

ANNUAL ESSER DISTRICT DATA COLLECTION

FREQUENTLY ASKED QUESTIONS (FAQS)

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Percentage Remaining by Activity

Q: What date should be used in identifying the percentage (%) of remaining funds?

A: Recipients should report the percentage (%) remaining as of the end of the reporting period (6/30/2022). For ESSER I, this means 7/1/22 through 9/30/22 (the end of the grant).

Q: Is there an example of the types of expenses that should be included in each of the five percentage of remaining funds activities?

A: Yes. Please see [Appendix A](#) of this document for a list of examples.

Q: My district spent all of their ESSER I funds during the reporting period, but the collection indicates the estimated percentage of funds remaining by activity must equal 100%. Do I still enter 0% for all activities?

A: Yes. The collection form is set up to allow 0% to be entered for all activities if all the funds have already been expended.

Q: I submitted some claims after current reporting period, for example 9/30/22, that included transactions belonging to the reporting period. For the purposes of estimating the percentage of funds remaining by activity, do I count those transactions in the reporting period or as planned expenditures for the next reporting period?

A: Please consider expenses incurred during the reporting period for the data collection as expended in the reporting period, regardless of when you claimed reimbursement for them.

Q: Can I access my entity's response from last year to ensure this year's report aligns?

A: Yes. The data submitted for last year's collection can be found on the [Data Collection webpage](#) under the "Data Collection FAQs" heading. If your entity's data is not listed, it means we did not receive a response to last year's collection.

FTE Reporting

Q: How do we report FTE equivalency?

A: Report FTE to two decimal points. For example, 1 position at 1.0 FTE plus 2 positions at 0.75 FTE would be reported as 2.50 FTE.

Q: If my district funded a position out of ESSER II and now it is funded out of ESSER III, how does that get recorded?

A: This report is asking for all positions regardless of funding source, so report the total number of positions in your district.

Q: What types of positions should be included when calculating the total FTE? Should very part time extracurricular positions (such as coaches and advisors) be included?

A: Yes. Please include ALL positions within the district.

District-sponsored Charter Schools

Q: How do district-sponsored charter schools report? Do their expenditures and percentage remaining add into the district's report overall?

A: Yes. District-sponsored charter schools' information should be included in the district's response. District-sponsored charter schools should work with their sponsoring districts to determine what data is needed from them. Because the school districts are the official grantee, their charter schools should be treated like any other school in the district for the purposes of this report.

Q: If our district is doing the data reporting, do we, as a charter school, have to do ours individually?

A: No. Only state-sponsored charter schools are reporting independently. District-sponsored charter schools should work with their sponsoring districts to determine what data is needed from them and the district will report their information.

Other

Q: What category should we put our indirect costs in?

A: Indirect expenses can be included in the Operational Uses category.

Q: What are the expectations for districts for sharing this report with their board? Does it need to be an information item at a school board meeting?

A: This report does not require board approval. Data will be reported to our federal partners and will be publicly available through them.

Appendix A - Examples of the Five Percent of Remaining Funds Activities

Addressing Physical Health and Safety
a. Building and facilities upgrades and maintenance, including ventilation systems and new construction
b. Assistance with meals for students
c. Cleaning and/or sanitization supplies
d. Temporary classroom space to support social distancing
e. Temporary or additional transportation services to support social distancing to and from school
f. Capacity-building to improve disaster preparedness and response efforts, including coordination with State, local, Tribal, and territorial public health departments, and other relevant agencies to improve coordinated responses to prevent, prepare for, and respond to COVID-19
g. Other health protocols <i>not listed above</i> and aligned to guidance from the Centers for Disease Control and Prevention (CDC) such as: vaccines for staff and/or students, COVID-19 testing for staff and/or students, contact-tracing, masks
Meeting Students' Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports
h. Extended learning and/or summer learning
i. High-dosage intensive tutoring
j. Additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, LGBTQ+ students, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA
k. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems
l. 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 the foster care services
m. Early Childhood Programs
n. Hardware and software
o. Wi-Fi, broadband, or other connectivity
p. Curriculum adoption and learning materials
q. Core staff capacity building / training to increase instructional quality and advance equity
r. Investments in talent pipelines for teachers and/or classified staff

Mental Health Supports for Students and Staff
s. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families
Operational Continuity and Other Allowed Uses
t. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
u. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965
v. Any activity not described above that is authorized by the Individuals with Disabilities Education Act
w. Any activity not described above that is authorized by the Adult Education and Family Literacy Act
x. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
y. Other activities <i>not described above</i> that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency
Not Yet Planned for Specific Use