



Idaho Department  
of Education

# ESSER Reporting

For the 2023-2024 Year



# Brief Introduction

## ESSER Team

- Lisa English
- Aaron Kennedy (me!)
  - Basically sends reports to the federal government
  - Official Title is Coordinator for Data & Collection

# Key Terms, for those who are new

- IDE – Idaho Department of Education  
Replaces “SDE” or “State Department of Education”
- USED – United States Department of Education
- OESE – Office of Elementary and Secondary Education

\*USED and OESE are used synonymously in communication, I’ll to be consistent

# ESSER Comes with Some Requirements

## Monitoring

- Once in a three year span

## Reporting

- Aaron Kennedy oversees this
- Done annually by each LEA

## **Monitoring and Reporting are Entirely Separate**

- Different purposes, different requirements, different deadlines, different frequencies, different information
- Information collected through monitoring doesn't satisfy reporting requirements and vice versa

\*If you are one of the lucky few LEAs who did not draw down ESSER funds in the 23-24 year, you do not need to complete this report. You should have already been contacted if this is the case

# Monitoring vs Reporting

## Monitoring

- One and done
- Verifies funds were used in an allowable manner

## Reporting

- Done each fiscal year funds were drawn down
- First year IDE was able to complete without assistance from LEAs
- Starting the second year IDE did not have enough information to complete the report due to increasing complexity

# What exactly are we reporting?

ESSER Funds and ESSER Only

Funds reimbursed between July 1<sup>st</sup>, 2023 – June 30<sup>th</sup>, 2024

<u>USED Reports</u>	<u>Idaho Reports (In the GRA)</u>
CRRSA Mandatory Amount	CRRSA Flow Through (F/T)
CRRSA Reserve Set Aside	CRRSA State Set-Aside Reserve
ARP Mandatory Amount	ARP – ESSER III F/T Discretionary
ARP Set Aside for Learning Loss	ARP – ESSER III F/T Learning Loss
ARP Reserve Set Aside	ARP – ESSER III State Set-Aside Reserve

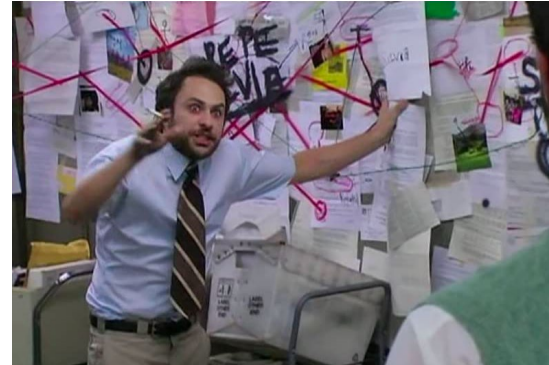
\*Anything not listed here (i.e. ARP HCY, SLFRF, EANS) will not be included in this report

# Reporting Structure

## What We'd like to Report

Was Money Used?	Amount
Yes	\$150,000

## What We Have to Report is Complicated



The template we have to fill out and submit to OESE has dozens of validations checks and business rules that reference multiple years, making the entire report very complicated

# What exactly are we reporting (part 2)

In the 2023 – 2024 year,

A total of \$171 million was drawn down through ESSER through  
1,868 requests across 182 LEAs

That's a lot of info. And money.....

- 10 Requests per LEA
- \$943,000 per LEA
- \$184,000 per request





# How will we report

All reporting needs to be submitted through the online reporting site:

<https://idahoessercollection.mtwgms.org/melody/>

- Expected to be live first week of December 2024
- A notice will be sent when ready

Print outs of the full report and other resources are available on the [Pandemic Relief Funds](#) page under “Reporting”

Responses sent outside of the online site will not be accepted

# Dates to Know

First Week of December 2024

- Reporting Site goes Live (tentatively)

February 7<sup>th</sup> 2024

- Tentative Due date for submission

Deadlines are subject to change



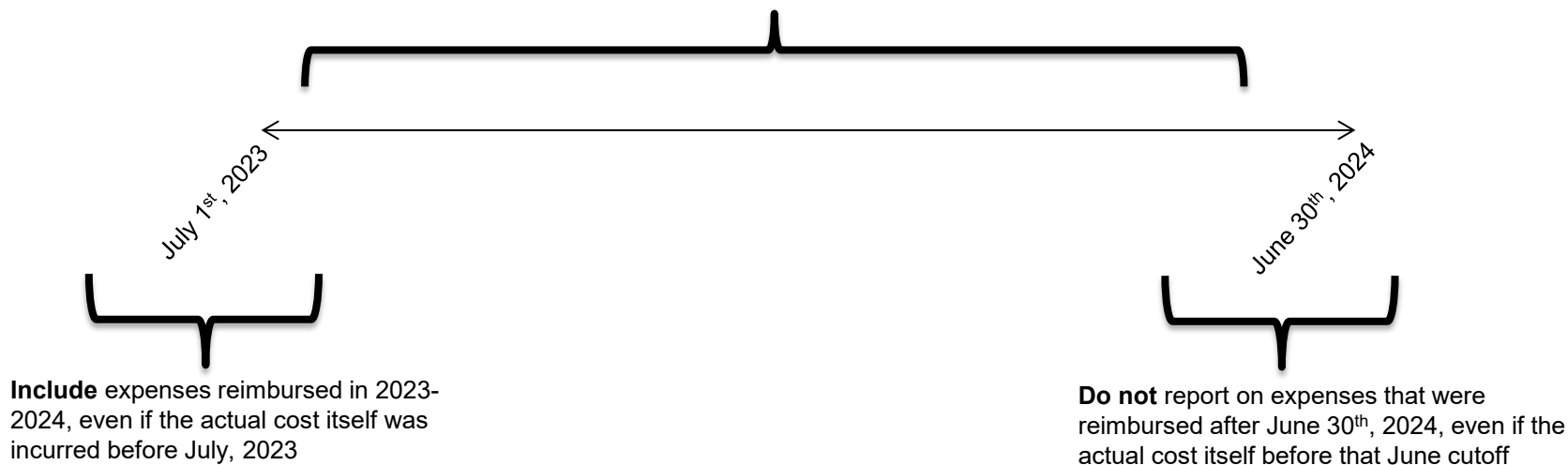
# Not Reporting on ALL ESSER funds...

Expenses incurred July 1<sup>st</sup>, 2023 – June 30<sup>th</sup>, 2024

*"For purposes of this reporting, reimbursements that are made in the current reporting period that reimburse expenditures made prior to the start of the reporting period and on or after March 13, 2020, are considered "expenditures" for this reporting period."*

– Recipient Data Collection Form

**Include** expenses expended/reimbursed  
between July 1<sup>st</sup>, 2023 and June 30<sup>th</sup>, 2024



\*Can look these up in the GRA if you want to be sure on the dates



# IDE will Provide the Amounts

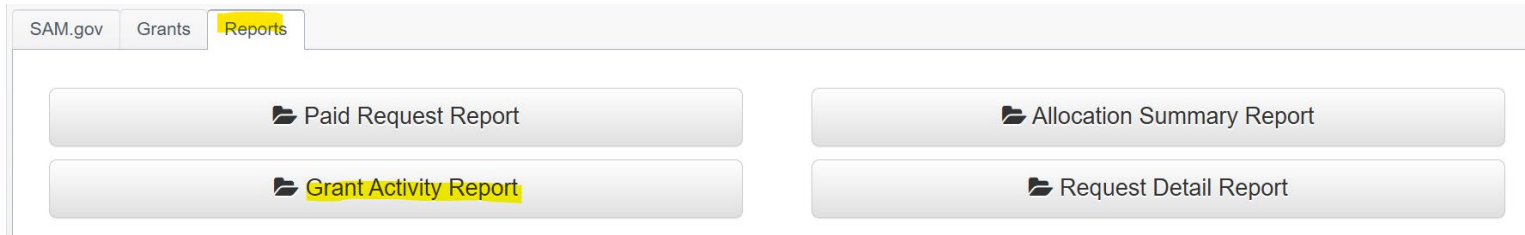
SDE will provide all of the amounts that were drawn down and remaining

For validation purposes, we ask that you report on the provided amounts

The amounts will be located on the reporting site, an excel spreadsheet, and the excel workbook on the ESSER Reporting Site

# To find amounts in the GRA

Select "Reports" then select "Grant Activity Report"

A screenshot of the SAM.gov website's Grants Reports section. The top navigation bar shows "SAM.gov", "Grants", and "Reports" (which is highlighted in yellow). Below this, there are four buttons arranged in a 2x2 grid. The top-left button is "Paid Request Report", the top-right is "Allocation Summary Report", the bottom-left is "Grant Activity Report" (highlighted in yellow), and the bottom-right is "Request Detail Report". Each button has a small folder icon to its left.

SAM.gov Grants Reports

Paid Request Report

Allocation Summary Report

Grant Activity Report

Request Detail Report

# Select the Grant, set the start date as 07/01/2023 and end date as 06/30/2024

## Grant Activity Report

Grant
Start Date

End Date

1 of 1
Find | Next

**Grant Activity Report**  
7/1/2023 thru 6/30/2024

**ARP - ESSER III - F/T Learning Loss**  
**ABERDEEN DISTRICT**

Ending Balance:					\$0.00		
Item Type	Request #	Item Date	Requested	Period	Obligation Period	Amount	Notes
Request	106002	8/11/2023	\$13,165.24	2021-2024	06/01/2023-06/30/2023	(\$13,165.24)	
Request	105694	7/25/2023	\$9,754.18	2021-2024	05/23/2023-06/30/2023	(\$9,754.18)	
Beginning Balance:					\$22,919.42		

# Brief Overview

**Mainly for those who are new to this..... Or forgot**



# **1<sup>st</sup> Part: Financial Reporting for each subgrant**

**Report on Usage of Funds and Plans for Remaining Funds**

# Each Subgrant will be tracked separately

USED Reports	Idaho Reports (In the GRA)
CRRSA Mandatory Amount	CRRSA Flow Through (F/T)
CRRSA Reserve Set Aside	CRRSA State Set-Aside Reserve
ARP Mandatory Amount	ARP – ESSER III F/T Discretionary
ARP Set Aside for Learning Loss	ARP – ESSER III F/T Learning Loss
ARP Reserve	ARP – ESSER III State Set-Aside Reserve

# This year, expenses will be reported into these categories:



- 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. Summer learning, afterschool programs, extended instructional time
- 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, 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
- 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
- x. 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

Physical Health and Safety:	A-G
Meeting [Various] Needs:	H-R
Mental Health Supports:	S
Operational Continuity and Other:	T-Y

# But Reporting Learning Loss is a little different

- x. 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)
    - =



Example:

[illegible]



# **We still have to report “Remaining Funds”, even though Idaho technically doesn’t have funds remaining**

Instead, you’ll report as a rough percentage where funds have been expended since July 1st 2024. Unused funds can be reported as “Not yet planned for specific use”

**% Remaining Funds Planned for Addressing Physical Health and Safety**

**% Remaining Funds Planned for Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports**

**% Remaining Funds Planned for Mental Health Supports for Students and Staff**

**% Remaining Funds Planned for Operational Continuity and Other Uses**

**% Remaining Funds Not Yet Planned for Specific Use**

USED has already stated they will not hold LEAs to their “plans”, as needs and circumstances change



**The Pandemic Relief Site has additional Resources you are welcome to use to help organize your information**

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

### **ESSER APR Subgrant Reporting Template**

- For Reporting Subgrant Financials

### **ESSER Annual Performance Report Guide**

- Step-by-step guide for reporting

\*SDE will **NOT** accept any information submitted outside of the reporting site. These resources are meant to help you get organized and understand what is needed.



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# 2<sup>nd</sup> Part of Reporting: CrossAct

All LEAs that expended ESSER Funds need to  
fill out the CrossAct



# What is the CrossAct?

- It's a little misleading: it's not a grant or an act. No funds are directly tied to this
- The CrossAct is a general survey asking questions related to the use of all ESSER funds
- Mandatory to fill out for all LEAs that expended ESSER funds

# CrossAct

First part is true/false questions; no dollar amounts needed. Here are a few examples:

Did the LEA seek to reengaging students with poor attendance or participation?

- If so, how?
- \*Answer regardless of whether ESSER funds were used 93% of Idaho LEAs did this in the 21-22 year, far above national average

Were ESSER funds used for:

Promoting vaccination, physical distancing, contact tracing...

Providing Internet services

- If so, how?

Allocate ESSER funds to schools? (Only applies to LEAs with multiple schools; single school LEAs will all mark "No")

- If so, how?

## ESSER funds used for salaries and benefits:



In the past this question was optional, but going forward it is required

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	–	–

\*Similar to how this information is submitted for title programs in the CFSGA



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# **3<sup>rd</sup> Part: Demographic Data by Activity**

**[Back to ESSER](#)**

If These Programs were funded either partially or fully with ESSER you will be asked to report

**Activity, Method, or Intervention Used**

- Evidence-based Summer learning or summer enrichment programs
  - Evidence based afterschool programs
  - Extended Instructional Time
  - Including extended school day, week, or year
  - Evidence-based high dosage tutoring
  - Expansion/Enhancement of early childhood education program
  - Full-Service Community Schools Launched or Supported with ESSER funds
  - Total Enrollment count for these schools; no demographic data needed
  - Purchased Educational Technology
- 
- Your LEA will only need to answer follow up questions (on the next slide) that ESSER funds were used for. If an activity was funded by ESSER and was available **to all students**, you only need to mark that without any additional information (except for a few cases, the site will let you know)

## Part 2: Demographic Data Needed



For Each Method Used on the previous slide, you will be asked the report:

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: _____)	—	—

\*For Early childhood Education Program related information, only enrollment level data needed

# Last Note....

- Since this data report is being overseen by USED, there can be updates or changes to the reporting requirements
- If you have not been getting email updates about ESSER reporting but would like to, please contact Aaron Kennedy with your email and LEA so we can edit our email list
- As additional resources become available, they will be posted to the [Pandemic Relief Funds](#) page



**Thank you for your help with this report!**



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# That's it. Questions?

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- If you aren't sure who to talk to or are self-conscious about contacting the wrong person