



ESSER (I, II, III) Funds USED LEA Data Reporting

ASBA / ASA / AASBO / ACSA Joint Webinar
October 28, 2021



ESSER Funds – USED LEA Data Reporting Requirements

Thank you to our hosts!



AASBO
Arizona Association of
School Business Officials



ESSER Funds – USED LEA Data Reporting Requirements

Our Presenters:



Peter Laing - *Policy Advisor*

Callie Kozlak – *Associate Superintendent, Policy & Government Relations*

Alice Johnson – *Director of Grants Technology, Grants Management*

Devon Isherwood – *Deputy Associate Superintendent, School Support & Improvement*



ESSER Funds – USED LEA Data Reporting Requirements

Our Additional Q&A Panelists:



Chris Kotterman *Director of Government Relations - Arizona School Boards Association (ASBA)*



Chuck Essigs *Director of Governmental Relations - Arizona Association of School Business Officials (AASBO)*



Mark Joraanstad *Executive Director - Arizona School Administrators (ASA)*



Kelly Powell *Vice President of Research & Evaluation - Arizona Charter Schools Association (ACSAs)*

ESSER Funds – USED LEA Data Reporting Requirements



Welcome!

Please visit
www.azed.gov/ESSER/ESSER-Data
for all data reporting resources and
guidance documents

If you have any questions, please
contact us at:

ESSER@azed.gov



Webinar Agenda



**Review of USED ESSER
Data Reporting
Requirements and Data
Element Categories**



**GME ESSER Data
Reporting Supplement
Walkthrough for Title I
and Non-Title I LEAs**



**Timeline for
Submission**



**Key Takeaways & Next
Steps**



**Contacts, Resources &
Open Q&A**



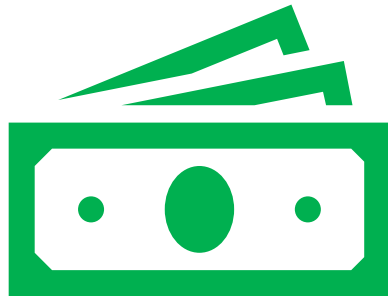
ESSER Funds – USED LEA Data Reporting Requirements

- The US Department of Education has released proposed data collection reporting requirements for all ESSER fund grants (ESSER I, II and III). Comprehensive data are required to be submitted by states (SEAs) and LEAs regarding their usage of ESSER grant funds
- These data requirements are generally more extensive than other programs, but similar to more extensive Completion Report-type fiscal and programmatic reporting requirements for certain programs
- Most of the required data elements (fiscal, program and personnel) are new and are not currently captured through existing ADE collections
- Data response types include a combination of Y/N (or True/False), numeric and open-ended responses

ESSER Data Reporting Elements

- Highlights of the primary categories of data and elements required for ESSER I, II and III:

FISCAL



- Total amounts **allocated, obligated** and **actual expenditures, disaggregated by activity type**, within each grant and funding source within the reporting period
- Data disaggregated by each LEA and SEA set-aside funded entity
- Descriptions of how each LEA allocated funds for students most impacted by COVID – to include decisions to allocate across schools

PROGRAM



- Includes combination of Y/N, numeric and open-ended responses from SEA, LEAs and SEA set-aside funded entities regarding planned uses and actual expenditures of funds, disaggregated by activity type
- Disaggregated student participation data by funded activity type
- Safe school reopening policies
- MoEquity-Related Data

PERSONNEL

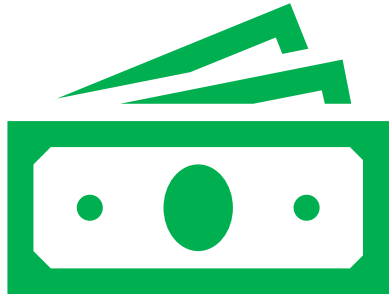


- FTE data by position type supported with all ESSER funds for both hiring and retention (by required categories and position types)
- FTE counts for each school in the LEA, disaggregated by position type. Includes apportioning FTE shared across schools (eg: Nurses, Counselors)
- Total LEA FTE counts (all funding sources)

ESSER Data Reporting Elements

- We encourage you to identify a local team for this effort with staff representing each data category:

FISCAL



PROGRAM



PERSONNEL



Overview of the Data Reporting Supplement in GME



The **ESSER Reporting – Title I LEAs supplement** may be accessed through the **ADE Grants Management system** at: **gme.azed.gov**

You will need to sign into the Grants Management system using your **ADEConnect** login information to access the application. **Access to the Grants Management system may need to be granted to you by your local LEA ADEConnect Entity Administrator**

The **Supplement** is named:
“ESSER Reporting – Title I LEAs”
under **Fiscal Year 2022**

Fiscal Year:

Supplement:



Overview of the Data Reporting Supplement in GME





Grants Management Enterprise GME

- GME Home
- Administer ▶
- Search ▶
- Reports
- Inbox ▶
- Entity Information
- Planning ▶
- Monitoring ▶
- Funding ▶**
 - Funding Applications
 - Budget Summary
 - Supplements**
- Reimbursement Requests
- Project Summary

Supplements

Arizona Department of Education (000111000) Test District -

2022 ▼ Active ▼

LEA Supplement

- [ESSER Reporting - Non-Title I LEAs](#)
- [ESSER Reporting - Title I LEAs](#)



Complete All Required Sections in GME

Title I LEAs



☐	General Information and Instructions - Title I LEAs
	General Information and Instructions
☐	Entity and Contact Information - Title I LEAs
	Entity Identification Information
	Entity Contact Information
☐	ESSER Total Allocated, Obligated and Expended Funds
	ESSER Total Allocated, Obligated and Expended Funds
☐	Uses of ESSER Funds - Title I LEAs
	A – LEA Uses of ESSER I, II & III Funds
	B - Staff Hiring
	C - Staff Retention
	D - ESSER III – Required 20% Set-Aside to Address Learning Loss
	E - LEA ESSER Allocations to High Poverty Schools (Maintenance of Equity)
☐	Equitable Support for Learning Recovery and/or Acceleration
	A - Identifying Students in Need of Targeted or Supplemental Support
	B – ESSER I, II & III Activities by Student Population
	C – School FTE Counts by Staff Type
☐	Full-Time Equivalent (FTE) Positions
	Full-Time Equivalent (FTE) Positions

Complete All Required Sections in GME

Non-Title I LEAs



☐	General Information and Instructions - Non-Title I LEAs
	<u>General Information and Instructions</u>
☐	Entity and Contact Information - Non-Title I LEAs
	<u>Entity Identification Information</u>
	<u>Entity Contact Information</u>
☐	ESSER Total Allocated, Obligated and Expended Funds - Non-Title I LEAs
	<u>ESSER Total Allocated, Obligated and Expended Funds</u>
☐	Uses of ESSER Funds – Non-Title I LEAs
	<u>A - LEA Uses of ESSER I, II & III Funds - Non-Title I LEAs</u>
	<u>B - Staff Hiring</u>
	<u>C - Staff Retention</u>
☐	Equitable Support for Learning Recovery and/or Acceleration
	<u>A - Identifying Students in Need of Targeted or Supplemental Support</u>
	<u>B – ESSER I, II & III Activities by Student Population</u>
	<u>C – School FTE Counts by Staff Type</u>
☐	Full-Time Equivalent (FTE) Positions
	<u>Full-Time Equivalent (FTE) Positions</u>

Overview of the Data Reporting Supplement in GME



General Information and Instructions

Entity and Contact Information

ESSER Total Allocated, Obligated and Expended Funds

Uses of ESSER Funds

Equitable Support for Learning Recovery and/or Acceleration

Full-Time Equivalent (FTE) Positions

General Information and Instructions

- This section contains **General Information and Instructions** regarding the ESSER Reporting supplement. Here are a few key items from this page:
 - **"Expended"** is defined here for USED reporting purposes as ESSER (I, II and III as applicable) funds drawn down to reimburse any ESSER-related expenses that occurred between **October 1, 2020 and September 30, 2021**
 - LEAs must complete **all** sections of this report based on all ESSER (I, II and III) funds received, as applicable
 - **All items within this report require a response.** "N/A" or "0" must be entered when applicable as a blank response will prevent submission
 - Refer to budget and narrative response information provided in ESSER I, II and III funding application(s) and associated approved reimbursement requests, as applicable while completing this reporting. This will help to ensure LEA reported responses are consistent with information in your approved funding application and reimbursement requests
 - Please contact ESSER@azed.gov with questions and visit <https://www.azed.gov/esser/esser-data-reporting> for additional ESSER data reporting information and resources



Entity and Contact Information

- The **Entity Contact and Contact Information** section contains two subsections:

	Entity and Contact Information -
	<u>Entity Identification Information</u>
	<u>Entity Contact Information</u>

- Note that the '**Entity Identification Information**' subsection will be **prepopulated** by GME

Entity and Contact Information

- The **Entity Contact Information** subsection is where the LEA should provide the primary contacts for the LEA for each ESSER fund grant
- Additional contacts may also be added for each grant as needed:

ENTITY CONTACT INFORMATION - Title I LEAs

REQUIRED CONTACTS

Grant Name	Primary Contact Name	Contact Title	Contact Phone	Contact Email
ESSER I	*	*	*	*
ESSER II	*	*	*	*
ESSER III	*	*	*	*

ADDITIONAL CONTACTS (Optional)

Grant Name	Additional Contact Name(s)	Contact Title	Contact Phone	Contact Email
Please select... ▼				

IMPORTANT - Click "Add Row" for each Additional Contact to be entered.



ESSER Total Allocated, Obligated and Expended Funds

- The **ESSER Total Allocated, Obligated and Expended Funds** section is where the LEA should enter the total amounts **obligated** for ESSER I, II and III **as of September 30, 2021**
- Note that the total amounts awarded and expended will be **prepopulated** by GME

Please enter total amount **obligated** as of September 30, 2021.

Total amount awarded and total amount expended reflect GME data as of September 30, 2021. These amounts cannot be edited.

Data Count ID	Funds Category	ESSER I	ESSER II	ESSER III
27	Total amount awarded			
28	Total amount obligated	* \$	* \$	* \$
29	Total amount expended			

Uses of ESSER Funds – Title I LEAs

- The **Uses of ESSER Funds – Title I LEAs** section has five required subsections:

	Uses of ESSER Funds - Title I LEAs
	<u>A – LEA Uses of ESSER I, II & III Funds</u>
	<u>B - Staff Hiring</u>
	<u>C - Staff Retention</u>
	<u>D - ESSER III – Required 20% Set-Aside to Address Learning Loss</u>
	<u>E - LEA ESSER Allocations to High Poverty Schools (Maintenance of Equity)</u>

Uses of ESSER Funds – Title I LEAs

LEA Uses of ESSER I, II & III Funds

- The **LEA Uses of ESSER I, II & III Funds** subsection is intended to capture data regarding how ESSER funds were **obligated** and **expended** between **October 1, 2020** and **September 30, 2021** on specific Activities/Intervention categories as defined by USED:

A – LEA Uses of ESSER I, II & III Funds

- Please respond to the categories **in the order they are presented**, as they are not mutually exclusive.
- If activities or expenditures are applicable to multiple categories, include them **ONLY** in the first category that applies.
- Enter amounts obligated and expended from **October 1, 2020 - September 30, 2021**
- ☐ • For non-applicable activities or expenditures, enter \$0.00

Uses of ESSER Funds – Title I LEAs

LEA Uses of ESSER I, II & III Funds

- Here is an example using the first Activity/Intervention listed for ‘*Administering and using high-quality assessments*’. The LEA would indicate the total amounts **obligated** and **expended** within each ESSER fund grant, as applicable. If not applicable, the LEA would enter **\$0.00**. Then, the LEA would indicate if this activity is also being used towards meeting the mandatory 20% set-aside:

107. Use of Funds Detail								
Data Count ID	Activities / Interventions	ESSER I		ESSER II		ESSER III		Please indicate the row(s) in which the LEA is categorizing its mandatory 20% set-aside activities (X)
		Total Amount Obligated by Activity	Total Amount Expended by Activity	Total Amount Obligated by Activity	Total Amount Expended by Activity	Total Amount Obligated by Activity	Total Amount Expended by Activity	
108	Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	*	*	*	*	*	*	☐

Uses of ESSER Funds – Title I LEAs

LEA Uses of ESSER I, II & III Funds

- ✓ Please respond to the categories in this subsection **in the order they are presented**, as they are not mutually exclusive:

107. Use of Funds Detail								
Data Count ID	Activities / Interventions	ESSER I		ESSER II		ESSER III		Please indicate the row(s) in which the LEA is categorizing its mandatory 20% set-aside activities (X)
		Total Amount Obligated by Activity	Total Amount Expended by Activity	Total Amount Obligated by Activity	Total Amount Expended by Activity	Total Amount Obligated by Activity	Total Amount Expended by Activity	
108	Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	*		*		*		☐
109	Reengaging students with poor attendance or participation	*		*		*		☐
110	Evidence-based summer learning or summer enrichment programs	*		*		*		☐
111	Evidence-based afterschool programs	*		*		*		☐
112	Evidence-based extended instructional time. (Include extended school day or school week or school year)	*		*		*		☐
113	Evidence-based high dosage tutoring during the school day. (If tutoring takes place during summer school or afterschool programs, please use those categories above)	*		*		*		☐
114	Full-Service Community Schools	*		*		*		☐
115	Mental health services and supports	*		*		*		☐
116	Adoption or integration of social emotional learning into the curriculum	*		*		*		☐
117	Other - If Other, please specify in Narrative Response column. Enter N/A if not applicable	*		*		*		☐
118	Other - please specify/provide description(s) if data provided for row above (Data Count ID 117)							
119	Safe school reopening/continuity of operations	*		*		*		
120	Purchasing educational technology	*		*		*		
121	Staff Training / Professional Development to support remote learning or safe reopening	*		*		*		
122	Data infrastructure or capacity	*		*		*		
123	Early childhood education program expansion	*		*		*		
124	Early childhood educational program enhancement	*		*		*		
125	Individuals with Disabilities Education Act (IDEA)	*		*		*		
126	Adult Education and Family Literacy Act (AEFLA)	*		*		*		
127	Carl D. Perkins Career and Technical Education Act (Perkins CTE)	*		*		*		

Uses of ESSER Funds – Non-Title I LEAs

- The **Uses of ESSER Funds – Non-Title I LEAs** section has three required subsections:

	Uses of ESSER Funds – Non-Title I LEAs
	<u>A - LEA Uses of ESSER I, II & III Funds - Non-Title I LEAs</u>
	<u>B - Staff Hiring</u>
	<u>C - Staff Retention</u>

Uses of ESSER Funds – Non-Title I LEAs

LEA Uses of ESSER I, II & III Funds

- The **LEA Uses of ESSER I, II & III Funds** subsection is intended to capture data regarding how ESSER funds were **obligated** and **expended** between **October 1, 2020** and **September 30, 2021** on specific Activities/Intervention categories as defined by USED:

A - LEA Uses of ESSER I, II & III Funds

- Please respond to the categories **in the order they are presented**, as they are not mutually exclusive.
- If activities or expenditures are applicable to multiple categories, include them **ONLY** in the first category that applies.
- Please select Yes or No to indicate activities or expenditures that occurred from October 1, 2020 - September 30, 2021

Uses of ESSER Funds – Non-Title I LEAs

LEA Uses of ESSER I, II & III Funds

- Here is an example using the first Activity/Intervention listed for ‘*Administering and using high-quality assessments*’. In this example, the LEA did use ESSER I funds for this activity during the reporting window of October 1, 2020 – September 30, 2021 but did not use ESSER II or III. Given this, Yes has been selected for ESSER I, and No has been selected for ESSER II and III

Use of Funds Detail							
Data Count ID	Uses of ESSER I, II & III Funds	ESSER I		ESSER II		ESSER III	
		Yes	No	Yes	No	Yes	No
31	<i>Activities addressing the academic impact of lost instructional time through the implementation of evidence-based interventions</i>						
32	*Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	☐	☐	☐	☐	☐	☐

Uses of ESSER Funds – Non-Title I LEAs

LEA Uses of ESSER I, II & III Funds

- ✓ Please respond to the categories in this subsection **in the order they are presented**, as they are not mutually exclusive:

Use of Funds Detail							
Data Count ID	Uses of ESSER I, II & III Funds	ESSER I		ESSER II		ESSER III	
		Yes	No	Yes	No	Yes	No
31	<i>Activities addressing the academic impact of lost instructional time through the implementation of evidence-based interventions</i>						
32	*Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	☐	☐	☐	☐	☐	☐
33	Evidence-based summer learning or summer enrichment programs	☐	☐	☐	☐	☐	☐
34	Evidence-based afterschool programs	☐	☐	☐	☐	☐	☐
35	*Extended instructional time (including extended school day or school week or school year)	☐	☐	☐	☐	☐	☐
36	Evidence-based high dosage tutoring during the school day. (If tutoring takes place during summer school or afterschool programs, please use those categories above)	☐	☐	☐	☐	☐	☐
37	Other - If Other, please specify in Narrative Response column. Enter N/A if not applicable)	☐	☐	☐	☐	☐	☐
38	Other (please specify if YES in response to "Other" above):						
39	<i>Social Emotional Supports</i>						
40	*Full-Service Community Schools	☐	☐	☐	☐	☐	☐
41	*Mental health services and supports	☐	☐	☐	☐	☐	☐
42	*Adoption or integration of social emotional learning into the curriculum	☐	☐	☐	☐	☐	☐
43	<i>School Safety & Operations</i>						
44	*Safe school reopening/continuity of operations	☐	☐	☐	☐	☐	☐
45	*Purchasing educational technology	☐	☐	☐	☐	☐	☐
46	*Staff Training/Professional Development to support remote learning or safe reopening	☐	☐	☐	☐	☐	☐
47	*Data Infrastructure or Capacity	☐	☐	☐	☐	☐	☐
49	*Early childhood education program expansion or enhancement	☐	☐	☐	☐	☐	☐

Uses of ESSER Funds – Non-Title I LEAs

LEA Uses of ESSER I, II & III Funds

- If obligation and/or expenditure data are entered for specific Activity/Interventions categories, then the LEA will be required to address additional sections to provide additional supporting detail. These categories are:
 - ✓ **Safe School Reopening**
 - ✓ **Data Infrastructure or Capacity**
 - ✓ **Purchasing Educational Technology**

The remainder of the LEA Uses of ESSER (I, II & III) Funds subsection, and the Staff Hiring and Staff Retention subsections are the same as for the Title I cohort

Uses of ESSER Funds

LEA Uses of ESSER I, II & III Funds

- If obligation and/or expenditure data are entered for specific Activity/Interventions categories, then the LEA will be required to address additional sections to provide additional supporting detail. These categories are:
 - ✓ **Safe School Reopening**
 - ✓ **Data Infrastructure or Capacity**
 - ✓ **Purchasing Educational Technology**

Uses of ESSER Funds

LEA Uses of ESSER I, II & III Funds

Safe School Reopening

- Indicate by selected Yes or No if LEA had any expenditures between October 1, 2020 – September 30, 2021 in the listed expenditure categories
- Use the 'Other' section (as needed) by selecting Yes or No and then providing a brief description

Data Count ID	Expenditure Category	Yes	No
129	Expenditures to provide vaccinations to educators, other staff, and students, if eligible	☐	☐
130	Expenditures to support universal and correct wearing of masks	☐	☐
131	Expenditures related to physical distancing (e.g., including use of cohorts/podding)	☐	☐
132	Expenditures to promote handwashing and respiratory etiquette	☐	☐
133	Expenditures to support cleaning and maintenance of healthy facilities, including improving ventilation or HVAC systems	☐	☐
134	Expenditures to support contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	☐	☐
135	Expenditures to provide diagnostic and screening testing	☐	☐
136	Other	☐	☐
137	Other - please specify/provide description if a "Yes" response is provided for "Other" in above row:		

Uses of ESSER Funds

LEA Uses of ESSER I, II & III Funds

Data Infrastructure or Capacity

- Indicate by selecting Yes or No if the LEA had any expenditures between October 1, 2020 – September 30, 2021 in the listed expenditure categories
- Use the 'Other' section (as needed) by selecting Yes or No and then providing a brief description

Data Count ID	Detail Item	Yes	No
139	Early warning system to track student progression	☐	☐
140	Data Security/Cybersecurity	☐	☐
141	Data Storage	☐	☐
142	Staff upskilling in data literacy/science/analysis	☐	☐
143	Statistical programs or analytics software	☐	☐
144	Enterprise Data Warehouse	☐	☐
145	Data dashboards or other activities to improve public transparency	☐	☐
146	Other	☐	☐
147	Other - please specify/provide description if a "Yes" response is provided for "Other" in above row:		

Uses of ESSER Funds

LEA Uses of ESSER I, II & III Funds

Purchasing Educational Technology

- Indicate by selecting Yes or No if the LEA had any expenditures between October 1, 2020 – September 30, 2021 in the listed expenditure categories
- Use the 'Other' section (as needed) by selecting Yes or No and then providing a brief description

Data Count ID	Detail Items	Yes	No
181	Did this LEA use ESSER funds to provide home Internet access for any students? If yes , what types of home Internet services were provided by the district using ESSER funds? Internet Service type:	☐	☐
182	Mobile hotspots with paid data plans	☐	☐
183	Internet connected devices with paid data plans	☐	☐
184	District pays for the cost of home Internet subscription for student	☐	☐
185	District provides home Internet access through a district-managed wireless network	☐	☐
186	Other	☐	☐
187	Other - please specify/provide description if a "Yes" response is provided for "Other" in above row:		

Uses of ESSER Funds

LEA Uses of ESSER I, II & III Funds

- Next, the LEA will provide the URL(s) for any public-facing policies on the **safe school reopening topics** below (as applicable):

148. Please provide the URL(s) for any public-facing policies on the safe school reopening topics below:		
Data Count ID	Topics	URL
149	COVID-19 Vaccination policies for staff and students	
150	Mask-wearing policies for staff and students	
151	Physical distancing, cohorts or podding	

Uses of ESSER Funds

LEA Uses of ESSER I, II & III Funds

- Last, there is a **brief** narrative response question that asks:
➤ ***“How did the LEA seek to reengage students with poor attendance or participation?”***

Data Count ID	Detail Item	Narrative response
152	How did the LEA seek to reengage students with poor attendance or participation?	

Uses of ESSER Funds

Staff Hiring

- The **Staff Hiring** subsection is intended to first capture the Total Amount **Obligated** and Total Amount **Expended** across all **ESSER (I, II and III) funds** for **Hiring Staff** from **October 1, 2020 - September 30, 2021**:

154. B - Staff Hiring:

ALL ESSER (I, II, III) - Total Amount Obligated/Total Amount Expended for Hiring Staff from October 1, 2020 - September 30, 2021

Data Count ID	Detail Item	Total Amounts
154a	ALL ESSER (I, II, III) - Total Amount Obligated for hiring staff	
154b	ALL ESSER (I, II, III) - Total Amount Expended for hiring staff	

Uses of ESSER Funds

Staff Hiring

- The next section is intended for the LEA to indicate the **FTE** (to one hundredth) of the following positions supported with **all ESSER Funds (I, II and III)** from **October 1, 2020 - September 30, 2021**:

Please indicate the FTE (to one hundredth) of the following positions supported with all ESSER Funds from October 1, 2020 - September 30, 2021.

Data Count ID >>	155	156	157	158	159	160	161	162	163	164	165	166
	Special educators and related service personnel, including paraprofessionals	Bilingual educators	English as second language educators	School counselors	Social workers	Nurses	School psychologists	Attendance officers	Short term contractors	Classroom educators, not covered by previous categories	Support personnel, not covered by previous categories	Administrative staff, not covered by previous categories

Uses of ESSER Funds

Staff Retention

- The **Staff Retention** subsection is intended to first capture the Total Amount **Obligated** and Total Amount **Expended** across all **ESSER (I, II and III) funds** for **staff retention** from **March 13, 2020 - September 30, 2021**:

167. C - Staff Retention

ALL ESSER (I, II, III) - Total Amount Obligated/Total Amount Expended for Staff Retention since March 13, 2020 - September 30, 2021.

Data Count ID	Detail Item	Total Amounts
167a	ALL ESSER (I, II, III) - Total Amount Obligated for staff retention	
167b	ALL ESSER (I, II, III) - Total Amount Expended for staff retention	

Uses of ESSER Funds

Staff Retention

- The next section is intended for the LEA to indicate the **FTE** (to one hundredth) of the following positions **retained** with **all ESSER Funds (I, II and III)** from **March 13, 2020 - September 30, 2021**:

Please indicate the FTE (to one hundredth) of the following positions retained with all ESSER Funds from March 13, 2020 - September 30, 2021.

Data Count ID >>	168	169	170	171	172	173	174	175	176	177	178	179
	Special educators and related service personnel, including paraprofessionals	Bilingual educators	English as second language educators	School counselors	Social workers	Nurses	School psychologists	Attendance officers	Short term contractors	Classroom educators, not covered by previous categories	Support personnel, not covered by previous categories	Administrative staff, not covered by previous categories

Uses of ESSER Funds – Title I LEAs

ESSER III – Required 20% Set-Aside to Address Learning Loss

- The **ESSER III – Required 20% Set-Aside to Address Learning Loss** subsection is intended to capture which activities or interventions did the LEA count towards the LEA's **mandatory 20% set-aside**, which respond to students' academic, social, and emotional needs and address the disproportionate impact of Covid-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care

D - ESSER III – Required 20% Set-Aside to Address Learning Loss

Data Count ID 93. Which activities or interventions did the LEA count towards the LEA's mandatory 20% set-aside, which respond to students' academic, social, and emotional needs and address the disproportionate impact of Covid-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care (select all that apply):



Uses of ESSER Funds – Title I LEAs

ESSER III – Required 20% Set-Aside to Address Learning Loss

- ✓ Select each box that applies based on the types of activities or interventions the LEA is leveraging as part of the required ESSER III 20% set-aside to address learning loss
- ✓ The LEA can also choose 'Other' and describe additional activities that may not be listed here

☒	Data Count ID 94 - Evidence-based summer Learning or summer enrichment
☐	Data Count ID 95 - Evidence-based afterschool programs
☐	Data Count ID 96 - Extended instructional time (school day, school week, or school year)
☐	Data Count ID 97 - Evidence-based high dosage tutoring
☐	Data Count ID 98 - Full-Service Community Schools
☒	Data Count ID 99 - Mental health services and supports
☐	Data Count ID 100 - Adoption or integration of social emotional learning into the core curriculum/school day
☒	Data Count ID 101 - Other
☐	Data Count ID 102 - Other, please specify:

Uses of ESSER Funds – Title I LEAs

ESSER III – Required 20% Set-Aside to Address Learning Loss

- ✓ The last two boxes are for the LEA to describe how their selected activities or interventions respond to students' academic, social, and emotional needs and to also describe how those activities or interventions addressed the disproportionate impact of COVID-19 on vulnerable student populations:

* Data Count ID 105 - Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs.

* Data Count ID 106 - Please describe how the selected activities or interventions address the disproportionate impact of Covid-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care.

Uses of ESSER Funds – Title I LEAs

LEA ESSER Allocations to High Poverty Schools (Maintenance of Equity)

- The **LEA ESSER Allocations to High Poverty Schools (Maintenance of Equity)** subsection only applies to LEAs that were required to identify High Poverty schools as part of ESSER III LEA Maintenance of Equity (MoEquity) requirements:

E - LEA ESSER Allocations to High Poverty Schools (Maintenance of Equity)

☐ Check if LEA is required to identify High-Poverty Schools. (Click here for list of applicable LEAs and their identified High-Poverty Schools)

• If box is checked please complete the following:

Data Count ID	Allocation Category	ESSER I	ESSER II	ESSER III
88	Provide the per pupil allocation of ESSER funds to high-poverty schools and non-high poverty schools. (Click here for a list of applicable LEAs and their identified High Poverty schools):	*	*	*
89	Total Reserved for LEA Activities	*	*	*
90	High-poverty schools' average per pupil allocation	*	*	*
91	Non-high poverty schools' average per pupil allocation	*	*	*

Equitable Support for Learning Recovery and/or Acceleration

- The **Equitable Support for Learning Recovery and/or Acceleration** section has three required subsections:

 **Equitable Support for Learning Recovery and/or Acceleration**

A - Identifying Students in Need of Targeted or Supplemental Support

B – ESSER I, II & III Activities by Student Population

C – School FTE Counts by Staff Type

Equitable Support for Learning Recovery and/or Acceleration

Identifying Students in Need of Targeted or Supplemental Support

- ✓ Subsection A: Identifying Students in Need of Targeted or Supplemental Support is intended to capture the methods used by the LEA to identify which students were most impacted by the COVID-19 pandemic, and how that information was used to allocate funds to schools
- ✓ Indicate Yes or No for each listed method or strategy that may have been used, and use 'Other', as applicable

Equitable Support for Learning Recovery and/or Acceleration (SEA must provide responses for all ESSER I, ESSER II and ESSER III Subaward Recipients)

Subsection A: Identifying Students in Need of Targeted or Supplemental Support

• Describe the methods used by the LEA to identify which students were most impacted by the COVID-19 pandemic and how that information was used to allocate funds to schools.

• How did the LEA identify which students were most impacted by the COVID-19 pandemic? Mark all that apply:

Data Count ID	Identification Method	Yes	No
192	Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status	☐	☐
193	Student outcome data, such as assessments	☐	☐
194	State administrative data, such as unemployment claims	☐	☐
195	Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19	☐	☐
196	Conversations with community (stakeholder input)	☐	☐
197	Other	☐	☐
198	Other - please specify/provide description if a "Yes" response is provided for "Other" in above row: 		

Equitable Support for Learning Recovery and/or Acceleration

Identifying Students in Need of Targeted or Supplemental Support

- ✓ The last text box listed asks 'How did the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools)'
- ✓ A **brief** response is required here. Answer as best you can, based on your local process. Note, that there was no requirement for your LEA to allocate funds across schools as implied here. For example, funds may have been retained at the LEA level for LEA-wide activities based on how your LEA determined your local needs. Given this, your response should reflect your local context:

199	How did the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools):
-----	--

Equitable Support for Learning Recovery and/or Acceleration

ESSER I, II & III Activities by Student Population

- Subsection **B - ESSER I, II & III Activities by Student Population** is intended to capture if the LEA used ESSER I, II or III funds within a series of specific Methods/Intervention categories determined by USED during the reporting period (October 1, 2020 – September 30, 2021)

Equitable Support for Learning Recovery and/or Acceleration (SEA must provide responses for all ESSER I, ESSER II and ESSER Subaward Recipients)

Subsection B: Equitable support for learning recovery: activities by subpopulations

- Did this LEA use ESSER (ESSER I, ESSER II or ESSER III) funds to support learning recovery or acceleration for subpopulations who were disproportionately impacted by the COVID-19 pandemic between October 1, 2020 and September 30, 2021?

Note, if this LEA provided an activity or support to all students and additional or supplemental services/activities targeted to subpopulations, please answer yes to the activity "for all students" and also select the subpopulation for whom additional support/access was provided.



Equitable Support for Learning Recovery and/or Acceleration

ESSER I, II & III Activities by Student Population

- Subsection **B - ESSER I, II & III Activities by Student Population** is intended to capture if the LEA used ESSER I, II or III funds within the following specific Methods/Intervention categories determined by USED:
 - ✓ Evidence-based summer learning or summer enrichment programs
 - ✓ Evidence-based afterschool programs
 - ✓ Extended Instructional Time (including extended school day or school week or school year)
 - ✓ Evidence-based high dosage tutoring during the school day
 - ✓ Early childhood education program expansion or enhancement
 - ✓ Full-Service Community Schools
 - ✓ Purchasing educational technology



Equitable Support for Learning Recovery and/or Acceleration

ESSER I, II & III Activities by Student Population

- Here's an example, based on the first listed activity of “**Evidence-based summer learning or summer enrichment program**”:

202.Methods/Intervention:			
Data Count ID	Activity	Yes	No
203	Evidence-based summer learning or summer enrichment programs	☐	☐

- ✓ If the LEA did support an evidence-based summer learning or summer enrichment program using ESSER I, II or III funds between October 1, 2020 and September 30, 2021 – then they would select the ‘**Yes**’ box
- ✓ If ‘**Yes**’ is selected, then the LEA will be required to complete an additional section to provide additional **Capacity and Participation** details



Equitable Support for Learning Recovery and/or Acceleration

ESSER I, II & III Activities by Student Population

- ✓ Indicate if the program was available to all students
- ✓ Indicate the total number of students the program served at full capacity
- ✓ Check the box for each student population that participated in the activity, and indicate the count of students that participated in each population group

204.Capacity and Participation:

Data Count ID	Subpopulation Details	Details Responses	
205	Is this program available to all students?	☐ Yes	☐ No
206	Indicate the number of students this program serves at full capacity		
207	Indicate the count of students from each subgroup below that participated in this activity. (Check all that apply):		
208	☐ Students with one or more disabilities		
209	☐ Low-income students		
210	☐ English language learners		
211	☐ Students in foster care		
212	☐ Migratory students		
213	☐ Students experiencing homelessness		
214	☐ American Indian/Alaska Native		
215	☐ Asian/Pacific Islander		
216	☐ Hispanic		
217	☐ Black, non-Hispanic		
218	☐ White, non-Hispanic		

Equitable Support for Learning Recovery and/or Acceleration

ESSER I, II & III Activities by Student Population

- ✓ If a student subpopulation that participated was not included in the list provided, then the LEA can check the box for 'Other student subpopulation', define this group, and then indicate the participating student count from this group

219	Other student subpopulation?	☐ Yes	☐ No
220	Other student subpopulation (please specify if YES response to row above):		
221	Other student subpopulation COUNT		
222	Total unique headcount of students that participated in this activity (note, this figure may differ from the sum of all categories above, if students belong to more than one subpopulation above)		



- ✓ Last, enter the total unique headcount of students that participated in this activity (**Note**, *this total may differ from the sum of all categories entered above, if students belong to more than one subpopulation above*)

Equitable Support for Learning Recovery and/or Acceleration

School FTE Counts by Staff Type

- The **School FTE Counts by Staff Type** section is where the LEA will provide the count of FTEs assigned to serve each school in the LEA by position type. GME will automatically populate all schools in the LEA on this page. FTEs assigned should be reported ***regardless of their funding source***

Equitable Access to Key Staff - SY 2020-21

333. Count FTE by Staff Type for Each School in the LEA

Please provide the count of FTE staff assigned to serve each school in this LEA.

For example, if one full-time nurse is shared equally by five schools within an LEA, allocate .02 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2020-21 school year.

Detail Count ID >>			334	335	336	337	338	339	340	341
Check if school was closed or inactive for SY 2020-21	School Name	CTDS	Special educators and related service personnel, including paraprofessionals	Bilingual educators	English as second language educators	School counselors	Social workers	Nurses	School psychologists	Attendance officers
☐	ABC Elementary School	999321999								
☐	PQR Middle School	999654999								
☐	XYZ High School	999987999								
☐										

IMPORTANT - For schools/sites not displayed in the list above, click "Add Row" for each additional school/site to be added.



Full-Time Equivalent (FTE) Positions

- The **Full-Time Equivalent (FTE) Positions** section is where the LEA will provide the total number of FTE positions for the LEA as of each listed reporting date
- LEAs should report **all FTEs** *regardless of their funding source*

Full-Time Equivalent (FTE) Positions

343. Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity as of the listed reporting dates.

• *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds - and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions)*

Data Count ID	Detail Items	Responses
344	Full-time equivalent (FTE) positions as of September 30, 2018	
345	Full-time equivalent (FTE) positions as of September 30, 2019	
346	Full-time equivalent (FTE) positions as of March 13, 2020	
347	Full-time equivalent (FTE) positions as of September 30, 2020	
348	Full-time equivalent (FTE) positions as of September 30, 2021	



Data Reporting Timeline

- The window for LEAs to submit ESSER annual report data for all ESSER activities between **October 1, 2020 – September 30, 2021** opens in October, with a **submission deadline of December 17, 2021**

**Grants Management Enterprise**
GME

GME Home	ESSER Reporting - Title I LEAs Sections
Administer	Arizona Department of Education (000111000) Test District - FY 2022
Search	Status: ESSER Reporting - Title I LEAs Draft Started
Reports	Change Status To: <u>ESSER Reporting - Title I LEAs Report Submitted</u>

**Grants Management Enterprise**
GME

GME Home	ESSER Reporting - Non-Title I LEAs Sections
Administer	Arizona Department of Education (000111000) Test District - FY 2022
Search	Status: ESSER Reporting - Non-Title I LEAs Draft Started
Reports	Change Status To: <u>ESSER Reporting - Non-Title I LEAs Report Submitted</u>



Timeline Review

ESSER Reporting Supplement opens in the **Grants Management system**

October 2021

LEAs complete the ESSER Reporting Supplement

ADE provides technical assistance and support as needed

October – Mid-December

Deadline for LEAs to submit the ESSER Reporting Supplement

December 17, 2021

Key Takeaways & Next Steps

- ✓ The U.S. Department of Education has released new data reporting requirements that apply to all entities receiving ESSER I, II and III funds
- ✓ The data required include new fiscal, programmatic and personnel data elements
- ✓ The timeline for LEAs to submit these data to ADE is a window between October and December 17th
- ✓ Additional technical assistance webinars and support resources to help LEAs to collect and submit these data will be provided as needed
- ✓ ADE is committed to working collaboratively to support LEAs to respond to these new requirements



Questions?



Please visit

www.azed.gov/ESSER

for links to all ESSER (I, II & III) grant and program resources and guidance documents

Data reporting resources and guidance documents are available at

www.azed.gov/ESSER/ESSER-Data

If you have any questions, please contact us at:

ESSER@azed.gov

Thank You!



Please visit

www.azed.gov/ESSER

for links to all ESSER (I, II & III) grant and program resources and guidance documents

Data reporting resources and guidance documents are available at

www.azed.gov/ESSER/ESSER-Data

If you have any questions, please contact us at:

ESSER@azed.gov