Montana
Office of Public Instruction

ESSER Guidance Sessions – February

Updating School Plans, and the Annual Federal Data Reporting Process

Prepare, Prevent, and Respond

February 16, 2023

PRESENTER

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Thanks to CCSSO and Edunomics

A+ **Montana**
Office of Public Instruction
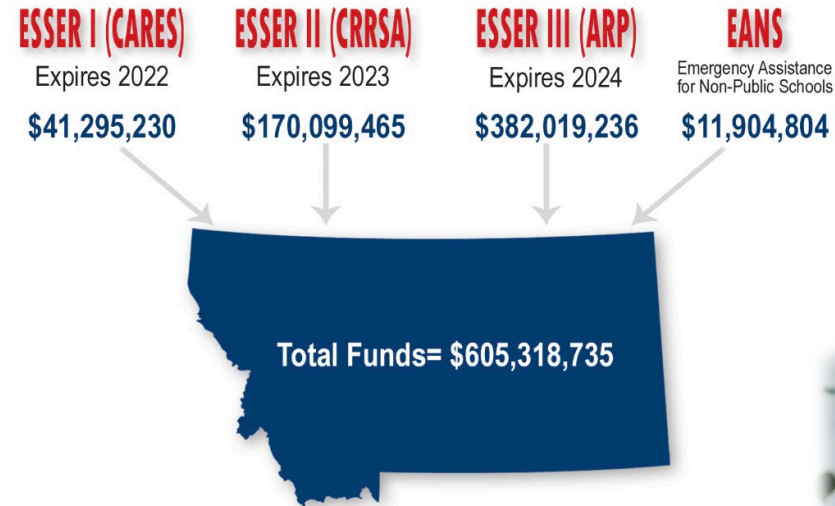**Elsie Arntzen, Superintendent**

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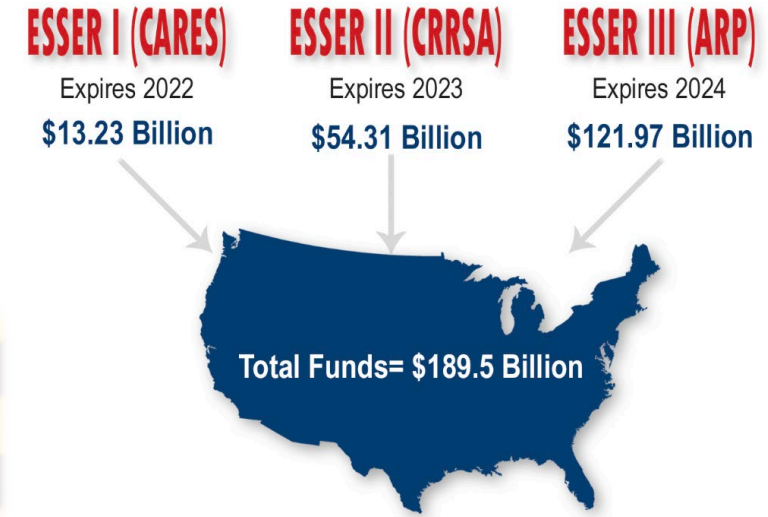
Goals For This Session

- Annual Federal Data Reporting
  - ESSER ARP Plan (Use of Funds)
  - Past and Anticipated Use of Funds
  - Tentative Time-line
  - Data collection DRAFT preview
  - Tips on Preparation
- Wrap-Up and OPI Resources
- Q&A

Nationally

ESSER I (CARES)	ESSER II (CRRSA)	ESSER III (ARP)
Expires 2022	Expires 2023	Expires 2024
$13.23 Billion	$54.31 Billion	$121.97 Billion

Total Funds= $189.5 Billion

Montana Schools

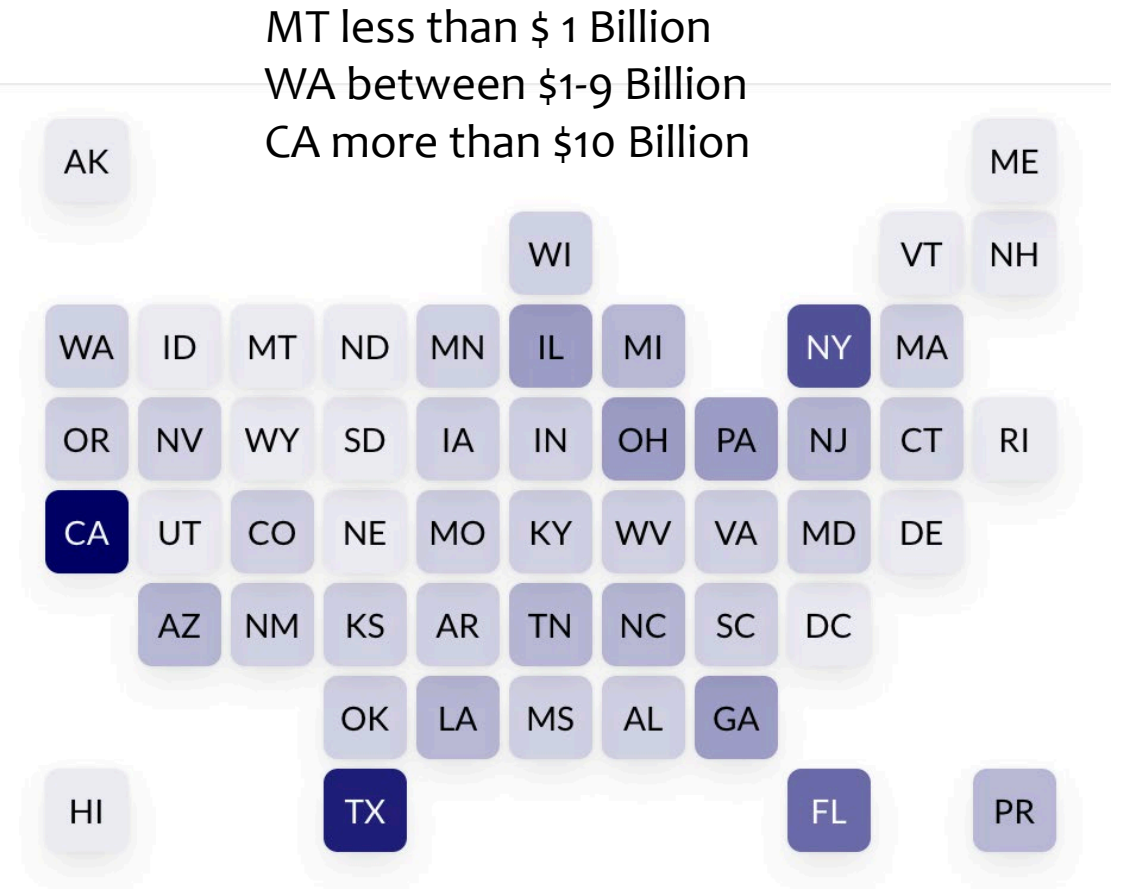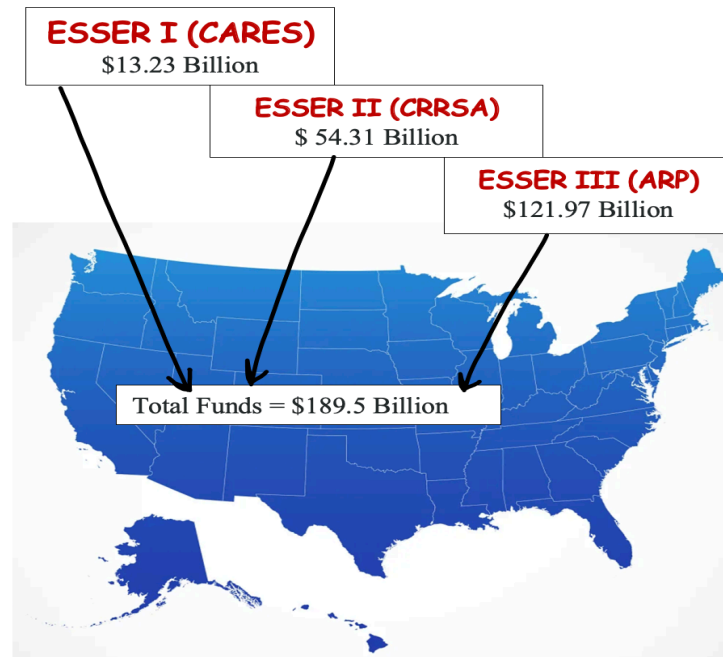| ESSER I (CARES)	ESSER II (CRRSA)	ESSER III (ARP)	EANS
Expires 2022	Expires 2023	Expires 2024	Emergency Assistance for Non-Public Schools
$41,295,230	$170,099,465	$382,019,236	$11,904,804

Total Funds= $605,318,735

Tips Incentive

- Data collection is a LOT of work; use it to your advantage
    - Add Chocolate, Music, Quiet Alternative Work Hours…

- Showcase what you have done
    - Use to promote to the newspapers, legislatures, public
    - Honor the teachers, staff, and students for their hard work
        - If only a few, showcase it even more and let the data tell the story

- Data Transparency required - share it through your lens first

- Ask for help before you feel overwhelmed
    - Stress does not help data validation

- OPI is here to help

ESSER Allocated – National View

- ESSER I (CARES) expires 2022
- ESSER II (CRRSA) expires 2023
- ESSER III (ARP) expires 2024

MT less than $ 1 Billion
WA between $1-9 Billion
CA more than $10 Billion

ESSER I (CARES)
$13.23 Billion

ESSER II (CRRSA)
$ 54.31 Billion

ESSER III (ARP)
$121.97 Billion

Total Funds = $189.5 Billion

Data retrieved from DOE site: https://covid-relief-data.ed.gov/

ESSER Current Spending – National View

As of **June 30, 2022** & **December 31, 2022**

	June	CARES	June	CRRSA	June	ARP	June	Total
Montana LEAs 483 and $593	87%	100%	43%	62%	13%	24%	27%	40%
Idaho LEAs 178 and $683M	97%	100%	63%	87%	10%	26%	31%	49%
Nebraska LEAs 278 and $854M	96%	98%	44%	54%	4.5%	15%	21%	32%
Wyoming LEAs 60 and $472M	95%	97%	46%	64%	3.4%	7.3%	22%	30%
North Dakota LEA 221 and $475M	94%	100%	25%	62%	11%	27%	24%	42%
South Dakota LEA 166 and $593M	97%	100%	24%	56%	6.2%	19%	18%	35%
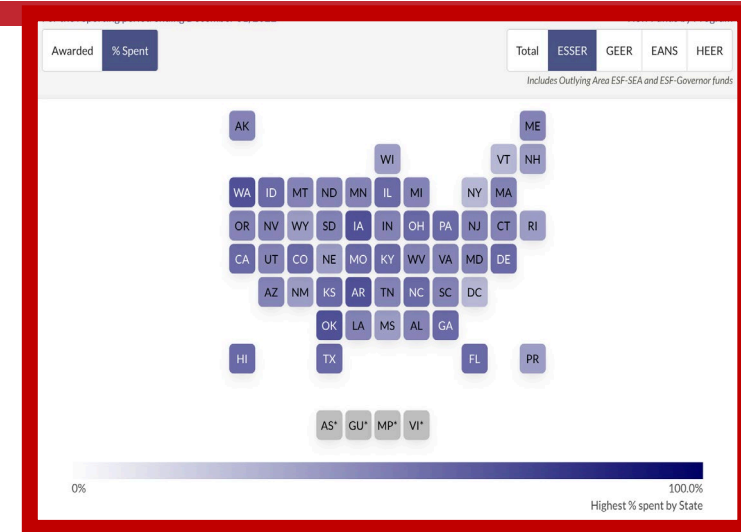
Significance of Funding Formula Title I and ESSER Connection

- Funds are awarded based on Title guidelines/proportions
  - Title and ESSER funds allocation and use are very similar
  - Title and ESSER fund data collection are similar
- Both Title and ESSER have subsets and Targeted outcomes
  - HB 632: 20% of ESSER III (ARP) must be used **specifically to address learning loss** (afterschool, summer enrichment, type programming targeting most impacted/Title I target)

Focus on Student Gains – Outcomes

- Department of Education– Federal Grant
  - For ALL activities charged to ESSER, costs must be reasonable and necessary to meet the overall purpose of the program, which is "to **prevent**, **prepare** for, and <mark>**respond** to" COVID-19</mark> including those circumstances that were exacerbated by Covid. (See 2 CFR §§ 200.403-200.404.)
  - Tracking of allocated funds
  - Reporting on how funds were used/spent – the outcome of funds
- **National, State, Districts, Community, and general Public**

Annual Report – No Magic Just Trend Analysis

- Reporting data by school-by-school spending provides a **unique opportunity to inform** policy, management, and improvement activities, especially around the financial elements of schooling.

- Two-year pilot with greater transparency on spending related to outcomes…

- Forecast
  - ALL data collection will be deeper
  - A lot of money from public pocket
  - What was it spent on

Thanks to CCSSO and Edunomics

Data Collection Timeline

ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

Annual Report	Applicable Reporting Period
Year 2 Annual Report	October 1, 2020 - End of State Fiscal Year 2021
Year 3 Annual Report	State Fiscal Year 2022
Year 4 Annual Report	State Fiscal Year 2023*

ESSER II under the Coronavirus Response and Relief Supplemental Appropriations

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
Year 3 Annual Report	State Fiscal Year 2023
Year 4 Annual Report	State Fiscal Year 2024*

ARP ESSER under the American Rescue Plan (ARP) Act

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
Year 3 Annual Report	State Fiscal Year 2023
Year 4 Annual Report	State Fiscal Year 2024

- Began when the grant was awarded
  - Tracking uses of funds and actual spending

- Year 1 Data Collection/Annual Report
  - No ESSER I (CARES/ESSER Fund & Related)
  - ESSER II (CRRSA/ESSER Consolidated) FY21
  - ESSER III (ARP/ESSER III Consolidated) FY21

- Year 2 Data Collection/Annual Report **Spring 2022**
  - ESSER I (CARES/ESSER Fund & Related) Oct20-end FY21
  - ESSER II (CRRSA/ESSER Consolidated) FY22 and anticipated use
  - ESSER III (ARP/ESSER III Consolidated)FY22 and anticipate use

Data Collection Timeline

- ## Year 3 Data Collection/Annual Report **Spring 2023**
  - o ESSER I (CARES/ESSER Fund & Related) FY22 and Final Expenditure Report
  - o ESSER II (CRRSA/ESSER Consolidated) FY23 and anticipated use
  - o ESSER III (ARP/ESSER III Consolidated)FY23 and anticipated use

- ## Year 4 Data Collection/Annual Report
  - o ESSER I (CARES/ESSER Fund & Related) FY24
  - o ESSER II (CRRSA/ESSER Consolidated) FY24
  - o ESSER III (ARP/ESSER III Consolidated)FY24

ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

Annual Report	Applicable Reporting Period
Year 2 Annual Report	October 1, 2020 - End of State Fiscal Year 2021
Year 3 Annual Report	State Fiscal Year 2022
Year 4 Annual Report	State Fiscal Year 2023*

ESSER II under the Coronavirus Response and Relief Supplemental Appropriations

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
Year 3 Annual Report	State Fiscal Year 2023
Year 4 Annual Report	State Fiscal Year 2024*

ARP ESSER under the American Rescue Plan (ARP) Act

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
Year 3 Annual Report	State Fiscal Year 2023
Year 4 Annual Report	State Fiscal Year 2024

School Plans – ESSER ARP (Use of Funds)

- **ARP ESSER Plan (use of funds) – Data collection specific ask**
  - High-level anticipated use of funds
    - **Changeable** which makes data tracking/collection difficult
  - Review at least every six months **with community engagement**
    - **Multiple input** which makes data tracking/collection difficult
  - Stored on the district website updated through Qualtrics
    - **Multiple storage** and access points which makes ….
- **Plan can be used to Promote and Capture Data Trends**
  - Data collection narratives and Stats to engage community and foundation support for funding after ESSER

Annual Report – Tips on Preparation

- Track expenditures in excel/sheets – braid not blend
  - Clearly identify student gains/outcomes
  - Review expenditures at least quarterly
- Engage the public
  - Promote and share out to build support

Anticipated Process

- ## Single Point of Data collection
  - o Single Excel file to fill in and submit
    - Prefilled (OPI Derived Data tab)
    - Prefilled (OPI Derived FTE Data tab)
    - Unique data input (LEA Derived Data)
    - Instructions (tab within the excel file)
  - o Single file submission verification emailed back to AR
- ## Google submission of excel file
- ## Color coded and messy – sorry out of our control
- ## System of Support by **phone, zoom**, email

Instructions:

1. Please review the **OPI Derived Data and OPI Derived FTE Data** tabs. Note any inconsistencies in the "Noted Exceptions" row if necessary. The data displayed in the District Data row come from information that your District has already submitted to OPI through eGrants, Central OPI Database, etc.

2. Please answer the questions in the **LEA Derived Data** tab. Fill in your answers along the "Respondent Answers" row with data that should come from your District. Note any issues in the "Noted Exceptions" row if necessary.

3. Save your completed file for your own records.

4. Upload your completed Data Collection file into the portal here:
https://docs.google.com/forms/d/1-N2EAQnQaRf0FlCQ5Ybi2v-TWklrOZGLAYXndVoFoAc/

Anticipated Instructions

Instructions:

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Excel OPI Derived Data File - DRAFT

- Identifier information

	Name of Entity	DUNS #	UEI (SAM)#	NCES ID#
Progress %'s				
ESSER Source	CRRSA			
Reporting Question Phrasing				
Sub-Headers (When Applicable)				
Reporting Answer Phrasing [When Applicable]				
Acceptable Answers	Text	Text (9 char)	Text (12 char)	Text (7 char)
Official Descriptions [When Available]	[OPI Central Database] Description - Name of LEA or non-LEA awarded funds	[OPI Central Database] The Data Universal Numbering System (DUNS) number is a unique nine-digit identification number provided by Dun & Bradstreet (D&B). The DUNS Number is site-specific. Therefore, each distinct physical location of an entity (such as branches, divisions, and headquarters) may be assigned a DUNS number. The Federal Government has transitioned from the use of the DUNS Number to the Unique Entity Identifier (UEI) as the primary means of entity identification for Federal awards government-wide.	[OPI Central Database] The UEI is a 12-character unique number assigned to all entities (public and private companies, individuals, institutions, or organizations) who must register to do business with the federal government in SAM. DUNS Number functionality was transitioned to UEI in April 2022.	[OPI Central Database] This field represents the 7-digit National Center for Educational Statistics (NCES) school district identification number. The first 2 digits identify the state and the last 5 digits identify the school district. Combined, they make a unique 7-digit ID for each school district.
Generalized Descriptions		The DUNS, UEI, and NCES numbers are all used as identifying numbers within this reporting. These numbers have been pulled from federal reports.	The DUNS, UEI, and NCES numbers are all used as identifying numbers within this reporting. These numbers have been pulled from federal reports.	The DUNS, UEI, and NCES numbers are all used as identifying numbers within this reporting. These numbers have been pulled from federal reports.
District Data 2021 - 2022				
Noted Exceptions				

Excel OPI Derived Data File - DRAFT

- Identifier information

Progress %'s							
ESSER Source				CRRSA			
Reporting Question Phrasing	Is this entity an LEA?	Total amount awarded to the LEA or non-LEA from the ESSER II SEA Reserve	Total ESSER II SEA Reserve Expenditures in Prior Reporting Period (20 - 21)	Total ESSER II SEA Reserve amount expended by the LEA or non-LEA in Current Reporting Period (21 - 22)	Uses of ESSER II SEA Reserve Funds : Use of Funds codes		
Sub-Headers (When Applicable)							
Reporting Answer Phrasing [When Applicable]					Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff
Acceptable Answers	TRUE, FALSE	decimal (2)	decimal (2)	decimal (2)	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE
Official Descriptions [When Available]	[OPI Central Database] Whether the entity is an LEA	[OPI GMS Databases] Total amount awarded to the entity from the ESSER II SEA Reserve	[OPI GMS Databases] Total amount expended by the entity from the ESSER II SEA Reserve in the prior reporting period	[OPI GMS Databases] Total amount expended by the entity from the ESSER II SEA Reserve in the current reporting period	[OPI GMS Databases] Whether the entity used ESSER II SEA Reserve funds to address physical health and safety	[OPI GMS Databases] Whether the entity used ESSER II SEA Reserve funds to meet students' academic, social, emotional, and other needs (excluding mental health supports)	[OPI GMS Databases] Whether the entity used ESSER II SEA Reserve funds on mental health supports for students and staff
Generalized Descriptions		Total amount **awarded** in ESSER II from the following programs as listed under eGrants: School District Supplemental Other Educational Institutions Special Needs Supplemental Targeted	Total amount spent out of ESSER II for **prior** reporting period from the following programs as listed under eGrants: School District Supplemental Other Educational Institutions Special Needs Supplemental Targeted	Total amount **spent** out of ESSER II for **current** reporting period from the following programs as listed under eGrants: School District Supplemental Other Educational Institutions Special Needs Supplemental Targeted			
District Data 2021 - 2022							
Noted Exceptions							

OPI Derived FTE Data

Reporting Form Source	Schools						
Reporting Question Phrasing	School Name (within LEA)	Count FTE by Staff Type (to the nearest tenth)				Name of Entity	Noted Exceptions
Reporting Answer Phrasing		Special educators and related service personnel, including paraprofessionals	Bilingual educators or English as a second language educators	School counselors, social workers, or school psychologists	Nurses		
District Data 2021 - 2022							
Example District Data [School Year 21 - 22]	Alberton School	1.8	0.0	0.2	0.0	Alberton K-12 Schools	
	Alberton High School	0.3	0.0	0.1	0.0	Alberton K-12 Schools	
	Alberton 7-8	0.3	0.0	0.1	0.0	Alberton K-12 Schools	
	Belgrade Middle School	21.1	1.2	5.0	1.0	Belgrade Elem	

LEA Derived Data

	a. Promoting vaccination	b. masking	c. Physical distancing	d. Screening testing to promptly identify cases, clusters, and outbreaks	e. Ventilation
Percentage Complete					
Reporting Form Source	CrossAct				
Qualtrics Survey Question Wording	Please answer YES or NO to indicate whether the LEA expended ESSER funds on each of the items below. (note, ESSER refers to ESSER				
Reporting Answer Phrasing	a. Promoting vaccination	b. masking	c. Physical distancing	d. Screening testing to promptly identify cases, clusters, and outbreaks	e. Ventilation
Acceptable Answers	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE
Generalized Descriptions	Did you spend any ESSER funds, in any flavor, on promoting vaccines?	Did you spend any ESSER funds, in any flavor, on masking? (Examples: purchasing masks, educating about masking, etc)	Did you spend any ESSER funds, in any flavor, on promoting physical distancing? (If you have used Social Distancing as rationale for any budget items or amendments, the answer to this will be TRUE)	Did you spend any ESSER funds, in any flavor, to perform testing and/or identify cases? (Example: Did you have a staff member identifying and notifying close contacts after positive tests?)	Did you spend any ESSER funds, in any flavor, on ventilation? (Examples can include HVAC, Windows, Ventilation, Boilers, etc)
Respondent Answers					
Noted Exceptions					

LEA Derived Data

opi.mt.gov

Percentage Complete						
Reporting Form Source						
Qualtrics Survey Question Wording	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.					
Reporting Answer Phrasing	a. Direct outreach to families	b. Engaging the school district homeless liaison	c. Partnering with community-based organizations	d. Offering home internet service and/or devices	e. Implementing new curricular strategies to improve student engagement	f. Offering credit recovery and/or acceleration strategies
Acceptable Answers	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE
Generalized Descriptions	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by **reaching out directly to families**?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by reaching out via the school/district's **homeless liaison**?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by **partnering with community-based organizations**?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by **offering home internet service/devices**? (This question is different from AA because it does not have to use ESSER funds)	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by **implementing new curricular strategies**?	Regardless whether ESSER funds were used, did your school/district attempt to reengage students with poor attendance/participation by **offering credit recovery/acceleration**?
Respondent Answers						
Noted Exceptions						

LEA Derived Data

opi.mt.gov

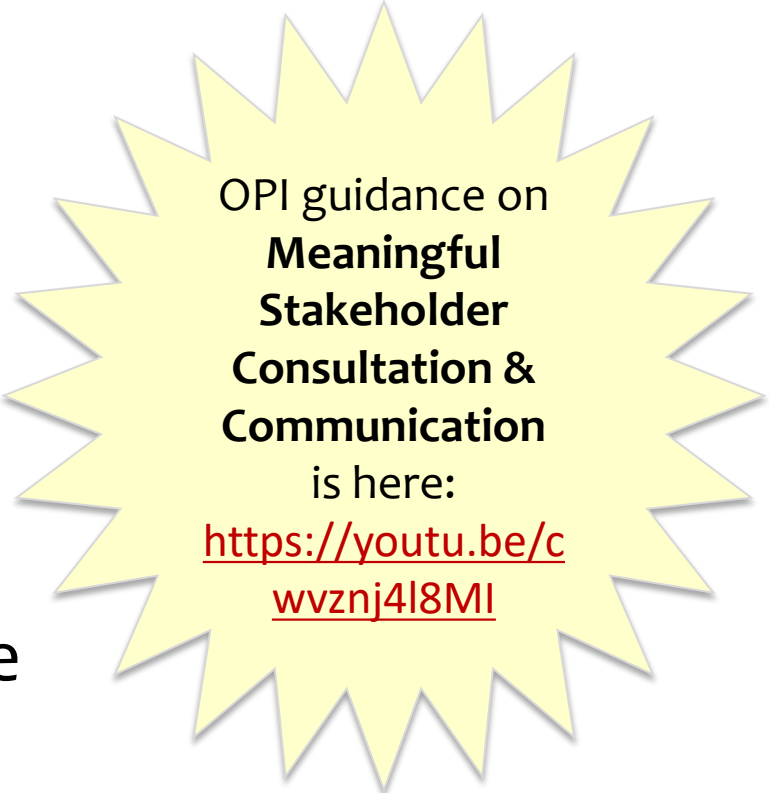|							
Complete	75% Complete						
Reporting Form Source	ARP						
Qualtrics Survey Question Wording	The set aside responds to students' academic, social, and emotional needs and addresses the disproportionate impact of Covid-19 on underrepresente						
Reporting Answer Phrasing	a. Summer learning or summer enrichment	b. Afterschool programs	c. Extended instructional time (school day, school week, or school year)	d. Tutoring	e. Additional classroom teachers	f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families
Acceptable Answers	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE
Generalized Descriptions	Those activities that occurred between June 15 - September 5, 2022 are considered Summer Enrichment/Summer Learning.	Those activities that occurred between September 6, 2021 - June 14, 2022 are considered Afterschool.	This category includes both Summer and Afterschool, as well as any other extended time added to school days/weeks/years. If you answered TRUE to B and C, this category will be TRUE. If you answered FALSE to B and C, this category could still be TRUE if you had extended instructional time which did not fall under those categories.	Tutoring could be one-on-one or small-group, provided by paraprofessionals or teachers or volunteers/outside organizations.	Teachers as defined by Licensed Certified teachers, OR those who have been given Provisional status.	This could be in any of the formats in B, C, D, E, or F, but must focus specifically on SOCIAL-EMOTIONAL wellbeing. The difference between Social-Emotional and Mental Health is that Mental Health is provided by licensed professionals such as counselors, so any Mental Health supports will be reported in H, NOT G.	Did you provide any MENTAL HEALTH services, through a licensed mental health provider, to your students? This could be in any of the formats in B, C, D, E, or F, but must focus specifically on MENTAL HEALTH needs. The difference between Social-Emotional and Mental Health is that Mental Health is provided by licensed professionals such as counselors.
Respondent Answers							
Noted Exceptions							

LEA Derived Data

Qualtrics Survey Question Wording	? ...es, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care (select all that apply).							Please describe how the activities or interventions in the table above respond to students' academic, social, and emotional needs.
Reporting Answer Phrasing	i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.	j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	k. Early childhood programs	l. Curriculum adoption and learning materials	m. Core staff capacity building/training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	n. Other	n. Description of other activities	
Acceptable Answers	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	TRUE, FALSE	string (1,500 char limit)	Text (3,000 char limit)
Generalized Descriptions	Did you use any tools/resources to identify at-risk students?	Did you coordinate services with outside agencies and multiple internal departments?	Programs providing services to ages before Kindergarten qualify as Early Childhood programs. For this question, services must target Academic and/or Social Emotional learning.		Did you provide training to increase instructional quality for any certified/classified staff?			Please describe the activities AND outcomes from your Academic and Social-Emotional supports through Extended and Expanded School Time, Targeted Intervention for At-Risk Youth, and/or Staff Professional Development. (What did you do, and what were the outcomes of the TRUE/FALSE to the left?)
Respondent Answers								
Noted Exceptions								

Annual Report – Stakeholder Involvement

- Federal **annual report and benefits to District**
  - Funding and outcomes are going to be reported
    - Participation numbers and spending categories
    - Showcase your hard work
    - Showcase data results

- Ongoing ESSER **stakeholder engagement**
  - The active process of involving those who may be affected by ESSER decisions (students, parents, teachers, community)

OPI guidance on **Meaningful Stakeholder Consultation & Communication** is here: https://youtu.be/cwvznj4l8MI

Incentive

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  - Add Chocolate, Music, Quite Alternative Work Hours…
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Resources at OPI.MT.GOV

E-Grants Login Page:

https://egrants.opi.mt.gov/opigmsweb/logon.aspx

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