Montana
Office of Public Instruction

ESSER Federal Data Collection Webinar

January 12, 2022

Webinar 2: Safe Reopening and Equitable Supports

Webinar is being recorded

- Should have questions please enter them into the chat and we will address them as we go.

- You are welcome to unmute and interject a question. Please speak clearly so your colleagues can hear the question.

Session Purpose

- Provide a brief overview of the ESSER Federal Data Collection.

- Review of time-lines for ongoing technical support.

- Review reporting parameters.

- Walk through the Safe Reopening and Infrastructure data collection tool.

- Walk through the Equitable Supports for Learning Recovery and Acceleration data collection tool.

Session Details

- The requirements in section 2001(i) of the ARP Act relating to the ARP ESSER funds are published in the Federal Register and also outlined by the Department in the ESSER and GEER FAQ document.

- The OPI has developed a FAQ document to provide grantees information about the grant, including eligibility, and grant requirements.

- The ESSER guidance documents are available on the OPI website, which outlines allowable uses for the grant.

- **Disclaimer:** Similar to the FAQ document issued by the USED on ESSER and GEER, "the contents of this document do not have the force and effect of law and are not meant to bind the public in any way. The information is subject to change as additional information is released by the USED.

OPI Presenter Introductions

WELCOME!

OPI Staff

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ESSER Summary

Elementary and Secondary School Emergency Relief Fund (ESSER):

- 3 Rounds of ESSER funds have been authorized by Congress in response to COVID-19 pandemic.

ESSER I
Elementary and Secondary School Emergency Relief
$41,295,230

ESSER II
Elementary and Secondary School Emergency Relief
$170,099,465

ESSER III
Elementary and Secondary School Emergency Relief
$382,019,236

EANS
Emergency Assistance for Non-Public Schools
$24,679,709

Total Funds= $618,093,640

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Data Collection Orientation

- Why must we submit a data collection for ESSER funds?
  - The three congressional acts that established the ESSER Program (CARES, CCRSA, & ARPA) charge USED with the responsibility of monitoring funds to ensure appropriate use.
  - The data provides a tool for measuring funding effectiveness.
  - In applying for the funds, districts agreed to provide requested data.

Data Collection Orientation

- What types of information is being collected?
  - Expenditure details
  - Safe School Reopening and Infrastructure info.
  - 20% Set-aside for Lost Instructional details
  - Hiring, Retention, and FTE data
  - Home Internet and Technology information
  - Equitable Support for Learning Recovery and Acceleration data

Data Collection Orientation

- What time period does this data collection cover?

  – The Federal Fiscal year from **October 1, 2020 to September 30, 2021.** This is for both fiscal and programmatic data.

- How should my data be broken down?

  – Data should be **reported by LEA.** This means that systems that manage two or more districts must complete the data collection for each district.

Key Dates

- **January 5, 2022** – Working Webinar 1: Orientation and Expenditure Details

- **January 12, 2022**– Working Webinar 2: Equitable Support and Safe Reopening

- **January 19, 2022** – Working Webinar 3: 20% Lost Instructional Time, Home Internet, Hiring and Retention

- **January 26, 2022** – Working Webinar 4: Review and FAQs

- **March 18, 2022** – Data Collection Submitted to OPI

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Data Collection Tool:

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Data Collection – Helpful Links

- **FAQ**
- **Video Overview**
  - This is a complex data collection. We have done our best build a collection tool that reduces the collection burden where possible. This video provides you with an overview of the tool design and development and provides some tips about how to approach data collection
    - Click Here for Video
- **Worksheets**
  - In order to support district leaders in the collection of the data requested in these tools we have created a set of worksheets. These worksheets are a nearly exact match to the data collection tools. You can print or download these worksheets to use in your process. The worksheets linked here are identical to those that are on the tool access pages. We have collected them in one place here to make them easier to download.
    - Full Worksheet Set
    - 20% for Lost Instructional Time Worksheet
    - Expenditure Details Worksheet
    - Safe School Reopening and Infrastructure Worksheet
    - Hiring, Retention, and FTE Worksheet
    - Home Internet and Technology Worksheet'
    - Equitable Support for Recovery and Acceleration Worksheet
- **Federal Document**
  - The OPI generated these tools based on the document linked below. Our intent is to collect the minimum data required for Federal Reporting. We are providing the link to the federal document in the interest of transparency.
    - https://omb.report/icr/202106-1810-006/doc/115839200

Safe Reopening and Infrastructure

Remember:

- You have been updating your Safe Return and Continuity of Service Plan every six months - this is not something new that you will need to create.

- Please use the link from your website to access the plan. Make sure this is in a publicly available format.

- If you don't have a website you can link to the OPI plan page.

Submitter Info

The following fields will be used to follow up on this survey. It is important that we have accurate information to ensure that we are able to validate your data and link this data to the other submissions your district makes.

District Name	
Submitter First Name	
Submitter Last Name	
Submitter Email	
Submitter Phone Number	
Authorized Rep Email Address	

Next

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Safe Reopening Expenditures

Please answer YES or NO to indicate whether the LEA expended ESSER funds on each of the items below. (note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory sub grants and SEA Reserve sub grants)

Promoting vaccination	⌄
Consistent and correct mask use	⌄
Physical distancing	⌄
Screening testing to promptly identify cases, clusters, and outbreaks	⌄
Ventilation	⌄
Handwashing and respiratory etiquette	⌄
Staying home when sick and getting tested	⌄
Contact tracing	⌄
Cleaning and disinfection	⌄

Next

Student Re-engagement

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

Yes
No

Next

How did the LEA seek to reengage students with poor attendance or participation? (mark Yes or No for each) Please answer regardless of whether ESSER funds were used for this purpose.

Direct outreach to families	⌄
Engaging the school district homeless liaison	⌄
Partnering with community-based organizations	⌄
Offering home internet service and/or devices	⌄
Implementing new curricular strategies to improve student engagement	⌄
Offering credit recovery and/or acceleration strategies	⌄
Other, please describe [ ]	⌄

Back   **Next**

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Public Facing Policies

Please provide the URL for each public-facing policy regarding these safe school reopening topics

	URL
COVID-19 Vaccination policies for staff and students	
Mask-wearing policies for staff and students	
Physical distancing, cohorts, or podding	

Next

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Equitable Support for Recovery and Acceleration

Remember:

- The Federal government is trying to get a sense of how the pandemic effected many different types of students.

- You will be asked to identify which student groups have been disproportionately impacted by the pandemic as compared to their peers.

- You may not have all groups represented in your student body.

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Identification Methods

Which methods did you use to identify which students were most impacted by the COVID-19 pandemic?

	Yes	No
Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status	○	○
Student academic outcome data, such as academic data from state or local assessments	○	○
Other student outcome data, such as data on students' school experiences and social and emotional wellbeing	○	○
Opportunity to learn data, such as access to technology and access to qualified educators, and school counselors and other support staff (see definition of "qualified" in Definitions section)	○	○
State administrative data, such as unemployment claims	○	○
Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19	○	○
Stakeholder input	○	○
Other, please specify below	○	○

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)

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Evidence-based Summer Learning or Summer Enrichment Programs

Evidence-based Summer Learning or Summer Enrichment Programs

Is the above program available to all students?

Yes

No

Evidence-based Summer Learning or Summer Enrichment Programs

Indicate the number of students that this program serves at full capacity

Total unique headcount of students that participated in this activity

Evidence-based Summer Learning or Summer Enrichment Programs

Indicate the number of eligible students within each of the following subgroups, and the number of eligible students from that subgroup that participated in this activity: (If the LEA serves no students in a group, please indicate by marking "N/A" in both columns).

"Eligible" refers to students within the subgroup who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

	#Eligible students in subgroup	# Participating students in subgroup
Students with one or more disabilities		
Low-income students		
English language learners		
Students in foster care		
Migratory students		
Students experiencing homelessness		
American Indian/Alaska Native		
Asian/Pacific Islander		
Hispanic		
Black, non-Hispanic		
White, non-Hispanic		
Other Student Population, please specify below		

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Evidence-based Afterschool Programs

Evidence-based Afterschool Programs

Is the above program available to all students?

Yes

No

Evidence-based Afterschool Programs

Indicate the number of students that this program serves at full capacity

Total unique headcount of students that participated in this activity

Evidence-based Afterschool Programs

Indicate the number of eligible students within each of the following subgroups, and the number of eligible students from that subgroup that participated in this activity: (If the LEA serves no students in a group, please indicate by marking "N/A" in both columns).

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American Indian/Alaska Native		
Asian/Pacific Islander		
Hispanic		
Black, non-Hispanic		
White, non-Hispanic		
Other Student Population, please specify below		

→

Extended Instructional Time

Extended Instructional Time (including extended school day or school week or school year)

Is the above program available to all students?

Yes

No

Extended Instructional Time (including extended school day or school week or school year)

Indicate the number of students that this program serves at full capacity

Total unique headcount of students that participated in this activity

Extended Instructional Time (including extended school day or school week or school year)

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Hispanic		
Black, non-Hispanic		
White, non-Hispanic		
Other Student Population, please specify below		

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Evidence-based High Dosage Tutoring

Is the above program available to all students?

Yes

No

Evidence-based High Dosage Tutoring

Indicate the number of students that this program serves at full capacity

Total unique headcount of students that participated in this activity

Evidence-based High Dosage Tutoring

Indicate the number of eligible students within each of the following subgroups, and the number of eligible students from that subgroup that participated in this activity: (If the LEA serves no students in a group, please indicate by marking "N/A" in both columns).

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American Indian/Alaska Native		
Asian/Pacific Islander		
Hispanic		
Black, non-Hispanic		
White, non-Hispanic		
Other Student Population, please specify below		

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Early Childhood Education Program Expansion or Enhancement

Is the above program available to all students?

Yes

No

Early Childhood Education Program Expansion or Enhancement

Indicate the number of students that this program serves at full capacity

Total unique headcount of students that participated in this activity

Early Childhood Education Program Expansion or Enhancement

Indicate the number of eligible students within each of the following subgroups, and the number of eligible students from that subgroup that participated in this activity: (If the LEA serves no students in a group, please indicate by marking "N/A" in both columns).

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Asian/Pacific Islander		
Hispanic		
Black, non-Hispanic		
White, non-Hispanic		
Other Student Population, please specify below		

Full-Service Community Schools

How many full-service community schools are in operation in this LEA?

[   ]

What is the total enrollment in full-service community schools within this LEA?

[   ]

[→]

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Open Questions

- What questions do you have?

- Do you have any clarifying questions about the responses we have provided?

Resources

OPI Website:

<mark>opi.mt.gov</mark>

Welcome to the Montana Office of Public Instruction!

As Graduation Season is upon us, I extend my congratulations to the tremendous and resilient Class of 2021! Montana is so proud of you!

On June 7, 2021, the Montana OPI submitted to the U.S. Department of Education (USED) its State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. This plan recognizes local control, removes obstacles and barriers for schools, and enhances accountability without being overly burdensome.

VIEW ARP ESSER PLAN

FIND ESSER INFORMATION

FIND EANS INFORMATION (HOME & PRIVATE SCHOOL COVID FUNDING)

MEET EXECUTIVE STAFF

SEE OPI PRESS RELEASES

The ARP Act represents the third round of funding to come through the ESSER fund, and Montana's allocation totals more than $382,000,000. In previous rounds, Montana received more than $41,000,000 (ESSER I) and $170,000,000 (ESSER II). Through the Emergency Assistance to Non-Public Schools (EANS), the state also received nearly $20 million for home and private schools. Two-thirds of the ESSER III funding has already been released to schools; once USED approves the State Plan, the OPI will be able to release the remaining one-third, or roughly $126 million. Please check the "Find ESSER Information" on this website for regularly updated information. If your school district has any questions on ESSER, please direct them to jeffrey.kirksey@mt.gov.

On June 24th and 25th, the OPI will host the Montana Education Virtual Summit & Job Fair supporting our Montana school districts with information and insight on Post-COVID opportunities for students.

Work Sessions include:

- The ARPA State Plan and the LEA Plan
- Meaningful Stakeholder Consultation
- What do the Data Tell
- What is the purpose of K-12 Education?
- Reimagining State Assessments

Dr. Yong Zhao will keynote the conference and provide support related to: "Avoiding the Learning Loss Trap" and "The Changes We Need."

The event is free to attend; there is a $50 charge for school districts seeking to participate in the Job Fair and host a virtual recruitment booth. Please see the registration page for additional details.

Thank you!

For questions or additional information please contact
Jeff Kirksey: ESSER-OPI@mt.gov (406)444-0783

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**