

Why is the turnaround for this report only one month?

NDDPI, in conjunction with CCSSO, has been monitoring federal reporting requests and submitting comments and requests for revisions advocating for less burden for school districts since this summer. While USED has not released a formal response to these requests submitted (feedback window closed November 29th), they have recently indicated:

- The data requested in the report is necessary and not gathered through other federal reporting sources.
- The finalized state report will need to be submitted in early February, 2022.

These indications in combination with the USED's delayed feedback window now require a quick turnaround for districts and states.

What is the reporting window for this report?

- This reporting is on all ESSER funding expended or obligated by public school districts between October 1, 2020 - September 30, 2021. Entities that are not public school districts that have been awarded more than \$30,000 will be notified shortly by NDDPI and will need to complete a similar but shorter report. Please note: A similar report will need to be completed in the fall/winter of 2022 & 2023.

What is the format for this report?

- The report will be completed on a survey platform. and will require answering a combination of narrative questions (4-5), checkboxes, drop-down menus, and numerical data entry tables.
- School districts will be able to save progress and complete the survey in multiple sittings.

How long will this report take to complete?

- The USED documentation estimates districts could spend up to 40-hours to complete this data gathering. The time to complete will vary significantly for each district depending on many variables, including the number of schools, subgroups, and amount of ESSER monies spent thus far. NDDPI hopes this statement of burden estimate is a worst-case scenario and be a gross overestimate for the size of districts in our state.

What type of data will the report ask for?

- The report will require reporting data in the following areas:
 1. Use of funds in each of the following categories
 - a. Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
 - b. Reengaging students with poor attendance or participation
 - c. Evidence-based summer learning or summer enrichment programs
 - d. Evidence-based afterschool programs

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- e. Evidence-based extended instructional time (include extended school day or school week or school year)
 - f. Evidence-based high dosage tutoring during the school day (if tutoring takes place during summer school or afterschool programs, please use those categories above)
 - g. Full-Service Community Schools
 - h. Mental health services and supports
 - i. Adoption or integration of social-emotional learning into the curriculum
 - j. Other (please specify)_____
 - k. Safe school reopening/continuity of operations
 - l. Purchasing educational technology
 - m. Staff Training/ Professional Development to support remote learning or safe reopening
 - n. Data infrastructure or capacity
 - o. Early childhood education program expansion
 - p. Early childhood educational program enhancement
 - q. Individuals with Disabilities Education Act (IDEA)
 - r. Adult Education and Family Literacy Act (AEFLA)
 - s. Carl D. Perkins Career and Technical Education Act (Perkins CTE)
2. Hiring and Retention activities supported by ESSER funds
3. Participation disaggregated by subgroup for each of the following programs supported through ESSER funding
- a. Evidence-based summer learning or summer enrichment programs
 - b. Evidence-based afterschool programs
 - c. Extended Instructional Time (including extended school day or school week or school year)
 - d. Evidence-based high dosage tutoring during the school day
 - e. Early childhood education program expansion or enhancement
4. Staffing disaggregated by type for each of the following areas at each school
- a. Special educators and related service personnel, including paraprofessionals
 - b. Bilingual educators

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- c. English as a second language educators
- d. School counselor
- e. Social workers
- f. Nurses
- g. School psychologists
- h. Attendance officers

Does the report ask for evidence of impact or student outcome data?

- No. according to current guidance, student outcome data will be gathered automatically by the USED through EdFacts reporting in March and will require no data entry from state or district entities.