Agenda

- Review Phase III timeline of Elementary and Secondary School Emergency Relief Fund (ESSER) Annual Reporting for fiscal year 2023 (FY23) from **Oct. 1, 2022 – Sept. 30, 2023**

- Walk through the **new** Phase III ESSER data collection requirements

  - **Two requirements: student participation in interventions or programs by subgroup, and staff count by specific role**

- Review the Phase III Reporting Template

- Provide a list of resources local education agencies (LEAs) can access while completing the data collection

Background: ESSER Recovery Funding

$540 million
total funding available to LEAs through

ESSER I-CARES	ESSER II-CRRSA	ESSER III-ARP

- As a condition of receiving ESSER funds, the Office of the State Superintendent of Education (OSSE) and LEAs are required to complete annual reporting to the United States Department of Education (USED).

- This webinar is focused on reporting for LEAs that received The Coronavirus Response and Relief Supplemental Appropriations Act Elementary and Secondary School Emergency Relief Fund (ESSER-II), or the American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund (ESSER III) funds during FY23 (Oct. 1, 2022-Sept. 30, 2023).

ESSER Recovery Funding Reporting Timeline

We are here

January 2024	February 2024	March 2024	April 2024	May 2024
Data Submission			**Data Correction & Certification**	**USED Final Deadline**
Submit Phase I data collection

Open: Jan 15
Due: Jan 26
(2 week window) | Submit Phase II data collection (*updates!*)

Open: Feb 5
Due: Feb 16
(2 week window) | Submit Phase III data collection (*new!*)
New dates!
Open: March 18
Due: April 5
(3 week window) | OSSE reviews all submitted data and requests corrections, as needed | LEAs make corrections and certify data

OSSE submits LEA ESSER reporting data to USED |

ESSER Phase III Reporting Timeline: LEA Actions

March 18 - April 5: **Phase III Data Collection Window** **(new dates)**

- Download the Phase III template from IDS.
- Complete the Phase III template using staffing (FTEs) and student-level evidence-based intervention data.
- Upload completed Phase III template into the IDS Portal.

April 15 – April 26: **Data Correction Window** **(new dates)**

- Look out for email from OSSE grants specialists for any questions related to data submission.
- LEAs make changes to data based on OSSE grant specialists' feedback.
- LEA final review by re-uploading an amended Phase I, Phase II and/or Phase III template in the IDS Portal, as needed.
- LEA completes final review of all data.

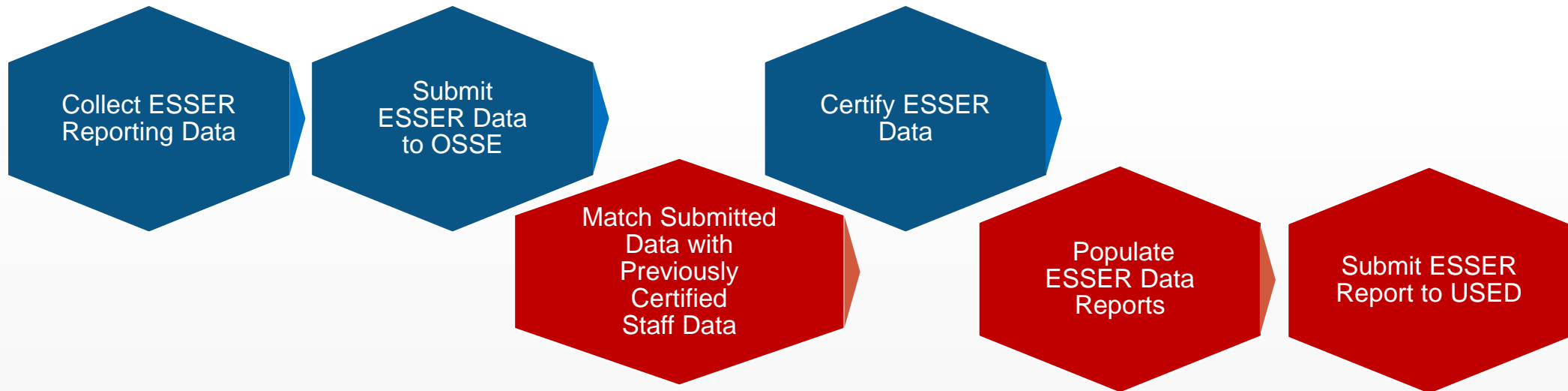**May 6:** **Certification** **(new date)**

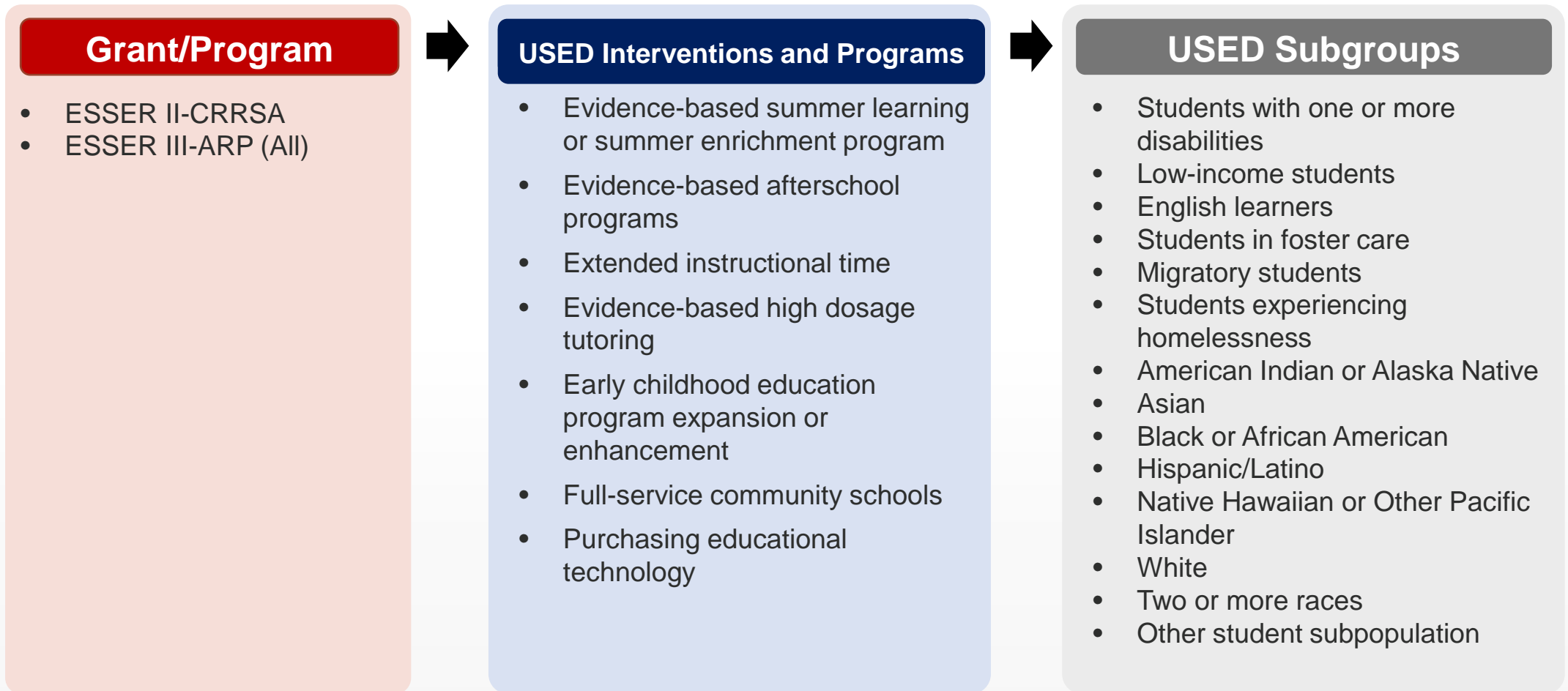- LEA leaders must certify the data by 5 p.m.

Phase III USED Reporting Requirements

ESSER Phase III Reporting Process

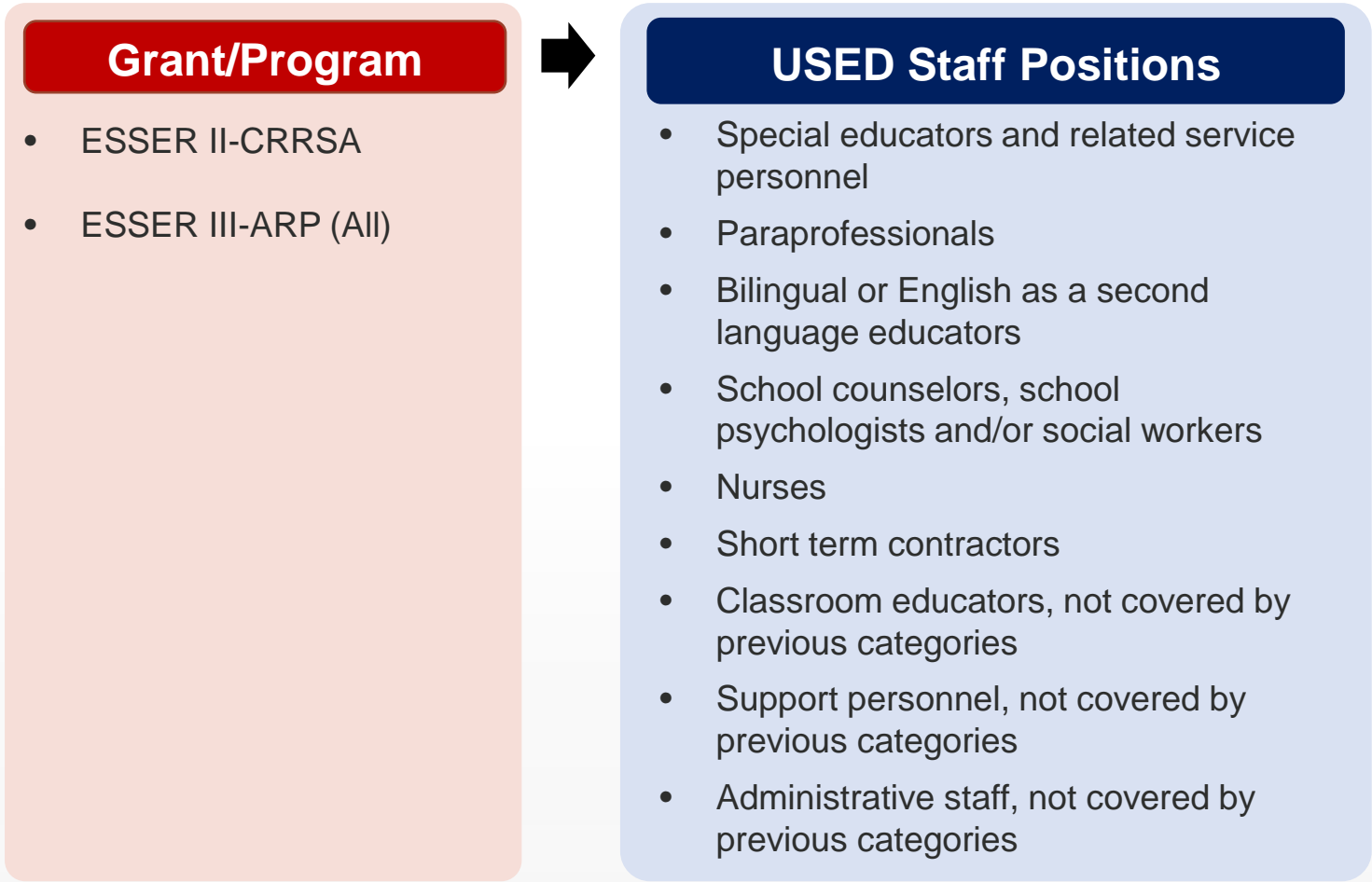The reporting process we will share today was designed to leverage your previously certified staff data collections. We intend for this to minimize the amount of data your LEA needs to compile and submit.
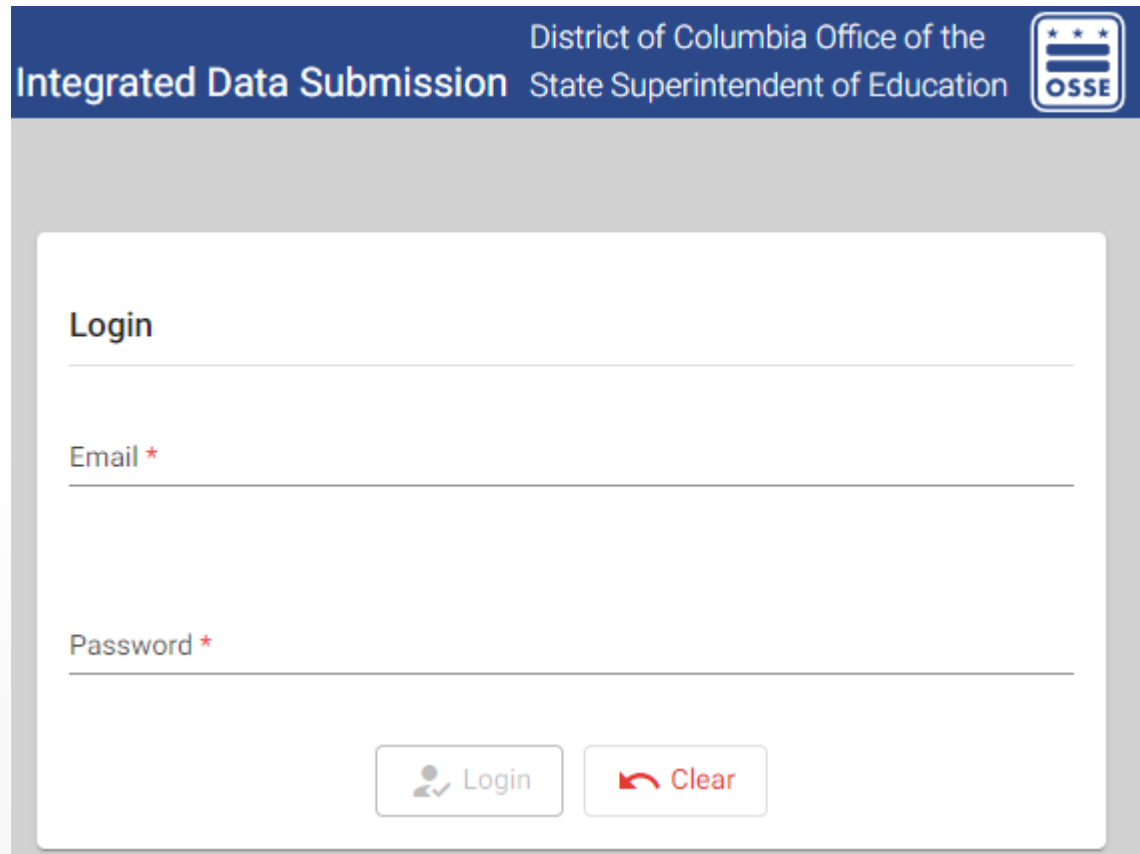
LEAS

OSSE

Collect ESSER Reporting Data

Submit ESSER Data to OSSE

Match Submitted Data with Previously Certified Staff Data

Certify ESSER Data

Populate ESSER Data Reports

Submit ESSER Report to USED

(New) Phase III Reporting: Total Number of Students Participating in Interventions and Programs by Subgroup

Grant/Program

- ESSER II-CRRSA
- ESSER III-ARP (All)

USED Interventions and Programs

- Evidence-based summer learning or summer enrichment program
- Evidence-based afterschool programs
- Extended instructional time
- Evidence-based high dosage tutoring
- Early childhood education program expansion or enhancement
- Full-service community schools
- Purchasing educational technology

USED Subgroups

- Students with one or more disabilities
- Low-income students
- English learners
- Students in foster care
- Migratory students
- Students experiencing homelessness
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races
- Other student subpopulation

(New) Phase III Reporting: Total Number of Staff by Specific Positions

Grant/Program

- ESSER II-CRRSA

- ESSER III-ARP (All)

USED Staff Positions

- Special educators and related service personnel

- Paraprofessionals

- Bilingual 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

Log in to the IDS Portal

Your IDS credentials were emailed to you by OSSE if you are registered as an LEA Finance/Grant Manager in eSchoolPLUS.

If you do not have credentials, please email OSSE.ESSER@dc.gov for support.
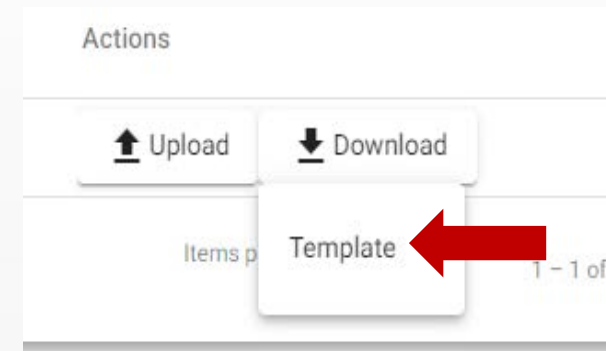
Download the Phase III Reporting Template

1. Locate the *Download* button in the **ESSER FY23 Phase III** collection row and click it.
2. Select *Template*. The **ESSER FY23 Phase III** Template workbook will download to your computer.

**Phase III USED Reporting:
FY23 Eligible Students and Participants
in Interventions or Programs**

Interventions and Programs to Support Learning Recovery

USED has identified specific types of interventions to support learning recovery or acceleration. LEAs are required to report spending within these categories, including:

- *Evidence-based* summer learning or summer enrichment program
- *Evidence-based* afterschool programs
- Extended instructional time
- *Evidence-based* high dosage tutoring
- Early childhood education program expansion or enhancement
- Full-service community schools
- Purchasing educational technology

USED Definition of "Evidence-Based"

"Evidence-based," when used with respect to a state education agency (SEA), LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
  - 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

- 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").

Source: USED Year 4 ESSER Annotated Form

USED Definitions of Interventions and Programs

Intervention/Program	Definition
Evidence-based summer learning or summer enrichment program	Evidence-based intervention and/or enrichment programs that support accelerated learning in the core curriculum based on the state's challenging academic standards during the summer months.
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).
Extended instructional time	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.
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 three 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.

USED Definitions of Interventions and Programs (continued)

Intervention/Program	Definition
Early childhood education program expansion or enhancement	Programs that expand opportunities for all students, particularly traditionally underserved students, to attend high-quality early childhood education programs or that support the improvement of existing early childhood education programs in implementing the best practices of high-quality early childhood education programs.
Full-service community school	Public elementary or secondary school that works with its local educational agency and community-based organizations, nonprofit organizations, and other public or private entities to provide a coordinated and integrated set of comprehensive academic, social, and health services that respond to the needs of its students, students' family members, and community members. In addition, a full-service community school promotes family engagement by bringing together many partners in order to offer a range of supports and opportunities for students, students' family members, and community members.

USED Definitions of Interventions and Programs (continued)

Intervention/Program	Definition
Purchasing educational technology	Educational technology is defined as any of the following: 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.

Sources for intervention/program definitions:
USED ESSER Reporting Definitions
USED Year 4 ESSER Annotated Form

Determining Student Eligibility in Interventions

- If an intervention or program is available to a specific subgroup, then all students within that subgroup should be counted as "eligible."

    ▪ If an intervention or program is mandatory for all students, then all students should be counted as "eligible."

    ▪ If an intervention is for students with disabilities, then all students with disabilities within your LEA should be counted as "eligible."

- Reporting is required for interventions that were either fully or partially funded with ESSER funds.

Determining Student Participation in Interventions

- Students should be counted as "participated" if they attended 50 percent or more of the time in which they were eligible to attend a voluntary intervention or program.

- If an intervention or program was mandatory and all students were required to attend, then all students should be counted as participated.

- The number of participating students cannot exceed the number of eligible students.

- **Unique Headcount:** Students should only be counted once per intervention or program.

(New) Interventions and Programs by Tab

Category	LEA Information	1. Evidence based summer learning or summer enrichment programs			
Element	LEA Name	Does the LEA provide evidence based summer learning or summer enrichment programs?	Is this program available to all students?	If no, indicate the number of students this program serves at full capacity	Total unique head[count] participated
Column Label	LEA Name	Summer_Learn	Summer_Learn_Availability	Summer_Learn_Capacity	Summer_Learn_[...]
Required Field	Required	Required	Required	Required if program is not available to all students	Re[quired]
Format	Option Set	True/False	True/False	Numeric	Nu[meric]

Tabs: **Evidence based summer learning** | Evidence based afterschool prog | Extended Instructional Time | High Dosage Tutoring | Early Childhood Programs | Full Service Community Schools ...

Each intervention and program will have a dedicated tab to provide the required reporting details.

(New) Eligibility and Participation in Evidence-Based Summer Learning or Enrichment Programs

1. Evidence based summer learning or summer enrichment programs			
Does the LEA provide evidence based summer learning or summer enrichment programs?	Is this program available to all students?	If no, indicate the number of students this program serves at full capacity	Total unique headcount of students that participated in this activity
Summer_Learn	Summer_Learn_Availability	Summer_Learn_Capacity	Summer_Learn_Unique_Headcount
Required	Required	Required if program is not available to all students	Required
True/False	True/False	Numeric	Numeric

Report the following information for evidence-based summer learning, afterschool programs, and high-dosage tutoring:
1. If the LEA provides the intervention(s).
2. If the intervention(s) is available to all students.
3. The total number of students the intervention(s) can serve if all eligible students attend.
4. The total number of students who participated in the intervention(s).

(New) Eligibility and Participation by Subgroup in Evidence Based Summer Learning or Enrichment Programs

ere disproportionately impacted by the COVID19 pandemic? Mark Y/N to each activity below; if an activity was offered by the LEA, provide the number of eligible students in the LEA and the number of students

a. Students with one or more disabilities		b. Low-income students		c. English learners	
# Enrolled eligible students at LEA in subgroup	# Eligible students in subgroup participating	# Enrolled eligible students at LEA in subgroup	# Eligible students in subgroup participating	# Enrolled eligible students at LEA in subgroup	# Eligible students in subgroup participating
Required	Required	Required	Required	Required	Required
Numeric	Numeric	Numeric	Numeric	Numeric	Numeric

Report the following information for evidence-based summer learning, afterschool programs, and high-dosage tutoring by each subgroup:

1. The total number of enrolled eligible students by subgroup (highlighted yellow in each tab).
2. The total number of participating students by subgroup (highlighted in gray in each tab).

(New) Eligibility and Participation in Extended Instructional Time

3. Extended Instructional Time (including extended school day or school week or school year		
Does the LEA provide extended instructional time?	Is extended instructional time in place at all schools within the LEA?	If no, indicate the unique headcount of students enrolled in schools within the LEA with mandatory extended instructional time
Ext_Instruction	Ext_Instruction_Availability	Ext_Instruction_Unique_Headcount
Required	Required	Required
True/False	True/False	Numeric

Report the following information for extended instructional time:
1. If the LEA provides extended instructional time.
2. If extended instructional time is in place at all schools.
3. The total number of students enrolled in the LEA with **mandatory** instructional time.

(New) Eligibility and Participation in Extended Instructional Time by Subgroup

a. Students with one or more disabilities	b. Low-income students	c. English learners	d. Students in foster care
# Students enrolled in schools with (mandatory) extended instructional time	# Students enrolled in schools with (mandatory) extended instructional time	# Students enrolled in schools with (mandatory) extended instructional time	# Students enrolled in schools with (mandatory) extended instructional time
Required	Required	Required	Required
Numeric	Numeric	Numeric	Numeric

Report the following information for extended instructional time by subgroup:

1. The total number of students enrolled in the LEA with **mandatory** extended instructional time by subgroup.

(New) Eligibility and Participation in Early Childhood Program Expansion or Enhancement

5. Early childhood education program expansion or enhancement				
Did the LEA expand or enhance an early childhood program?	Did this LEA expand its early childhood program?	If yes, how many additional students or slots were funded with ESSER I, ESSER II or ARP ESSER in the most recent school year?	Did this LEA enhance its early childhood program?	Total unique headcount of students enrolled in an early childhood education program within the LEA
Early_Child_Educati	Early_Child_Education_Expanded	Early_Child_Education_Expanded	Early_Child_Education_Enhanced	Early_Child_Education_Unique_Headcount
Required	Required	Required if LEA **expanded** its early childhoold program	Required	Required
True/False	True/False	Numeric	True/False	Numeric

Report the following information for expansion or enhancement of an early childhood program:

1. If the LEA expanded or enhanced an early childhood program.
2. If the LEA *expanded* its early childhood program (*added seats*).
3. How many additional students or slots were funded by ESSER in the most recent school year.
4. If the LEA *enhanced* its early childhood program (*provided supports other than adding seats*).
5. Total number of students enrolled in the LEA's early childhood program.

(New) Eligibility and Participation in Early Childhood Program by Subgroup

a. Students with one or more disabilities	b. Low-income students	c. English learners	d. Students in foster care	e. Migratory students
# Students enrolled in an early childhood education program within the LEA	# Students enrolled in an early childhood education program within the LEA	# Students enrolled in an early childhood education program within the LEA	# Students enrolled in an early childhood education program within the LEA	# Students enrolled in an early childhood education program within the LEA
Required	Required	Required	Required	Required
Numeric	Numeric	Numeric	Numeric	Numeric

Report the following information for early childhood program by subgroup:
1. The total number of students enrolled in the LEAs early childhood program by subgroup.

(New) Eligibility and Participation in Full-Service Community Schools

6. Full-Service Community Schools

Does the LEA provide full-service community schools?	How many new or additional full-service community schools were launched using these funds in this LEA?	How many current full-service community schools received additional services and/or support using these funds?	What is the total enrollment in full-service community schools supported with ESSER funds within this LEA?
New_CommSchools	New_CommSchools_Count	Current_CommSchools_AdditionalServices	CommSchools_Enrollment
Required	Required	Required	Required
True/False	Numeric	Numeric	Numeric

Report the following information for full-service community schools:
1. If the provides full-service community schools.
2. How many new or additional full-service community schools were launched using ESSER funds.
3. How many current full-service community schools received additional services or support with ESSER funds.
4. The total enrollment in full-service community schools support with ESSER funds.

(New) Eligibility and Participation in Educational Technology

Category	LEA Information	How did this LEA use ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery		
		7. Purchasing educational technology		
Element	LEA Name	Did the LEA purchase educational technology using ESSER funds?	Was the educational technology purchased for all students?	If no, indicate the number of students for whom the educational technology was purchased
Column Label	LEA Name	EdTech_Purchase	EdTech_Purchase_Ind	EdTech_Purchase_Count
Required Field	Required	Required	Required if LEA purchased educational technology	Required if educational technology was not purchased for all students
Format	Option Set	True/False	True/False	Numeric

Report the following information for purchasing educational technology:

1. If the LEA purchased educational technology.
2. If the educational technology was purchased for all students.
3. The total number of students for whom educational technology was purchased.

(New) Eligibility and Participation in Educational Technology by Subgroup

a. Students with one or more disabilities		b. Low-income students		c. English learners	
# Enrolled eligible students at LEA in subgroup	# Eligible students in subgroup receiving or supported by the educational technology	# Enrolled eligible students at LEA in subgroup	# Eligible students in subgroup receiving or supported by the educational technology	# Enrolled eligible students at LEA in subgroup	# Eligible students in subgroup receiving or supported by the educational technology
Required	Required	Required	Required	Required	Required
Numeric	Numeric	Numeric	Numeric	Numeric	Numeric

Report the following information for purchasing educational technology:
1. The total number of students eligible for educational technology by subgroup.
2. The total number of students receiving or supported by educational technology by subgroup.

Phase III USED Reporting: Staff Positions Funded by ESSER

Staff Positions Funded by ESSER

USED is requiring LEAs to report on specific staff positions if they are supported fully or partially with ESSER funds, including:

- Special educators and related service personnel
- Paraprofessionals
- Bilingual 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

Staff Positions Funded by ESSER

- Based on data collected through OSSE's Faculty and Staff Data Collection, we can identify individuals on USED's list of staffing positions but not their funding sources.

- Therefore, we need LEAs to provide the following information to help us identify staff *that were funded by ESSER funds in FY23*:

  - Unique Faculty and Staff Identifier (UFSI)

  - First Name

  - Last Name

  - Date of Birth

- OSSE will then match each reported staff's position to the USED list of staff positions using LEA-certified data.

(New) Staff Positions Funded by ESSER

Provide information for staff in positions supported with any of the ESSER funds for the following positions for the reporting period. Support means salaries and/or benefits were partially or fully paid with ESSER funds. ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants.			
Unique Faculty and Staff Identifier (UFSI)	First Name	Last Name	Date of Birth
UFSI	First_Name	Last_Name	DOB
Required	Required	Required	Required
Number	Free Form Text	Free Form Text	MM/DD/YYYY

LEAs must give details for each staff member whose position was partially or fully funded by ESSER during the FY23 reporting period.

Upload the ESSER Reporting template

1. Locate the *Upload* button in the **ESSER FY23 Phase III** collection row and click it.
2. Upload the **ESSER FY23 Phase III** Template workbook from your computer.

Phase III USED Reporting Supports and Resources

Support

Use the following resources to support your work:

- This webinar and Phase III Integrated Data Submission User Guide will be available on our website later this week.
- The K12 Grants Newsletter will include updates and deadlines throughout this process.
- For more info on specific data elements, see the Data Definitions tab in the Phase III template.

Please ask us for support when you need it. You can reach our ESSER team at OSSE.ESSER@dc.gov.

Phase III USED Reporting: Next Steps

ESSER Reporting Process – Phase III Next Steps

Action	Location	Estimated Time
Download the instructional guide (forthcoming)	OSSE Recovery Funding Website	< 5 minutes
Review LEA records for student eligibility and participation in interventions and programs	LEA records	~ varies
Submit Phase III template by **April 5**	IDS Portal	~ 60-120 minutes
If needed, resubmit IDS template to resolve OSSE change requests by **April 26**	IDS Portal	~ 30-90 minutes *(if errors are found, this step may require corrections to the spreadsheet)*
Final review of student enrollment, FTE and submitted expenditure data. Certify on **May 6**	Qlik Application	~ 30 minutes

Q & A