Montana
Office of Public Instruction

ESSER Federal Data Collection Webinar

January 19, 2022

Webinar 3: 20% Lost Instructional Time set-aside, Home Internet, and Hiring and Retention

Webinar is being recorded

- If you 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 20% Lost Instructional Time Set-aside data collection tool.
- Walk through the Home Internet and Technology data collection tool.
- Walk through the Hiring, Retention and FTE data collection tool.
- Field question you may have.

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.

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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

Data Collection Tool:

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

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20% Set-aside for Lost Instructional Time

Remember:

- This is a category specifically for ESSER III.

- We have delineated this funding for you in e-grants, but it is part of your BASE allocation from the Federal Government.

- Lost Instructional Time allowable uses must be evidence-based interventions to promote learning acceleration or emotional wellbeing.

20% - Submitter Information

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	

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20% - Activities and Interventions Funded

Which activities or interventions did the LEA count towards the LEA's mandatory 20% set aside?

The set aside responds to students' academic, social, and emotional needs and addresses 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).

	20% Reserve Funds Used	
	YES	NO
Evidence-based summer learning or summer enrichment	O	O
Evidence-based afterschool programs	O	O
Extended instructional time (school day, school week, or school year)	O	O
Evidence-based high dosage tutoring	O	O
Full Service Community Schools	O	O
Mental health services		
Adoption or Integration of social emotional learning into the core curriculum/school day		
Other 1, Please explain below [ ]		
Other 2, Please explain below [ ]		
Other 3, Please explain below [ ]		

Did the LEA spend more than 20% of its total allocation on the above activities?

Yes

No

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20% - Activities and Interventions Funded Follow Up

If the LEA did spend more than 20% of its total allocation on the above activities, what percentage?

IF YES

IF NO

Please describe how the activities or interventions in the table above respond to students' academic, social, and emotional needs.

Please describe how the activities or academic, social, and emotional nee

Please describe how the selected ad impact of covid-19 on underrepresen ethnic group, children from low-incom gender, migrant students, students e

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.

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Remember:

- The federal government is trying to assess how districts used technology to navigate the pandemic.

- USED wants to know what schools have done to improve their own technology infrastructure as well as meeting the needs of vulnerable students in the community.

Home Internet and Technology

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	

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Home Internet and Technology – Funding Used

Did you use any ESSER funds to provide home internet access to any students in the current reporting period? (ESSER refers to ESSER I, ESSER II and ARP ESSER awards and includes both mandatory sub grants and SEA Reserve sub grants)?

Yes

No

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Home Internet and Technology – Funding Used Follow Up

For each category below, indicate if you used funding

Mobile hotspots with paid data plans	⌄
Internet connected devices with paid data plans	⌄
District pays for the cost of home internet subscription for students	⌄
District provides home internet access through a district-managed wireless network	⌄
Other, please specify below [ ]	⌄

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Remember:

- The federal government is trying to assess how districts leveraged staffing to navigate the pandemic.

- USED is trying to determine what new positions were created through this funding and what positions were retained through this funding.

Hiring, Retention, and FTE – Amount Expended

opi.mt.gov

Please provide the total expenditures of ESSER I, ESSER II, and ARP ESSER on staff salaries and benefits from March 13, 2020 to the close of this reporting period, September 30, 2021.

If you did not use ESSER funds to fund staff salaries and benefits in one or more of these categories from March 13, 2020 to the close of this reporting period, September 30, 2021, please enter 0 in the relevant spaces.

Total amount of ESSER I funds expended on staff salaries and benefits

Total amount of ESSER II funds expended on staff salaries and benefits

Total amount of ARP ESSER funds expended on staff salaries and benefits

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Indicate the FTE (to one hundredth) of the following positions supported with any ESSER funds (ESSER I-II-III) for the following positions from March 13, 2020 through the close of the reporting period (September 30,2021). Support indicates salaries and/or benefits were paid with ESSER funds.

If you did not use ESSER funds to fund staff salaries and benefits in one or more of these categories from March 13, 2020 to the close of this reporting period, September 30, 2021, please enter 0 in the relevant spaces.

	Total amount EXPENDED ($)	FTE (to one hundredth)
Special educators and related service personnel and paraprofessionals		
Bilingual educators or English as a second language educators		
School counselors, school psychologists, and/or social workers		
Nurses		
Short term contractors		
Classroom educators, not covered by previous categories		
Support personnel, not covered by previous categories		
Administrative staff, not covered by previous categories		

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Hiring, Retention, and FTE - History

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.)

	Amount
Full-time equivalent (FTE) positions as of September 30, 2018	☐
Full-time equivalent (FTE) positions as of September 30, 2019	☐
Full-time equivalent (FTE) positions as of March 13, 2020	☐
Full-time equivalent (FTE) positions as of September 30, 2020	☐
Full-time equivalent (FTE) positions as of September 30, 2021	☐

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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:

opi.mt.gov

Thank you!

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

Montana
Office of Public Instruction
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