

**STATE DEPARTMENT OF EDUCATION
JUNE 14, 2022**

TAB	DESCRIPTION	ACTION
1	MILKEN EDUCATOR AWARDS UPDATE	Information Item
2	DEVELOPMENTS IN K12 EDUCATION	Information Item
3	ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE CONTENT STANDARDS – IMPLEMENTATION PLAN	Information Item
4	ALBION ELEMENTARY SCHOOL – HARDSHIP STATUS	Information Item
5	FEDERAL CORONAVIRUS RELIEF K-12 FUNDING UPDATE	Action Item
6	APPOINTMENTS TO THE ASSESSMENT ITEM REVIEW (BIAS AND SENSITIVITY) COMMITTEE	Action Item

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SUBJECT

Milken Educator Awards Update

BACKGROUND/DISCUSSION

The Milken Educator Award is a national award presented by the Milken Family Foundation to recognize educators throughout the country. Candidates are recommended by peers and employers, but do not interview or apply. The goal of the award is to honor and reward outstanding K-12 educators who represent the top of the teaching profession and provide a lifetime incentive for the individual to stay in education. Superintendent Ybarra and staff were present during the announcement to congratulate the winners. Prior to 2020, Idaho has not had a winner since 2013.

In 2020, State Department of Education staff restored the Milken Educator Awards program in Idaho. Due to COVID-19, the 2020 announcement was postponed. The 2020 and 2021 Milken Educator Awards were announced in March 2022.

IMPACT

There is no financial impact of this program other than staff resources. The award's general impact is that it provides an incentive for great teachers to remain in the profession.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

For 35 years, the [Milken Family Foundation](#) has rewarded excellence in education through \$25,000 awards in the form of the Milken Educator Awards. The Milken Educator Awards target early-to-mid career educators. The awards are made based on the educator's current achievements and for "the promise of what they may accomplish in the future."

The Milken Family Foundation has granted more than 2,800 Awards nationally, totaling \$70 million. In addition to the award, Milken Educators are given access to networking and development tools for the remainder of their careers in education. When combined with the award, the Milken Family Foundation estimates more than \$138 million has been devoted to the overall program.

The criteria for the selection of the award include:

- Exceptional educational talent as evidenced by effective and innovative instructional practices and student learning results in the classroom and school.
- Exemplary educational accomplishments and leadership beyond the classroom that provide models of excellence for the profession;
- Individuals whose contributions to education are largely unheralded yet worthy of the spotlight.
- Early- to mid-career educators who offer strong long-range potential for professional and policy leadership.

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- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Candidates for the Milken Educator Award are sourced through a confidential selection process and then reviewed by a panel appointed by state departments of education. The panel then makes recommendations for the award to the Milken Family Foundation.

Idaho's 2021 Milken Educator Award winners are Dane Beorchia, Highland High School; and Tiffany Lemos, Chubbuck Elementary School.

Between 2003 and 2021, 17 Idaho educators have received the award. Awardees include:

- 2003 Brad Patzer
- 2003 Cindy Wilson
- 2003 Joanna Sparks
- 2004 Dawn K. Nistal
- 2004 Peggy Rogers
- 2005 Dr. Michael S. Nelson
- 2005 Rob Sauer
- 2006 Chris Wilmes
- 2007 Mikki Nuckols
- 2008 Jon Bennetts
- 2009 Aaron Dean McKinnon
- 2010 Carmen Larrinaga
- 2011 Dr. Brady Dickinson
- 2012 Sara Ward
- 2013 Katie Graupman
- 2021 Dane Beorchia
- 2021 Tiffany Lemos

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- Parent Resource Toolkit
- Reading Summit
- Literacy Resources
- Student Advisory Council

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Update on Mathematics, Science, and English Language Arts (ELA) and Literacy, Idaho Content Standards implementation support and assessment alignment study.

REFERENCE

August 2010	Board approved content standards in mathematics and English language arts effective 2013-2014.
August 2016	Board approved updated content standards in mathematics and English language arts.
November 2016	Board approved pending rule incorporating amended ELA and mathematics content standards by reference into IDAPA 08.02.03.
December 2016	Board approved updated science content standards (partially rejected by legislature).
August 2017	Board approved revised science content standards.
November 2017	Board approved pending rule incorporating amended science standards by reference into IDAPA 08.02.03.
May 2019	Board approved temporary and proposed rules extending all rules codified June 30, 2019, including content standards incorporated by reference.
October 2019	Board received an update on the ELA, mathematics, and science content standard rewrite process.
February 2020	Board approved temporary rules extending all rules codified June 30, 2020, including content standards incorporated by reference.
June 2020	Board approved a technical correction to the Idaho Science Standards approved by the Board on August 10, 2017.
October 2020	Board received an update on the ELA, Math, and Science content standards revision work.
January 4, 2021	Board received an update from the Department on the ELA, mathematics, and science content standards rewriting process.
October 2021	Board received an update on the ELA, Math, and Science content standards revision work.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 716 (2022) establishing Section 33-118B, Idaho Code, effective July 1, 2022.

BACKGROUND/DISCUSSION

This update will focus on implementation support and Idaho state assessment alignment of the new Idaho Content Standards in Math, Science, and English Language Arts and Literacy, effective July 1, 2022.

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IMPACT

The Idaho legislature appropriated \$375,000 for the State Department of Education (SDE) to conduct an alignment study to determine if/how the new standards align with the current Idaho Standards Achievement Test (ISAT). This study will provide the State Board of Education (Board) and other policy makers with information necessary to determine the scope and cost of modifying the current assessment.

ATTACHMENTS

Attachment 1 – Content Standards Update Presentation
Attachment 2 – Section 33-118B, Idaho Code

STAFF COMMENTS AND RECOMMENDATIONS

The Elementary Secondary Education Act as amended by the Every Student Succeeds Act in 2015 requires states to have high academic standards and statewide assessments that measure students' progress toward those academic standards. At a minimum, states are required to have a statewide assessment aligned to the applicable content standards in grades 3 through 8 and once in high school for English language arts and mathematics and an assessment aligned to our science content standards given once in each grade band (elementary, middle school, high school). Amendments to the content standards for these three subjects additionally require review of the alignment between the statewide assessments and the content standards. New or amended assessments would be required if it is determined that statewide assessments are no longer aligned to the content standards. Implementation of any new content standards must be considered in conjunction with discussions around the alignment of the new standards to the current ISAT for English language arts, mathematics and science; and the cost of new assessment development and professional development for instructional staff, as well as the impact on the state accountability system and timing for roll out that aligns professional development, student instruction, assessment, and accountability requirements.

Pursuant to Section 33-118B, Idaho Code, the new content standards in ELA, mathematics, and science will be effective July 1, 2022. Section 33-118B, Idaho Code, gives local school district boards of trustees until June 30, 2024 to incorporate curricular materials that reflect the Idaho Content Standards. The Idaho Content Standards are minimum state standards, school districts and charter schools may accelerate the grades in which content is taught and or teach additional and more rigorous content. The provision allowing curricular material changes to take effect in 2024 does not remove the requirement that schools start teaching to these or higher standards in the 2022-2023 school year or that schools be held accountable against the new standards.

In order to meet the requirements of the Elementary Secondary Education Act as amended by the Every Student Success Act, if the new standards no longer align with the existing ISAT, Idaho will need to have a new aligned assessment in place

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by the spring of 2023. This is not a realistic expectation; therefore, the Board will need to request a waiver from the US Department of Education once the need for a new assessment is determined and an implementation timeline has been established.

BOARD ACTION

This item is for informational purposes only.



Content & Assessment Updates

Idaho State Board of Education Meeting
June 14 - 15, 2022
Pocatello, Idaho

Supporting Schools and Students to Achieve

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



New Content Standards Implementation Plan

Standards Resources



- Highlights of changes documents
- Standards Progression documents
- Standards Reference documents
- Standards Instructional Guidance documents
- Parent Resource Center (PRC)

Assessment Webinar – November, 2017 | 3

Upcoming Implementation Support



- Webinars
 - June 7 & 22
 - August 2 & 17



Picture from Creative Commons

Assessment Webinar – November, 2017 | 4

Ongoing Professional Development



English Language Arts & Literacy	Mathematics	Science
School-wide ELA support (IBC)	School-wide Math support (RMC/IBC)	School-wide Science support (Idaho Science Coaches)
S.M.A.R.T. K-3 Professional Development	HS Pathways with Math Transitions Network (RMC)	Think Make Create trailers
Dyslexia Guidance and Resources	Teaching Mathematical Thinking. Levels 1 & 2 (RMC)	3D Science standards classes
Idaho Mentor teacher project	Idaho Mentor teacher project	Idaho Mentor teacher project
Middle-school (6-8 teachers) Formative Assessment Grant	K-3 Math Intervention PD and resources (RMC)	Lesson Study Regional Cohorts
Reading Coach Academy	Math Taking Action Collaborative (RMC)	Professional Development Workshops
K-3 Reading Summit (annual), webinars, & book studies	SDE/ICTM conferences, webinars, & book studies	SDE/ISTA conferences, webinars, & book studies

Assessment Webinar – November, 2017 | 5



New Standards to New Assessment



New Standards to New Assessment



- Using the Crosswalk of Old to New Standards, identify the Potential New Standard alignment for all ELA/L, math, and science items in the practice, interim and operational banks

New Standards to New Assessment



- Convene an Alignment Study Committee of Idaho educators and stakeholders
- Train Committee on the Crosswalk of Old to New Standards
- Train Committee on how to confirm Item alignment to the New Standard

New Standards to New Assessment



- Committee Members will use Cambium Assessment, Inc's Content Rater system to confirm alignment of item
 - View the item (and passages for ELA/L)
 - View scoring
 - View old and new standard alignment
 - Confirm or Deny alignment and record feedback

New Standards to New Assessment



- Timeline
 - Summer 2023 Alignment Study
 - Fall 2023 Reporting to Board on Outcomes of Alignment Study and Composition of Item Pools
- Next Steps
 - Idaho Extended Content Standards

Questions



Kevin Chandler | Director of Assessment
Dr. Catherine Beals | Mathematics Coordinator, Content & Curriculum

Idaho State Department of Education
650 W State Street, Boise, ID 83702
208.332.6800

email@sde.idaho.gov

www.sde.idaho.gov



Supporting Schools and Students to Achieve

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

Presentation Title | 11

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature Second Regular Session - 2022

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 716

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO THE STATE BOARD OF EDUCATION; AMENDING CHAPTER 1, TITLE 33, IDAHO
2 CODE, BY THE ADDITION OF A NEW SECTION 33-114A, IDAHO CODE, TO PROVIDE
3 FOR THE ADOPTION OF STANDARDS FOR THE INITIAL CERTIFICATION OF PROFES-
4 SIONAL SCHOOL PERSONNEL; AMENDING CHAPTER 1, TITLE 33, IDAHO CODE, BY
5 THE ADDITION OF A NEW SECTION 33-118B, IDAHO CODE, TO PROVIDE FOR THE
6 ADOPTION OF CERTAIN CONTENT STANDARDS; PROVIDING A SUNSET DATE; AND
7 DECLARING AN EMERGENCY.
8

9 Be It Enacted by the Legislature of the State of Idaho:

10 SECTION 1. That Chapter 1, Title 33, Idaho Code, be, and the same is
11 hereby amended by the addition thereto of a NEW SECTION, to be known and des-
12 ignated as Section 33-114A, Idaho Code, and to read as follows:

13 33-114A. ADOPTION OF STANDARDS FOR THE INITIAL CERTIFICATION OF PRO-
14 FESSIONAL SCHOOL PERSONNEL. Effective July 1, 2022, the Idaho standards for
15 initial certification of professional school personnel shall be the stan-
16 dards prepared by the 2020-2021 educator standards working group dated Feb-
17 ruary 24, 2022.

18 SECTION 2. That Chapter 1, Title 33, Idaho Code, be, and the same is
19 hereby amended by the addition thereto of a NEW SECTION, to be known and des-
20 ignated as Section 33-118B, Idaho Code, and to read as follows:

21 33-118B. CURRICULAR MATERIALS -- ADOPTION OF CONTENT STANDARDS. (1)
22 Effective July 1, 2022, the Idaho content standards for English language
23 arts and literacy, mathematics, and science shall be the content standards
24 prepared by the 2020-2021 standards review committee dated January 3, 2022.

25 (2) The state department of education shall take any necessary action
26 to begin alignment of the required standards assessment with the content
27 standards set forth in this section by July 1, 2022.

28 (3) The content standards implemented by this section shall be adopted
29 for five (5) years. The content standards implemented by this section shall
30 be subject to a review and adoption cycle that shall conclude June 30, 2027.

31 (4) The board of education is authorized to immediately promulgate tem-
32 porary rules and to engage in negotiated rulemaking for the purposes of:

33 (a) Implementing the content standards required pursuant to this sec-
34 tion; and

35 (b) Implementing revised and updated content standards pursuant to the
36 review and adoption cycle established in subsection (3) of this sec-
37 tion.

38 (5) The board of education shall immediately coordinate with the United
39 States department of education to ensure that Idaho is implementing a plan

LEGISLATURE OF THE STATE OF IDAHO

1 to meet the requirements of the every student succeeds act of 2015, 20 U.S.C.
2 6301-7981.

3 (6) The board of trustees of each school district shall have until June
4 30, 2024, to incorporate curricular materials that reflect the Idaho content
5 standards.

6 (7) Nothing contained in chapter 52, title 67, Idaho Code, shall super-
7 sede this section.

8 SECTION 3. The provisions of this act shall be null, void, and of no
9 force and effect on and after June 30, 2027.

10 SECTION 4. An emergency existing therefor, which emergency is hereby
11 declared to exist, this act shall be in full force and effect on and after its
12 passage and approval.

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SUBJECT

Hardship Status, Albion Elementary School

REFERENCE

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2019	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
August 2020	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2021	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(b), Idaho Code

BACKGROUND/DISCUSSION

At the October 1999 Board meeting, the State Board of Education (Board) approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year and required an annual report thereafter. In 2000, the Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

IMPACT

Cassia County School District #151 would have received approximately \$148,000 less in FY 2022 if Albion Elementary School had not been considered a separate school.

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ATTACHMENTS

Attachment 1 – Letter from Cassia County Superintendent Sandra Miller to State Superintendent Ybarra dated April 11, 2022.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when “special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district’s elementary grade school pupils.”

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The ADA calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 students in ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 students in ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 students in ADA, with a divisor of 20 resulting in 9.4 support units for the school district’s elementary students. At \$27,556 (FY21 estimated statewide average distribution factor) per support unit, the school district in the first example would receive \$275,560 while the school district in the second example would receive \$259,026. These numbers are used for illustrative purposes only and are not the numbers for any specific school district.

BOARD ACTION

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CASSIA SCHOOL DISTRICT NO. 151

3650 OVERLAND AVE. • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Jeff Rasmussen
Board Chairman

Darin Moon
Vice Board Chairman

Ryan Cranney
Board Member

Kent Kidd
Board Member

Mandy Baker
Board Member

Sandra Miller
Superintendent

Chris James
Fiscal Manager

April 11, 2022

Ms. Sherri Ybarra
State Superintendent of Public Instruction
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Ybarra,

In the October 1999 meeting of the State Board of Education, it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2022-2023 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education for your support of the children of Cassia County and Idaho.

Please contact me if you need further information.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Miller".

Sandra Miller
Superintendent

PC: Pam Weber

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SUBJECT

Federal Coronavirus Relief K-12 Funding Update

REFERENCE

March – April 2020	The Board received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor’s Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely;
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho’s relief funds through the Governor’s Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the use of \$11,851,341 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to \$300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the federal coronavirus relief funds. The Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds.
April 22, 2021	The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP

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	EANS.
June 16, 2021	The Board was provided an update on the Coronavirus Relief, CFAC Funds and ESSERF, including CARES Act, CRRSA Act, EANS, and ARP ESSER.
August 25, 2021	The Board received an ESSER draw down overview and a brief update on the CRRSA Act Emergency Assistance to Non-Public Schools grant.
October 21, 2021	The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan. The Board also approved the distribution methodology and LEA distribution amounts of 2.5% of the 10% ARP ESSER SEA Set-Aside funds, up to \$10,998,551 for non-Title and low-Title I schools.
December 15, 2021	The Board received a high-level update on expenditure amounts and percentages for the CARES Act, CRRSA Act, and ARP ESSER, a brief overview of the U.S. Department of Education's (USED) proposed ESSER reporting requirements, and an update on the Governor's Substitute grant, which closed for reimbursement requests December 15, 2021.
January 6, 2022	The Board approved the use of up to \$26.1M of the ARP ESSER State Set-Aside funds to implement requirements.
February 17, 2022	The Board amended the meeting agenda to allow for the Department's Information Item on Coronavirus Relief funding to be changed to an action item. The Board approved an amount not to exceed \$6,800,000 for the STEM Action Center, Commission for Libraries, and Out-of-School Network collaborative proposal addressing learning loss and received a high level update from the Department of the use of federal coronavirus relief funds and approved an amount not to exceed \$2,200,660 for ARPA ESSER administrative costs including ESSER program coordination, monitoring and reporting; and to revise the Board's January 6, 2022, allocation to reduce the allocation for ISEE enhancements by \$1,600,000.
April 20, 2022	The Board received a high-level update on ESSER expenditures, CRRSA EANS, and ARPA State Fiscal Recovery Funds, S1404 and H793.

BACKGROUND/DISCUSSION

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School

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Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the State Education Agency (SEA), to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds were required to be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. DFM closed the Coronavirus Relief Funds June 30, 2021, which means SDE's last Grant Reimbursement Application (GRA) payment to LEAs was made June 25, 2021.

The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to local education agencies (LEAs) based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or \$19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to COVID-19, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. SDE has requested \$300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

The American Rescue Plan (ARP) ESSER was signed into law March 11, 2021 and provides Idaho \$440,131.922 (updated September 2021) for K-12 education. Of this amount, 90% was be allocated to LEAs. LEAs must spend 20% of their allocation on addressing lost instructional time. The remaining 10% State Set-Aside Reserve must be used to address learning loss (5%), summer enrichment (1%), after school programs (1%) and emergency needs and administrative costs (3%) identified by the Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021. An amended plan with more information on stakeholder engagement (Section C) and identification of the evidence-based interventions (Section D) was due to U.S. Education on October 28, 2021. Idaho received its final award amount for ARP ESSER on September 13, 2021.

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During the October 21, 2021 regular Board Meeting, the Board approved the methodology for allocating 2.5% of ARP ESSER State Set-Aside funds for non-Title and low Title LEAs (\$11,003,298), including the Idaho Bureau of Educational Services for the Deaf and Blind (IBESDB). The methodology included funding IBESDB \$590,000 first and using the base amount of \$349,143 to 16 non-Title LEAs and 42 low-Title I-A LEAs to bring them up to the base amount. Between the time the materials were submitted and the October 21, 2021 Board meeting, USED allocated Idaho an additional \$189,881,000 which changed the set-aside allocations from \$10,998,550 to \$11,003,298 resulting in a difference of \$4,748.

The Governor's Emergency Education Relief Fund (GEER) includes a separate program of Emergency Assistance for non-Public Schools (EANS) under the CARES Act for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program. Idaho received \$19,581,608 for services and assistance to non-public schools. \$5,543,122 is obligated for assistance, services, and reimbursements to non-public schools. This includes \$200,000 to implement the program, monitor the schools for uses of funds, and to oversee inventory expenditures. \$13,838,486 was reverted back to the Governor's office.

On November 12, 2021, Idaho was awarded \$21,961,960 through the ARP EANS grant to provide services and assistance to non-public schools. Similar to the CRRSA Act EANS, the Governor is the grantee and the SEA is the fiscal agent and administrator of the grant. The State Department of Education was delegated to administer the grant on behalf of the Board. The State Department released an application to all non-public schools. The application period for non-public schools to apply was extended until March 31, 2022. Applications will be reviewed for eligibility and to ensure that all required information is provided. Consultation with each individual non-public school will determine which services or assistance the SDE will provide either directly or through contractors. The State Department will provide technical assistance support to these non-public schools through the life of the grant, September 30, 2024. Unobligated funds in the amount of approximately \$15.9M remaining six months after the grant was issued, will revert to the Governor's office for use on any authorized activity under the Governor's Emergency Education Relief (GEER) fund.

During the 2022 legislative session, Senate Bill No. 1404 was signed into law, providing \$1,506,400 premium pay for administrators, \$23,075,900 premium pay for instructional and pupil service staff, and \$12,123,500 premium pay for classified staff. The intent of these ARPA State Fiscal Recovery funds is to provide a gross amount of \$1,000 plus 19.59% for employer-obligated benefits for each full-time equivalent position using the February 15, 2022 data upload. The performance period for these funds expires June 30, 2022.

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IMPACT

This agenda item provides the Board with a high-level update on the most recent information on the COVID-19 ESSER funds and requests approval to revise the ARP ESSER State Set-Aside fund allocation amount for non/low Title I-A LEAs.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the COVID-19, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund was \$47,854,695. From this amount a minimum of \$43,069,202 (90%) had to be distributed to the local education agencies (LEAs) based on the LEAs' proportional share of the state's Part A, Title I funds. These funds are then distributed based on each LEAs' propositional share of Part A, Title I funds received in 2019. Not all LEAs receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEAs share of eligible Title I students. Up to 10 percent (10%) of these funds, \$4,785,470, could be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19." States have one year from date of the federal ESSER award to award or subgrant the funds.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. Funds appropriated through the CRRSA Act are referred to as the ESSER II funds. The ESSER II fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, at least \$176,301,372 must be distributed to LEAs based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be reserved for use by the SEA. Of these reserve funds ½ of 1% of the total award may be used for administrative costs.

The American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provides a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Of the \$439,942,041 allocated to Idaho, 90% (\$395,947,837) was required to be distributed directly to the local education agencies based on the US Department of Education's Title I methodology and 10% (\$43,994,204) could be set aside to be used by the state education Agency (SEA). At this point the Board has allocated use for the majority of the ARP ESSER SEA 10% Set Aside.

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Total ARPA ESSER award: \$440,131,922*

- LEA discretionary funding (70% of total amount): \$316,894,984
- LEA learning loss funding (20% of total amount): \$79,223,746
- State set aside amount (10% of total amount): \$44,013,192

10% state set aside	\$44,013,192	Allocation	\$ Remaining
5%: learning loss	\$22,006,596	\$100,000 Accountability Oversight Committee learning loss consultant \$3,500,000 math accelerated learning collaborative \$100,000 dyslexia handbook \$16,400,000 ISEE enhancements \$1,600,000 statewide PD and mentoring platform \$21,700,000 total	\$306,596
1%: summer enrichment	\$4,401,319	\$1,000,000 ISEE enhancements \$3,401,319 summer programs \$4,401,319 total	\$0
1%: after school programs	\$4,401,319	\$1,000,000 ISEE enhancements \$3,398,101 after school programs \$4,398,101 total	\$3,218
3%: emergency needs	\$13,203,958	\$10,998,551 non-Title I and low-Title I schools \$2,200,660 ½ of 1% admin costs \$13,199,211 total	\$4,747
Remaining funds to be allocated			\$314,561

*federal award was updated from the original \$439,942,041 to \$440,131,922 (\$189,881 in additional funding)

At the February 2022 Regular Board meeting, \$189,881 in additional federal funding was taken into consideration in the total amount available from the ARP ESSER SEA Set-Aside for the Board to allocate. As of the February 2022, Regular

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Board meeting, all but \$314,561 of the ARP ESSER SEA Set Aside was obligated, the approximately \$314,000 is being reserved as contingency for those projects the Board has already approved until such time as the procurement process have been completed.

BOARD ACTION

This item is for informational purposes only.