Elementary and Secondary School Emergency Relief Fund (ESSERF) Data Collection
Frequently Asked Questions
Updated February 28, 2024

Use of Funds Detail

1. ***In the Use of Funds Detail page, where would transportation go?***

   Transportation would fit best in Operational Continuity- Other Items or Property.

2. ***Our local education agency (LEA) used ESSER 2.0 funds to cover the FFCRA costs (reimbursements for payroll for COVID absences). Can I put those costs under Operational Continuity?***

   Yes, Operational Continuity- Personnel would be an appropriate place for that expenditure.

3. ***In the Use of Funds Details, where would Verizon Hotspots (wireless connectivity) fit best?***

   This would fit best in Meeting Students' Academic…Needs and Other Services.

4. ***What is considered "property" in the Use of Funds Details. Is that land and buildings only?***

   Property could include things like HVAC, land, buildings, computers, etc. We advise LEAs to include things you would normally put in an inventory under Property.

5. ***In the Use of Funds Details, where would architect preliminary work for renovations go?***

   Architect preliminary work for renovations would fit best in Supporting Physical Health and Safety- Professional and Technical Services.

6. ***What would actual work/construction done on a renovation fall under in the Use of Funds Details?***

   Construction would fit best in Addressing Physical Health and Safety- Property.

7. ***Where does technology fall in the Use of Funds Detail?***

   Technology would fit best in Meeting Students' Academic, Social…Needs under Property.

8. ***Would the retention pay noted in Section 3 go under Operational Continuity in the Use of Funds Detail?***

   Yes, Operational Continuity would be a good fit for retention.

9. ***For contracted substitute teachers, would we place it in salaries or professional and technical services in the Use of Funds Details section?***

   Contracted substitutes would fit best in professional and technical services.

10. ***Should Guidance Counselors go under Mental Health or Meeting Students' Needs? Where would an Attendance Specialist go?***

    Guidance Counselors should go under Meeting Students'…Needs. An attendance specialist would fit best in Operational Continuity.

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11. *In the Use of Funds Details, what is the appropriate category to place iPads, software, etc.?*

iPads would fit best in the property category under Meeting Students' Academic, Social, Emotional, and Other Needs. Software would most likely fit best in professional and technical services within that same section.

12. *In the Use of Funds Details, where would you place Indirect Cost?*

Indirect cost would fit best under Operational Continuity—Other Allowed Uses.

13. *Please clarify. ESSER Mandatory Subgrants to LEAs Use of Funds Details will ONLY identify "Expenditures" that have been reimbursed from the State for this reporting period, not what we typically say are expended?*

Yes, the U.S. Department of Education (ED) has stated that an expenditure is incurred by the LEA when the state education agency (SEA) makes a reimbursement for that expenditure with specific funds; the reimbursement date determines the appropriate reporting period.

14. *In the Use of Funds Detail page, where would teacher stipends for after-school tutoring go?*

Teacher stipends for after-school tutoring would fit best in Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports): j. Personnel Services-Salaries.

15. *Can you provide a detailed definition of "Mental Health Supports for Students and Staff," particularly in contrast with "Social, Emotional, and Other Needs?"*

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

16. *We purchased two serving lines for our cafeteria. Would this fit best in Physical Health and Safety?*

Yes, Addressing Physical Health and Safety would be the best fit for this expenditure.

17. *Where would you recommend travel and registration to meetings/conferences to be placed in the Use of Funds Details? Would this fit under Other Services or Professional Services?*

This expenditure would fit best under Other Services.

18. *In the far-right column (ARP ESSER Learning Loss), we should report learning loss tagged activities, and in the column to the left of it we should report ESSER 3.0 expenses that are NOT learning loss. You do not list them in both columns if they are for learning loss. Is that correct?*

Yes, that is correct. Expenditures go in only one column or the other.

19. *What can be considered Learning Loss?*

We recommend LEAs look at their previous ESSER 3.0 application to see what was tagged and approved in the Addressing Learning Loss focus area, and that is what should be used on the data report.

20. *Where would items like touchless water fountains and dehumidifier systems go in the Use of Funds Detail? Would these fit best under Supporting Physical Health and Safety: Property or Supplies?*

These expenditures would fit best under Property in Supporting Physical Health and Safety.

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21. ***Would a mobile classroom unit be considered Property under Supporting Physical Health and Safety?***

Yes, Property would be the best place for a mobile classroom unit.

22. ***Where should I list desks, chairs, etc. purchased for social distancing?***

Those items would fit best in Supporting Physical Health and Safety-Property.

23. ***Our LEA used ESSER funds to reimburse General Purpose for fuel related to summer learning camp transportation. Where would be the best fit for this expenditure in the Use of Funds Details?***

This expenditure would fit best in Operational Continuity- Other Items.

24. ***Looking forward, would professional development for social-emotional learning count towards our learning loss expenditures?***

Yes, this expenditure can count toward learning loss.

25. ***We are utilizing some of our buildings for summer learning camps that are not typically in use. Because of this, we have additional expenses like cooling, electricity, etc. that we are paying for out of ESSER 3.0. Would these expenditures fit under learning loss?***

Yes, expenditures related to the cost of running summer learning camps, after-school tutoring, etc. to address learning loss can count under your learning loss expenditures.

26. ***In the previous ESSERF report, we categorized some things slightly differently than the recommendations that I am reading in the FAQ (for example, we put hotspots in Meeting Students'…Needs: Other Purchased Services rather than Other.) Do you recommend categorizing this year's report in the same way we did in the previous one for consistency, or should we move the activity to meet the recommendation in the FAQ?***

We recommend categorizing those activities as you did for the previous ESSERF report. As a reminder, many activities may fit into more than one category, and ED recommends that LEAs use their discretion in choosing the one that best fits.

27. ***In the Use of Funds Details, should we refer to our FY22 reimbursement requests in addition to FY23 in case some fall outside of the dates given by ED?***

Yes, ED has stated that expenditures for this report should fall between the dates of July 1, 2022- June 30, 2023. As a reminder, expenditures are based on the date an LEA received reimbursement from the department (i.e., status date). Because of this, there may be expenditures from the FY22 Final Expenditure Report (FER) that fall within the current reporting period and would need to be accounted for in this data collection.

New: Use of Funds Detail- 3b.2

28. ***Would the office of principal salary and stipends go in the table under Operational Continuity and Other Allowed Uses Section y or another section?***

Yes, that category would be appropriate for principal salary and stipends. That category should align with the category you place those expenditures in for section 3b.1 as well.

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Planned Uses of Remaining Funds

29. *In the Planned Uses of Remaining Funds section, would we just enter 0 in those boxes if we have already spent all our ESSER 1.0 and/or ESSER 2.0 funds? I currently don't have anything preloaded there.*

It would depend on whether the LEA had any remaining ESSER 1.0 and/or ESSER 2.0 funds outside of the reporting period. Remember, the data collection is lagging.

30. *My question is referring to the Planned Uses of Remaining Funds pages. Since this is for FY23, would I fill this out with what we have spent in FY24 and plan to spend in the future?*

Yes, LEAs should look at what they have spent since the end of the reporting period and what they plan to spend in the future to determine these percentages.

31. *On the Planned Uses of Remaining ESSER funds, should we put in what we have planned and budgeted for in later ESSERs even if they were not approved during the current reporting period?*

Yes, LEAs may put what they have planned in this section; however, it is acceptable to enter zeros here if the LEA did not have an approved plan during the applicable reporting period.

32. *New: Under ESSER 1.0 and/or ESSER 2.0, what do we do if it shows our released funds that we did not use?*

Please contact your ESSER coordinator with the specific amount of funds released. The relief team will adjust data previously reported to ED during the data correction period.

33. *New: In the Planned Use of Remaining Funds section, what amount of money are we reporting?*

The remaining funds are those not included in this reporting period, or the previous one, as expenditures. In large part, it is the money that you are currently expending in FY24.

34. *New: Our LEA released the remainder of our ESSER 1.0 and/or ESSER 2.0 funds. How would we report those released funds in the Planned Uses of Remaining Funds section?*

Since these are returned funds, LEAs should show there is no planned use for funds by entering 0s in the columns on the corresponding Planned Uses for Remaining Funds page. The relief team will correct the amount showing as Available ESSER 1.0/2.0 Funds later this summer during the FY23 correction period.

Maintaining Safe In-Person Instruction

35. *In the Maintaining Safe In-Person Instruction and ESSER Funds to Provide Internet Access sections, the note says, "ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants." What is meant by SEA Reserve Subgrants and do LEAs need to include these in our expenditures?*

SEA Reserve Subgrants refer to the ESSER Planning and Fiscal Pre-Monitoring grants. Expenditures from these grants will be reported separately from the ESSERF Data Collection. However, if the LEA received either of these and used them for any activities in the Maintaining Safe In-Person Instruction or ESSER Funds to Provide Internet Access sections, they would include them when marking yes/no for the criteria in these sections.

36. *If we did not provide home internet access, would we include it in the Increased Internet Access section? We did expand internet in parking lots at schools but not at home.*

   Since the question is very specific to home internet access, we recommend selecting No or choosing Other if the LEA wishes to denote it.

Reengaging Students

37. *On the Reengaging Students page, does the question just refer to the applicable reporting period?*

   Yes, all questions in this report should be based on the current reporting period of July 1, 2022- June 30, 2023.

Hiring and Retention

38. *In Section 3, subsection B-On the "hiring and retention of specific positions tab", can you relay what is meant by "short-term contractors" and "support personnel". We contracted some work-based learning students to assist with cleaning. Should I list them here?*

   If the contract was used to support the purpose of the federal grant you would count them. If they worked a specific contract and were paid, count them there.

   Update 2/8/24: ED defines "Short term contractors" are any non-permanent staff with a limited and specified employment duration. Examples of short-term contractors may include but are not limited to cleaning personnel contracted to disinfect schools during a school year that are not permanent employees of the LEA and mental health personnel contracted to provide services during a summer break that are not permanent employees of the LEA.

   "Support personnel" are all other support staff not reported in instructional or student support including but not limited to plant and equipment maintenance, bus drivers, security, and food service workers.

39. *Where would a technician go in the Hiring and Retention of Specific Positions section?*

   A technician would fit best under Support Personnel- not covered by previous categories.

40. *Would we include bonuses in the Hiring and Retention of Specific Positions section?*

   This section would not include bonuses. This section is for personnel salaries and benefits.

41. *In Section 3 - Hiring and Retention of Specific Positions, is that referring to the staff identified in the previous question?*

   This chart refers to the specific staff listed in the chart. Staff hiring would refer to new positions hired with ESSER funds in these categories. Staff retention would be current staff that has been retained but is now being supported with ESSER funds. For example, some LEAs may have had teachers previously paid for out of GP but are now paid for with ESSER. These would be included in retained.

42. *Should Section 3- Hiring and Retention include money we spent on activities we did to support retaining staff?*

   No, this section is for personnel and salaries.

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43. What is meant by "related service personnel" in the Hiring and Retention and Access to Select Staff sections?

This would include personnel who directly provide related services for special education students (i.e., OT, PT, speech, etc.)

44. On the Hiring and Retention page, who is included in "Support Personnel?"

This includes personnel such as bus drivers, custodians, etc. that were not covered in previous categories. *See update in #38.*

45. In the Hiring and Retention of Specific Positions with ESSER 1.0, ESSER 2.0, and ESSER 3.0 section, if we did not hire any additional staff in ESSER 1.0 or 2.0, only ESSER 3.0, will we enter zeros?

Yes, if the LEA did not hire additional staff using ESSER funds during the reporting period they would enter 0.

46. In the Hiring and Retention section, if you paid summer school from this, does it go into staff hiring?

If you have hired ESSER-funded personnel for summer school during the reporting period, you could include them here.

47. If we used the summer funding from the state and used our own teachers, we would not put those funds in the Hiring and Retention section, correct?

Yes, that is correct.

48. We had three positions that were not paid from the state summer learning money. Do those three positions go in the new hire section of the Hiring and Retention page?

Yes, these would be included in new hires if they are funded by ESSER.

49. Our LEA paid our school secretaries to work an extra month due to the delay of the start of school. Would this be reported under Hiring and Retention of Specific Positions?

No, that section is for salaries and benefits only of newly hired employees, or for retaining if it is a position that would otherwise be lost without the use of ESSER funds.

50. We hired two virtual schoolteachers when enrollment in that school spiked due to COVID. One teacher will remain in this position. The second teacher has returned to a regular classroom position. Would I include one or both of these positions in the Hiring and Retention table?

If the teachers were newly hired in those positions during the reporting period, you would include them.

51. Would support personnel include people we hired for sanitizing?

It could. This may depend on how they were hired. For example, if they were hired as short-term contractors they would go in that category.

52. Can you please define and provide examples of who qualifies as a "short-term contractor?"

ED defines "short-term contractors" as any non-permanent staff with a limited and specified employment duration. Examples of short-term contractors may include but are not limited to cleaning personnel contracted to disinfect schools during a school year that are not permanent

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employees of the LEA and mental health personnel contracted to provide services during a summer break that are not permanent employees of the LEA.

53. ***Under Hiring and Retention of Specific Positions, what is considered support personnel, and would ESSER project manager position be considered administrative staff?***

Support personnel not covered in other categories could include additional custodians, transportation staff, and anyone non-academic. An ESSER project manager would be considered administrative staff.

Update 2/8/24: ED defines administrative staff are Staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff; staff implementing software solutions and staff providing hardware and software maintenance and data user support.

54. ***In the Hiring and Retention section, I am not able to enter decimals, only whole numbers. Should I round up?***
This section refers to a headcount of the positions listed, rather than full-time equivalent staff. LEAs should enter whole numbers in this section, and FTEs will be entered in another section of the instrument.

55. ***Is this page asking about school-level positions or all positions in the district? The categories make me think of school-based positions, but it doesn't indicate that on the page.***
It would include any ESSER-funded positions hired or retained during the reporting period, whether school-based or systemwide.

56. ***Would instructional support positions such as deans and coaches fall under classroom educators, support personnel (even though they are certified), or admin staff?***
Deans, coaches, interventionists, etc. who are "certified" would go under classroom educators, not covered by previous categories. Instructional support positions such as assistants who work directly with students in an academic manner would be "paraprofessionals". Personnel such as bus drivers, food service, and office staff would be "support personnel not covered by previous categories".

57. ***Do we include nutrition services in these counts?***
Yes, they would be included as "support personnel not covered by other categories."

Allocation of Resources Within the LEA

58. ***Is Section 3, Subsection C - Allocation of ESSER Resources within the LEA specific to only criteria used to allocate a set amount of ESSER funds to each individual school? Our district did not allocate a set amount to each school but has used and continues to use ESSER funds to address needs across the district at all schools. All students have access to the initiatives that money has been used or will be used on.***

Correct, LEAs would only select Yes if they opted to allocate funds to schools, like what is done with Title I. Most LEAs did not do this, rather held funds at the LEA-level and made spending determinations based on their needs assessment. If the LEA did not allocate funds to schools, they would select No.

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59. *In Allocation of ESSER Resources within the LEA, is the amount in c. above what was allocated for all students? We have a very large population of Economically Disadvantaged Students.*

We suggest including anything here that was done differently than what was done for the rest of the LEA. If nothing additional was done for this subgroup of students within certain schools and/or it was something done across the board for all schools, you would mark No. If these are district-wide decisions and not school-based decisions, you would mark No.

60. *On the Allocation of ESSER Resource within the LEA page, is this asking about specifically allocating funds down to school levels, or does it mean that the schools benefitted from allocations, such as purchasing curriculum or cleaning/sanitizing items for all schools?*

This question refers to allocating funds to the school level. If these are district-wide decisions and not school-based decisions, you would mark No.

61. *A follow-up to the previous question on the Allocation of Resources within the LEA section...if we spent funds only in one school for a certain improvement, purchase, or service, do we need to answer this regarding those funds?*

No, this decision was made at the LEA level, so funds are not being allocated to the school to determine how they should be spent.

62. *In the Allocation of ESSER Resources within the LEA section, what is the question asking?*

This question refers to whether schools were given an additional, specific allocation from ESSER based solely on their designation as a Title I school.

Impact of Learning Loss

63. *On the Impact of Learning Loss Section, do we only include the 20 percent we are required to spend or the amount we have actually allocated?*

LEAs should include the amount that has been allocated for learning loss. This would be a minimum of 20 percent of the total allocation.

64. *New-2/21/24: To clarify, the first number is supposed to be the total 20% we set aside for learning loss for the life of the grant, not just for the current reporting period, correct?*

Yes, the first number is the total amount allocated toward addressing learning **loss across the life of the grant**, which must be a minimum of 20 percent of the total allocation. The second box is the amount expended toward that total amount in the current reporting period. See Slide 38 ESSERF FY23 Data Collection Overview.

65. *Does this section refer to ESSER 3.0 only?*

Yes, the Learning Loss requirement pertains to ARP ESSER funds (ESSER 3.0).

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66. *New: **The questions below the 20% amount budgeted line include multiple activities and boxes for the amount spent toward each one. These questions only refer to money expended that was included in the 20% amount, correct?***

Yes, that is correct. LEAs are only reporting on the expenditures from FY23 that are included in the 20% learning loss set-aside. If the LEA expended funds on things like mental health in FY23, but they were not part of the 20% set aside, you would enter 0.

67. *New: **What is ARP ESSER LEA Reserve?***

This refers to the required 20% learning loss set aside in ESSER 3.0. LEAs should provide the total amount of funds expended in FY23 from the amount of funds you have reserved for Learning Loss out of ARP ESSER (ESSER 3.0).

68. *New: **What are some examples of improved coordination of services?***

Some examples include telehealth for physical health or mental health supports, partnerships with Family Resource Centers, graduation coaches, etc.

69. *New: **What is a full-service community school?***

For our purposes, this term means a public elementary school or secondary school that participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and provide access to such services in school to students, families, and community, such as access during the school year (including before- and after-school hours and weekends), as well as during summer.

New: **Activities by Subpopulations**

70. **The numbers shown in EDFacts do not match the numbers in our EIS system. Should we use our EIS number because then the total from our subgroups will match our 2022-23 data?**

Yes, if your numbers align with what is in your EIS, then we recommend opting to use that data.

71. **When should a student be reported as having "participated" in one of the programs listed?**

For the purposes of this reporting, a student has participated in a voluntary program if that student has attended 50% or more of the time they were eligible to attend. The student participated in a mandatory program if that student is enrolled in a school with that mandatory program in place.

72. **What does "full capacity" of a program mean?**

Full capacity is the maximum number of students the LEA could serve in the program(s) if all eligible students were interested in attending. Constraints that may limit the number of students a program can serve may include, but are not limited to, the number of seats and/or the number of instructors and/or an LEA-determined maximum student/staff ratio.

73. **Under Evidence-Based Summer Learning or Enrichment Program- Our LEA offered a 3-day workshop in the summer that was open to all high school students. The amount expended on this was only for**

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salaries and was just a few thousand dollars. Should we report this here?

Yes, if the LEA offered any type of programming, it should be reported here.

74. *Under Early Childhood Enhancement- We purchased instructional supplies for pre-K to be used for all students in the LEA; however, we did not expand our program. Should we mark N for expansion?*

Yes, if the program was not expanded, you will choose N for b. under the first question.

75. *Under Purchasing Educational Technology- We purchased security software for all student and teacher devices. Would this be included here?*

If this was not purchased for learning recovery and/or acceleration, we would not recommend including it in this section.

Update 2/8/24: ED defines educational technology as Mobile technology devices such as tablets and laptops; providing off-campus access to reliable, high-speed internet for students and teachers through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots, especially in underserved communities; teleconferencing applications or programs; software/online/virtual programs, screen capture/recording software, online/virtual cultural curriculum/programs, online/virtual tutoring curriculum/programs, learning management systems; technology accessories, such as headphones, speakers, laptop cameras; and assistive technology devices, such as dedicated communication devices and applications for text-to-speech, graphic organizers, or word prediction.

76. *Under the Methods/Intervention: Educational Technology, would we include software?*

ED defines educational technology as Mobile technology devices such as tablets and laptops; providing off-campus access to reliable, high-speed internet for students and teachers through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots, especially in underserved communities; teleconferencing applications or programs; software/online/virtual programs, screen capture/recording software, online/virtual cultural curriculum/programs, online/virtual tutoring curriculum/programs, learning management systems; technology accessories, such as headphones, speakers, laptop cameras; and assistive technology devices, such as dedicated communication devices and applications for text-to-speech, graphic organizers, or word prediction.

77. *Should LEAs count students with 504s under Students with Disabilities or Other?*

ED defines students with one or more disabilities as Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan

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78. **Is "low-income" referring only to Direct Certification or would it also include students who are eligible for free/reduced lunch?**

According to ED, LEAs should align their low-income reporting to the way in which they report economically disadvantaged in ESEA, particularly for Title I, Part A. Please check with your Title I, Part A point of contact for more information on how your LEA reports information about children from low-income families. If your LEA uses eligibility for free or reduced-price school lunch as an indicator of low-income status and reports both "Direct certification" and "Free and reduced-price lunch" student counts to EDFacts, you should use the "Free and reduced-price lunch" student counts for your ESSER reporting, as that count should include students who were directly certified.

Update 2/8/24: ED defines low-income students as Students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background

79. **Would "learning recovery" be the same as learning loss?**

For the purposes of the ESSERF data collection, learning recovery and learning loss should be considered the same.

80. **Our LEA has learning loss expenditures that do not fall under the categories listed in the template provided in Fall 2023. Should we add additional categories in our template as we are gathering and preparing our data?**

No, the listed categories are what have been provided by ED, and we are not able to add categories in the instrument. LEAs should use their best discretion and select the category they feel is most appropriate for those expenditures.

81. **Our LEA purchased several personalized learning programs which count toward learning loss during this period. Does this fall under the education technology category? Should we create another category for this or does this need to be reported at all?**

The listed categories have been provided by ED and cannot be added to. For this section, educational technology refers to devices such as laptops, iPads, Smart Boards, etc.

Update 2/8/24: ED defines educational technology as Mobile technology devices such as tablets and laptops; providing off-campus access to reliable, high-speed internet for students and teachers through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots, especially in underserved communities; teleconferencing applications or programs; software/online/virtual programs, screen capture/recording software, online/virtual cultural curriculum/programs, online/virtual tutoring curriculum/programs, learning management systems; technology accessories, such as headphones, speakers, laptop cameras; and assistive technology devices, such as dedicated communication devices and applications for text-to-speech, graphic organizers, or word prediction.

82. *New-2/21/24:* **Can you define "high dosage tutoring?"**

High dosage tutoring refers to voluntary intensive tutoring aligned with an evidence-based core curriculum and led by highly trained tutors or certified teachers that occurs one-to-one or in very small

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groups at least 3 days per week on a sustained basis to help students accelerate their learning in the core curriculum based on the State's challenging academic standards.

83. *New-2/28/24: **What is the difference between high-dosage tutoring and afterschool programs, particularly if our tutoring is being done after school?***

High-dosage tutoring - Voluntary intensive tutoring aligned with an evidence-based core curriculum and led by highly trained tutors or certified teachers that occurs one-to-one or in very small groups at least 3 days per week on a sustained basis to help students accelerate their learning in the core curriculum based on the State's challenging academic standards.

Evidence-based afterschool programs - Voluntary programs that assist students in meeting the challenging State academic standards by providing students with academic enrichment activities and other activities during non-school hours or periods when school is not in session (not including summer months). If the program occurs during summer months, report the associated data under "summer learning or summer enrichment programs" instead.

84. *New-2/28/24: **Would Smart Boards/panels be included in purchasing educational technology?***
Based on the definition of educational technology provided by ED, we recommend Smart Boards/panels be included in purchasing educational technology.

85. *New-2/28/24: **Would electronic textbooks be included in purchasing educational technology?***
We do not recommend including electronic textbooks in purchasing educational technology.

86. *New-2/28/24: **If we offered extended instructional time at all schools, we do not have to break these out into subgroups?***

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

If mandatory extended instructional time was in place at all schools, no additional responses are required for this question.

Access to Select Staff

87. ***In the Access to Select Staff section, are these only ESSER-funded positions?***

No, this section should include staff in the listed positions regardless of funding source.

88. ***Do we include SPED preschool staff numbers in our FTE numbers in Section 4, Subsection C under the column on Special Educators and related service personnel?***

Yes, SPED preschool staff should be included in this section.

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89. *In Section 4 the third column says, "school counselor, social workers, or school psychologists." Should we count each of those or does the "or" mean to count only 1 of those?*

LEAs should include all these positions.

90. *Under the heading Access to Select Staff and the FTE pages: which report do you recommend we use to assist with these numbers? Comparability?*

Yes, we recommend comparability for this page. This does include all staff regardless of funding source.

Full-Time Equivalent (FTE) Positions

91. *Do the staff FTEs (Section 5) cover cafeteria staff?*

Yes, this section should include a total count of employees in the LEA, regardless of funding source.

92. *Should we include subs in Section 5?*

We do not recommend including substitutes in this section.

93. *In section 5, do we use comparability for these numbers or just use that for section 4?*

We recommend working with your Human Resources department, payroll, and/or finance personnel to pull a total count of employees paid on the date listed for each year.

94. *New: Our LEA only provided school-based FTE counts in the Hiring and Retention section last year, rather than all staff in the LEA. Because of this, our pre-loaded information is incorrect. What should we do to correct this?*

The Full-Time Equivalent section should include all full-time equivalent staff in the LEA, regardless of funding source. If LEAs entered incorrect information in the previous report, they should provide the corrected information to their relief funding coordinator as soon as possible. The relief team will update the LEA's information with the corrected counts during a correction period later this summer.

Programming Focus

95. *On the Programming Focus page, do we have to select a strategy or activity for every category even if we may not have used it as a focus?*

LEAs should select only the strategies or activities that ESSER funds supported during the applicable reporting period. LEAs can select N/A under any category they did not use.

96. *On the Programming Focus page, tutoring is listed as its own section but is also under summer and after-school. Where should I mark tutoring?*

Mark tutoring in all sections under which it applies. For example, if the LEA offered after-school tutoring and tutoring during the school day mark it in Afterschool Programs and Tutoring.

97. *What are the subgroups for School Facility Investments in the Programming Focus section?*

The LEA should look at their attendance/EIS and demographic data to determine their specific subgroups covered by facility improvements.

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98. *In the Programming Focus section under School Facility Investments there is an *. If we didn't spend money during this reporting period, do we have to answer this?*

LEAs should enter 0 or N/A in the box if this question does not apply for the applicable reporting period.

99. *While we think we know what is meant by transitions, please define your meaning. The transitions question comes from the Programming Focus page.*

Transitions would include transitioning from pre-K to kindergarten, SPED students, elementary to middle, and middle to high school.

100. *On the Programming Focus Page, is that what we focused on during FY23?*

Yes, LEAs will answer the questions based on what was done during FY23.
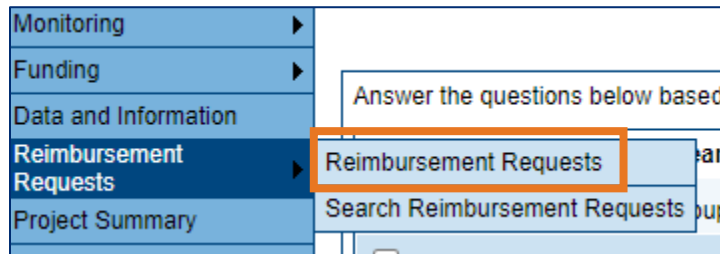
Miscellaneous

101. *Is there a PDF available of the whole report so I can share it with others who might need to gather data for me?*

To obtain a PDF of the report, utilize the "Print Selected Items" option on the Sections page to print and save PDFs of all sections of the instrument.

Description (View Sections Only View All Pages)	Validation	Print ☐ Select Items
All	Messages	Print
⊟ **Overview**	Messages	Print
Cover Page	Messages	Print
Definitions		Print

102. *Where do we find the date to use for our reimbursements in ePlan?*

Navigate to Reimbursement Requests in ePlan.

Monitoring	▶	
Funding	▶	Answer the questions below based
Data and Information		
Reimbursement Requests	▶	Reimbursement Requests
Project Summary		Search Reimbursement Requests

Select the appropriate fiscal year (i.e., FY 2023) and ESSER, ESSER 2.0, or ESSER 3.0.

2023 ⌄ Elementary and Secondary School Emergency Relief (ESSE… ⌄

Grant	Available Budget	Total Available Amount	Received Amount	Net Available Amount	Pending Request Amount
Elementary and Secondary School Emergency Relief (ESSER) 2.0	$2,124,722.14	$2,124,722.14	$2,124,722.14	$0.00	None

Select the grant name link, Elementary and Secondary School Emergency Relief (ESSER) 2.0:

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Reimbursement Requests					
#	Amount	Request Period	Status	Status Date	Voucher #
14	$3,118.11	June 30, 2023	State Accounting System Paid	September 12, 2023	00698048
13	$579.06	June 30, 2023	State Accounting System Paid	July 14, 2023	00692589
12	$255,265.62	June 20, 2023	State Accounting System Paid	June 26, 2023	00690645
11	$278,429.03	June 9, 2023	State Accounting System Paid	June 19, 2023	00688590
10	$177,437.97	May 3, 2023	State Accounting System Paid	May 12, 2023	00682695
9	$73,376.37	March 16, 2023	State Accounting System Paid	April 4, 2023	00675640
8	$103,989.31	March 2, 2023	State Accounting System Paid	March 8, 2023	00673242
7	$185,080.73	February 16, 2023	State Accounting System Paid	February 23, 2023	00671372

The date listed under 'Status Date' is when the expenditure occurred based on ED's definition.

103. *How can we know what was requested on each reimbursement?*

Select the Request Period link on the Reimbursement Requests page, then select Expenditure Details to view amounts requested by specific account and line-item numbers.

104. *Do we have to post our ESSERF Data Collection on our district website like we do our other ESSER documents? Also, do we have to have our board approve this document?*

LEAs are not required to post this on their website or have their board approve this document.

105. *Can you explain what it means by "extended school year"? Is that after school or does this mean making the school year longer?*

It can be either. This could also encompass before-school hours or any extension of school time.

Update 2/8/24: ED defines extended instructional time as Use of a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; and/or b) instruction in other subjects and enrichment in activities that contribute to a well-rounded education. Participation is considered mandatory.

106. *From the guidance regarding categorizing the expenditure in the year the reimbursement was received rather than requested will produce data that has been preloaded to not align with the carryover budgets from one fiscal year to the next fiscal year. How should we address this?*

The preloaded amount is taken from an expenditure report in ePlan, so it is more in line with what has been requested rather than received. For this reason, there may be a difference in what was reimbursed vs. what was requested. The report was pulled from June 30, 2023, to be consistent across the state. We are reporting these expenditures over time, and the preloaded amounts will be pulled the same way each year, so all amounts will be accounted for by the end of the grant period. LEAs should go to the reimbursement request and look for reimbursements that were received during the reporting period and go by that each time that they do this report. If you notice that some expenditures are included but are outside of the reporting period, note these to be reported on for next year.

107. *When it asks for the Current Reporting period for this report it is only referring to FY23, correct?*

Yes, that is correct. The reporting period for this report is July 1, 2022 – June 30, 2023.

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108. *Are the remote learning, connectivity, and reopening grants included in any of the mandatory/SEA Reserve grants?*

No, not currently.

109. *If summer programs weren't reimbursed until July - we do not include? We only report on what the district received reimbursement for by June 30, 2023.*

Correct, if you did not receive reimbursement until July, it would not be included in this report.

110. *Does the ePlan platform for the data collection tool require a 0 to be entered in fields that are 0 or can it be left blank?*

If there is an asterisk, an answer or amount needs to be entered. If it is not marked as required or does not have an asterisk and the amount is 0, it can be left blank.

111. *In a few places, the instrument mentions SEA Reserve subgrants. Do we report on any of these subgrants?*

SEA Reserve Subgrants refer to the ESSER planning and Fiscal Pre-Monitoring grants. Expenditures from these grants will be reported separately from the ESSER Data Collection. However, if the LEA received either of these and used them for any activities in the Maintaining Safe In-Person Instruction or ESSER Funds to Provide Internet Access sections, they would include them when marking yes/no for the criteria in these sections.

The remote learning, connectivity, reopening, and ELC grants are not included in any of the SEA Reserve grants.

112. *What is an example of a SEA Reserve Award?*

The SEA may reserve up to 10% of ESSER 1.0 and 2.0 grants to address emergency needs as determined by the SEA resulting from COVID-19. These emergency needs may be addressed through individual ESEA Reserve Awards.

113. *What is a mandatory subaward?*

The mandatory subaward (or subgrant) is the total amount of funds the district has been allocated without a prior application. For ESSER funds, LEAs were awarded their funds and completed their application after the fact.

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114. *New-2/21/24:* ***Is this the last ESSERF report?***

No, LEAs and the SEA will be required to complete the annual report until all ESSER funds are liquidated/reimbursed.

115. *New-2/28/24:* ***Is it possible to download or print my budget to see the optional budget tags that we used that correspond to the ESSERF categories?***

Yes. Go to the budget section of your FY23 funding application. From there you will Download Budget Data. This will provide you with an Excel document that you can filter based on the various categories.

Budget

██████████████ - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 2 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Go To ▶

Indirect Cost Guide	
Total Allocation	$7,217,912.58
Existing Budget In Categories Not Eligible for Indirect Cost	$5,254,319.44
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$1,963,593.14
Indirect Cost Rate	15.55%
Max Available Budget In Categories Eligible for Indirect Cost	$1,699,345.00
Max Indirect Cost	$264,248.14

Download Budget Data

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