. CRRSA (ESSER II)
3. ARP (ESSER III)[[1]](#footnote-1)
4. CrossAct
	1. The CrossAct is a general survey regarding usage of all ESSER funds in FY24. It is not a grant or an additional funding source.
	2. **If a district or school was awarded any ESSER funds in FY24, they are required to fill out the CrossAct; no exceptions**.
5. SEA Interventions and Participation
	1. A subset of the CrossAct focusing on student demographics

While this document is meant to help you in reporting, **IDE will only accept responses filled out in the online reporting site:**

[**https://idahoessercollection.mtwgms.org/melody/**](https://idahoessercollection.mtwgms.org/melody/) **(will be ready for submissions Early December 2024)**

**The current deadline for this report is February 7th, 2025. Due to deadlines and requirements from OESE we cannot make promises about granting extensions. If you have problems with reporting this information in time, please contact Idaho Department of Education (IDE) for further guidance**

Please use the provided expended amounts listed in the reporting site, as we have to report based on the criteria established by OESE. These, as well as other resources, will be posted on the [Pandemic Relief Funds](https://www.sde.idaho.gov/federal-programs/prf/) page under “Reporting” as they become available.

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## Requirements

*“If [an] SEA is unable to meet the minimum [reporting] requirements … the Department may take action necessary to ensure compliance with ESSER reporting requirements. These actions may include placing special conditions on your SEA’s grant award or initiating actions to withhold, suspend, or terminate your remaining ESSER funds in accordance with the Department’s enforcement authority in section 455 of the General Education Provisions Act.” –*

Ross Santy

 Chief Data Officer U.S. Department of Education

ESSER Reporting Resources and Expectations Letter

## Reporting Expenses for CARES, CRRSA, ARP Acts

LEAs will schools were awarded funds through seven grants:

|  |  |
| --- | --- |
| **GRANT (as shown in OESE Reports)** | **As Shown in the GRA** |
| CRRSA Set Aside | CRRSA Act - ESSER II State Set-Aside Reserve |
| CRRSA Mandatory | CRRSA Act - ESSER II F/T |
| ARP Set Aside | ARP – ESSER III State Set Aside |
| ARP Mandatory | ARP - ESSER III - F/T Discretionary |
| ARP Learning Loss | ARP - ESSER III - F/T Learning Loss |

LEAs and schools will need to report on funds for the grants they drew down from during the 2023-2024 school year. There are up to five subgrants you will need to provide detailed financial information for. You will not need to report on other Pandemic Relief funds that are not listed here (EANS, GEER, ARP HCY, SLFRF, etc.).

If no funds were reimbursed for a particular grant during the current reporting period (July 1st, 2023 – June 30th, 2024), you do not need to fill out this report. Your LEA should have previously been notified if this is the case. You are welcome to contact IDE to verify if you need to complete this report.

**LEAs will be asked to report, for each subgrant, the amount of ESSER funds expended towards the following:**

a. Building and facilities upgrades and maintenance, including ventilation systems and new construction

b. Assistance with meals for students

c. Cleaning and/or sanitization supplies

d. Temporary classroom space to support social distancing

e. Temporary or additional transportation services to support social distancing to and from school

f. Capacity-building to improve disaster preparedness and response efforts, including coordination with public health departments

g. Other health protocols not listed above and aligned to guidance from the Centers for Disease Control and Prevention (CDC)

h. Extended learning and/or summer learning[[2]](#footnote-2)

i. Tutoring

j. Additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for underserved student groups[[3]](#footnote-3)

k. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems

l. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as the foster care services

m. Early Childhood Programs

n. Hardware and software

o. Wi-Fi, broadband, or other connectivity

p. Curriculum adoption and learning materials

q. Core staff capacity building / training to increase instructional quality and advance equity

r. Investments in talent pipelines for teachers and/or classified staff

s. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families

t. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act

u. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965

v. Any activity not described above that is authorized by the Individuals with Disabilities Education Act

w. Any activity not described above that is authorized by the Adult Education and Family Literacy Act

w. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006

y. Other activities not described above that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA

For learning loss funds, amounts are tracked under:

1. Addressing physical health and safety

a. Summer learning or summer enrichment

b. Afterschool programs

c. Extended instructional time (school day, school week, or school year)

d. Tutoring

e. Additional classroom teachers

f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families

g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families

h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)

i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.

j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services

k. Early childhood programs

l. Curriculum adoption and learning materials

m. Core staff capacity building/training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff

n. Other

Including a description of how funds were used to address learning loss (short response, character limit of 1,500)

For each category on the previous two pages that funds are reported under, expenses will also be tracked as the following operational types:

Personnel Services - Salaries

Personnel Services - Benefits

Purchased Professional and Technical Services

Purchased Property Services

Other Purchased Services

Supplies

Property

Debt Service and Miscellaneous

Other Items

A template available as both a Word document and Excel Spreadsheet of how exactly to report this information will be on IDE’s [Pandemic Relief Funds page](https://www.sde.idaho.gov/federal-programs/prf/) under “Reporting”. This is an example of how those templates will appear and how they will be filled out:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Personnel Services - Salaries  | Personnel Services - Benefits | Purchased Professional and Technical Services | Purchased Property Services  |
| a. Building and facilities upgrades and maintenance |  |  | $10,000 | $5,000 |
| b. Assistance with meals for students | $500 | $300 |  |  |
| c. Cleaning and/or sanitization supplies |  |  |  |  |

**Note that expenses for each subgrant need to be reported separately**For reporting purposes, all expenses will be summarized by IDE into these four categories in the final report submitted to OESE:

1. Addressing physical health and safety (items A – G on page 4)
2. Meeting Students Academic, social, and emotional needs (lines H – R)
	1. Simplified as “Meeting Students Various Needs” in various documents
3. Mental Health Supports for Students and Staff (line S)
4. Operational Continuity and Other Expenses (lines T – Y)

The timeline for expenses to report are those that were drawn down between July 1st 2023 – June 30th, 2024. Expenses that occurred but not drawn down in that time period will be included in other reports. For example, if an expense occurred in June 2024, but the funds for that expense were not drawn down through the GRA until July 2024, that expense will not be included in this year’s annual report. Conversely, if an expense occurred in June 2023 and was reimbursed July 2024, that expense will be included in this year’s annual report.

IDE will provide the exact amounts to report on for accuracy and consistency. You can find the exact dates funds were reimbursed in the GRA by looking at the specific request and reviewing the date under “Request History”. On request, IDE can help verify individual payments in determining the annual amount to report.

## Remaining Funds

Per reporting guidelines we are required to report planned usage of funds that were remaining as of July 1st, 2024. This is redundant in Idaho’s situation due to the obligation deadline passing. For clarity, you will be asked to report, as percentages, an estimate of how funds have been used since July 1st, 2024. Unused funds can be reported as “Not yet Planned for specific use”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subgrant | % Planned towards Addressing Physical Health and Safety | % Planned towards Meeting Students’ Various Needs | % Planned for Mental Health Supports | % Planned for Operational Continuity and Other | % Not yet Planned for Specific Use |
| ARP Set Aside |  |  |  |  |  |
| ARP Flow Through |  |  |  |  |  |
| ARP Learning Loss |  |  |  |  |  |

If no funds were remaining as of July 1st 2024 the reporting site will not require a response.

\*Each row must add to 100%.

\*\*LEAs will only report on planned usage for subgrants with amounts remaining as of June 30th, 2024

# CrossAct

The CrossAct is a general Survey that applies to all ESSER funds (CARES, CRRSA, ARP, Set Aside, Mandatory, Learning Loss, etc.)

All LEAs that were expended any ESSER funds are required to fill out the CrossAct.

The questions are predominantly yes/no, though dollar amounts will be needed for one question. Each question will clarify what type of response is needed. If a written response is needed, please keep it short (1,500 character limit)

Again, you will base your answers off of how ESSER funds were used during the current reporting period of July 1st, 2023 – June 30th, 2024. You do not need to report on how ESSER funds were used outside of this reporting period, as that information will be included in other reports.

All but a few questions will be answered as they relate to ESSER. Unless otherwise stated, only answer the questions if these ESSER funds were used in any capacity

|  |
| --- |
| **ESSER Funds to Account for in the CrossAct** |
| CRRSA Act - ESSER II State Set-Aside Reserve |
| CRRSA Act - ESSER II F/T |
| ARP – ESSER III State Set Aside |
| ARP - ESSER III - F/T Discretionary |
| ARP - ESSER III - F/T Learning Loss |

Friendly reminder that you do not need to report on Pandemic Funds not listed here (i.e. ARP HCY, SLFRF, EANS, GEER).

## Maintaining Safe In-person Instruction

Mark “Yes” for any items ESSER Funds were expended towards in the reporting period. Otherwise, mark “No”

 If non-ESSER funds were exclusively used for any of these activities/methods, mark “No” for that line item

|  |  |  |
| --- | --- | --- |
| A | Promoting Vaccination | Yes/No |
| B | Consistent and Correct Mask Use | Yes/No |
| C | Physical Distancing | Yes/No |
| D | Screening testing to promptly identify cases, clusters, and outbreaks | Yes/No |
| E | Ventilation | Yes/No |
| F | Handwashing and respiratory etiquette | Yes/No |
| G | Staying Home when sick and getting tested | Yes/No |
| H | Contact Tracing | Yes/No |
| I | Cleaning and disinfection | Yes/No |

## ESSER Funds to Provide Internet Access

Did this LEA use ESSER to provide home Internet access for any students in the current reporting period? *(ESSER refers to ESSER I, ESSER II and ARP ESSER awards and includes both mandatory subgrants and SEA Reserve subgrants)*

**If No, move onto the next page. Otherwise, fill out as appropriate**

|  |  |
| --- | --- |
| Mobile Hotspots with Paid Data Plans | Yes / No |
| Internet Connected Devices with Paid Data Plans | Yes / No |
| District Pays for the Cost of Home Internet Subscription for Student | Yes / No |
| District Provides Home Internet Access Through a District-Managed Wireless Network | Yes / No |
| Other (Please Specify, 1500-character limit) | Write in space below, if applicable |

## Reengaging Students Activities

Did the LEA seek to reengage students with poor attendance or participation? Please answer *regardless* of whether ESSER funds were used for this purpose

**If No, move onto the next page. Otherwise, fill out as appropriate**

|  |  |
| --- | --- |
| Direct outreach to families | Yes / No |
| Engaging the school district homeless liaison | Yes / No |
| Partnering with community-based organizations | Yes / No |
| Offering home internet service and/or devices | Yes / No |
| Implementing new curricular strategies to improve student engagement | Yes / No |
| Offering credit recovery and/or acceleration strategies | Yes / No |
| Other (Please Describe, 1500-character limit) | Write in space below, if applicable |

## Allocation of ESSER Resources Within LEA

Did this LEA allocate some portion of ESSER funds to schools in this reporting period? *Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards* (This question only applies to LEAs with multiple schools. Single school LEAs will mark “no” and move onto the next topic without addressing the follow up questions)

**If your LEA did not allocate funds to schools, move onto the next page. Otherwise, fill out as appropriate**

|  |  |
| --- | --- |
| Flat amount per school or per pupil | Yes / No |
| Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners | Yes / No |
| Number or proportion of students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background | Yes / No |
| Measure(s) of lost instructional time (“learning loss”) | Yes / No |
| Stakeholder or community input | Yes / No |
| Title I status | Yes / No |
| Other data (please specify, 1500-character limit) | Write in space below, if applicable |

## LEA Hiring and Retention of Specific Positions with ESSER I, ESSER II, and/or ARP ESSER LEA Mandatory and SEA Reserve Funds

Indicate the total number of ***these specific positions*** supported with any of the ESSER funds for the following positions for the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds. (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards).

If a position was partially payed with ESSER funds, please only report the amounts/numbers associated with ESSER funds. For example, if a full-time school counselor (1 FTE) had half their salary paid with ESSER, you would report 0.5 for the FTE count and half their total salary in the next box. Do not report employee information funded exclusively by non-ESSER funds.

|  |  |  |
| --- | --- | --- |
| **Position** | **FTE Count**  | **ESSER Dollars Expended towards salaries/benefits. Do not include Funds used from Other Funding Sources. Only Report ESSER Funds** |
| Special Educators and related service personnel |  |  |
| Paraprofessionals |  |  |
| Bilingual or English as a second language educators |  |  |
| School counselors, school psychologists, and/or social workers |  |  |
| Nurses |  |  |
| Short Term Contractors |  |  |
| Classroom Educators, not covered by previous categories |  |  |
| Support Personnel, not covered by previous categories |  |  |
| Administrative Staff, not covered by previous categories |  |  |

\*This question has gathered a significant amount of interest at both the state and federal level. In Idaho between 2020-2024, about half of all ESSER funds went towards salaries and benefits. IDE is interested in knowing the exact number of employees these funds went towards. For this report, this question only needs to be answered in connection to the 2023-2024 school year.

## Access to Select Staff

Please provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2024[[4]](#footnote-4). For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2023-24 school year.

This question relates to all activities, regarding of funding source.

**For LEAs and other entities that are a single school or building, you will only need to report on the one building.**

**For Districts with a large number of schools, you are welcome to track this information in a separate document.** In the reporting site the schools will be auto filled by OESE. If the name OESE uses for a school differs from what is used in your LEA, or you believe a school is missing, please contact Aaron Kennedy at IDE to be sure no schools are excluded from the report. This needs to be filled out for all schools in operation during the 23-24 year. If a school closed prior to the 23-24 year please enter zeroes for all positions for that school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School** | Special educators and related service personnel, including paraprofessionals **(FTE count)** | Bilingual educators or English as a second language educators**(FTE Count)** | School counselors, social workers, or school psychologists**(FTE Count)** | Nurses**(FTE Count)** |
|  |  |  |  |  |
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# SEA Interventions and Participation

## Evidence-based Summer Learning or Summer Enrichment Programs

Was this method implemented with ESSER funds? If no, skip to next page

Is this program Available to all enrolled Students? Please mark Yes / No. If Yes, skip to the next page

If no, indicate the number of students this program serves at full capacity: \_\_\_\_\_\_\_\_\_

Total unique headcount of students that participated in this activity: \_\_\_\_\_\_\_\_\_

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in this activity. Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

(Note, the total unique headcount does not need to equal the sum of the rows as a student may be counted in multiple rows.)

|  |  |  |
| --- | --- | --- |
| **Student Profile** | **# Enrolled eligible Students in subgroup** | **# Eligible students in subgroup participating** |
| Students with one or more disabilities |  |  |
| Low-income students |  |  |
| English learners |  |  |
| Students in foster care |  |  |
| Migratory students |  |  |
| Students experiencing homelessness |  |  |
| American Indian or Alaska Native |  |  |
| Asian |  |  |
| Black or African American |  |  |
| Hispanic/Latino |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |
| White |  |  |
| Two or more races |  |  |
| Other student subpopulation (Please specify below): |  |  |

## Evidence Based Afterschool Programs

Was this method implemented with ESSER funds? If no, skip to next page

Is this program Available to all enrolled Students? Please mark Yes / No. If yes, skip to the next page.

If no, indicate the number of students this program serves at full capacity: \_\_\_\_\_\_\_\_\_

Total unique headcount of students that participated in this activity: \_\_\_\_\_\_\_\_\_

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in this activity. Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

(Note, the total unique headcount does not need to equal the sum of the rows, as a student may be counted in multiple rows.)

|  |  |  |
| --- | --- | --- |
| **Student Profile** | **# Enrolled eligible Students in subgroup** | **# Eligible students in subgroup participating** |
| Students with one or more disabilities |  |  |
| Low-income students |  |  |
| English learners |  |  |
| Students in foster care |  |  |
| Migratory students |  |  |
| Students experiencing homelessness |  |  |
| American Indian or Alaska Native |  |  |
| Asian |  |  |
| Black or African American |  |  |
| Hispanic/Latino |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |
| White |  |  |
| Two or more races |  |  |
| Other student subpopulation (Please specify below): |  |  |

## Extended Instructional Time (including extended school day, week, or year)

Is extended instructional time in place at all schools within the LEA? If Yes, or if no ESSER funds were used for this, skip to next page

If no, indicate the unique headcount of students enrolled in schools within the LEA with mandatory extended instructional time: \_\_\_\_\_\_\_\_\_\_ Indicate the number students from that student group enrolled in schools with extended instructional time:

(Note, the total unique headcount does not need to equal the sum of the rows, as a student may be counted in multiple rows.)

|  |  |
| --- | --- |
| **Student Profile** | **#Students Enrolled in Schools with (Mandatory) Extended Instructional Time** |
| Students with one or more disabilities |  |
| Low-income students |  |
| English learners |  |
| Students in foster care |  |
| Migratory students |  |
| Students experiencing homelessness |  |
| American Indian or Alaska Native |  |
| Asian |  |
| Black or African American |  |
| Hispanic/Latino |  |
| Native Hawaiian or Other Pacific Islander |  |
| White |  |
| Two or more races |  |
| Other student subpopulation (Please specify below): |  |

## Evidence-Based High Dosage Tutoring

Was this method implemented with ESSER funds? If no, skip to next page

Is this program Available to all enrolled Students? Please Mark Yes / No. If yes, skip to the next page

If no, indicate the number of students this program serves at full capacity: \_\_\_\_\_\_\_\_\_

Total unique headcount of students that participated in this activity: \_\_\_\_\_\_\_\_\_

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in this activity. Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

(Note, the total unique headcount does not need to equal the sum of the rows, as a student may be counted in multiple rows.)

|  |  |  |
| --- | --- | --- |
| **Student Profile** | **# Enrolled eligible Students in subgroup** | **# Eligible students in subgroup participating** |
| Students with one or more disabilities |  |  |
| Low-income students |  |  |
| English learners |  |  |
| Students in foster care |  |  |
| Migratory students |  |  |
| Students experiencing homelessness |  |  |
| American Indian or Alaska Native |  |  |
| Asian |  |  |
| Black or African American |  |  |
| Hispanic/Latino |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |
| White |  |  |
| Two or more races |  |  |
| Other student subpopulation (Please specify below): |  |  |

## Early Childhood Education Program Expansion or Enhancement

Did this LEA expand or enhance its early childhood program with ESSER funds? Mark Yes /No to each below.

a. Expand Yes /No

b. Enhance Yes /No

If you did not expand early childhood programs, skip to the next page

How many additional students or slots were funded with ESSER I, ESSER II or ARP ESSER in the most recent school year? Please include students or slots that were fully and partially funded with ESSER I, ESSER II, or ARP ESSER funds. \_\_\_\_\_\_\_\_\_

How many additional students or slots were funded with ESSER I, ESSER II or ARP ESSER in the most recent school year? Please include students or slots that were fully and partially funded with ESSER I, ESSER II, or ARP ESSER funds. \_\_\_\_\_\_\_\_\_

Indicate the number of students from each student group enrolled in an early childhood education program within the LEA below. (Note, the total unique headcount does not need to equal the sum of the rows, as a student may be counted in multiple rows.)

|  |  |
| --- | --- |
| **Student Profile** | **# Enrolled Students** |
| Students with one or more disabilities |  |
| Low-income students |  |
| English learners |  |
| Students in foster care |  |
| Migratory students |  |
| Students experiencing homelessness |  |
| American Indian or Alaska Native |  |
| Asian |  |
| Black or African American |  |
| Hispanic/Latino |  |
| Native Hawaiian or Other Pacific Islander |  |
| White |  |
| Two or more races |  |
| Other student subpopulation (Please specify below): |  |

## Full-Service Community Schools

How many new or additional full-service community schools were launched using these ESSER funds in this LEA? \_\_\_\_\_\_\_\_

How many current full-service community schools received additional services and/or support using these ESSER funds? \_\_\_\_\_\_

What is the total enrollment in full-service community schools supported with ESSER funds within this LEA? \_\_\_\_\_\_\_\_\_

## Purchasing Education Technology

Was educational technology purchased for all students with ESSER funds? If yes, skip to the next page

 If no, indicate the number of students for whom educational technology was purchased \_\_\_\_\_\_\_\_ If 0, move to next page

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that received or were directly supported by the educational technology: Eligible refers to students within the student group who meet eligibility criteria for the educational technology, such as belonging to the appropriate grade and/or having a specific need for the educational technology.

|  |  |  |
| --- | --- | --- |
| **Student Profile** | **# Enrolled eligible Students in subgroup** | **# Eligible students in subgroup receiving or supported by the education technology** |
| Students with one or more disabilities |  |  |
| Low-income students |  |  |
| English learners |  |  |
| Students in foster care |  |  |
| Migratory students |  |  |
| Students experiencing homelessness |  |  |
| American Indian or Alaska Native |  |  |
| Asian |  |  |
| Black or African American |  |  |
| Hispanic/Latino |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |
| White |  |  |
| Two or more races |  |  |
| Other student subpopulation (Please specify below): |  |  |

# Final – Contact Information

Thank you for your help in completing this report. By providing this information you are helping secure ESSER funding for the state of Idaho.

**The current deadline for this report is January 31st, 2025. The deadline is subject to change pending guidance from OESE**

If you have any questions or concerns, you may contact the following:

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Coordinator, ESSER DATA & REPORTING

(208) 332-6847

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\*If you are not receiving email updates about ESSER reporting please contact Aaron Kennedy with your name, email, and affiliated LEA so we can adjust our contact list

1. HCY Homeless, SLFRF, EANS, and GEER funds do not need to be included in this report [↑](#footnote-ref-1)
2. OESE may ask for specific, separate amounts for Summer learning/enrichment, afterschool and extended hours [↑](#footnote-ref-2)
3. Including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, LGBTQ+ students, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA [↑](#footnote-ref-3)
4. Or counts that best represent the 23-24 year [↑](#footnote-ref-4)