

2024 ESSERF Data Collection for FY23 Data ESSER Reporting Definitions

To support state and local education agencies (SEAs and LEAs) in the completion of the Elementary and Secondary School Emergency Relief Fund (ESSERF) annual data report, the United States Department of Education (ED) has provided clarifying reporting definitions. A complete listing of definitions may be found on ED’s Education Stabilization Fund (ESF) [ESF Grantee Help page](#).

Term	Definition
<i>Administrative staff, not covered by previous categories</i>	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.
<i>Bilingual or English as a second language educators</i>	Teachers that provide ESL instruction or bilingual education. Other non-teaching positions should not be included in this count.
<i>Classroom educators, not covered by previous categories</i>	Teachers or other staff that provide classroom instruction who are not covered by previous categories.
<i>Evidence-based</i>	<p>The ARP Act defines the term “evidence-based” as having the meaning in section 8101(21) of the ESEA. Accordingly, “evidence-based” includes several tiers of evidence. Specifically, “evidence-based,” when used concerning an SEA, LEA, or school activity, means an activity, strategy, or intervention that:</p> <p>Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—</p> <ul style="list-style-type: none"> Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”); Moderate evidence from at least one well-designed and well-implemented quasi-experimental study (“tier 2”); or Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or <p>Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”).</p> <p>Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based.</p>

<i>Evidence-based summer learning or summer enrichment programs</i>	Evidence-based interventions and/or enrichment programs that support accelerated learning in the core curriculum based on the state’s challenging academic standards during the summer months.
<i>Evidence-based afterschool programs</i>	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 the summer months, report the associated data under “summer learning or summer enrichment programs” instead.
<i>Extended instructional time</i>	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.
<i>Educational technology</i>	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.
<i>Low-income students</i>	Students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background
<i>Nurses</i>	Staff that are credentialed to provide nursing services. For example, registered nurses (RNs), licensed practical nurses (LPNs), and certified nursing assistants (CNAs) should be considered “Nurses”.
<i>Qualified Educator</i>	For the purposes of this document “qualified” means an educator has met all requirements to earn a state license or certification in the area they are assigned to teach (and does not include substitute or provisional license or certification).
<i>Remaining Funds</i>	The balance remaining after all expenditures through the end of the reporting period have been subtracted from the total award.
<i>School counselors, school psychologists and/or social workers</i>	School counselors are defined as professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students’ abilities and assisting students in career and personal development. School psychologists are defined as Professional staff member who provides direct and indirect support, including prevention and intervention,

	to evaluate and address student’s intellectual development, academic success, social-emotional learning, and mental and behavioral health.
<i>Short term contractors</i>	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.
<i>Students with one or more disabilities</i>	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
<i>Support personnel, not covered by previous categories</i>	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.