

FREQUENTLY ASKED QUESTIONS

The questions and answers included below relate to the FY21 (Year Two) ESSER and GEER reporting period. If you need assistance or clarification, please contact Jessi Carlton (Jessica.Carlton@education.ky.gov), Thelma Hawkins (Thelma.Hawkins@education.ky.gov) or Robin Morley (Robin.Morley@education.ky.gov).

FY21 ESSER District Data Collection

General Information

- **Optional Questions:** Per guidance from the US Department of Education, **some report sections are optional for the FY21 and FY22 ESSER Annual Performance Reports.** Optional Sections are 3.b2 Use of Funds Detail for Prospective Reporting, available via a link in the GMAP application, 3.b10 Hiring and Retention of Specific Positions, 4.b1 Activities by Subpopulation, 4.b2 Total LEA Student Enrollment by Demographic Subgroup, and 4.c1 Access to Select Staff.

The US Department of Education indicates these data will be required beginning in FY23 for CARES, CRRSA, and ARP funding streams. If a district chooses to provide this information in FY21 or FY22, the data must pass reasonableness and validity checks before it can be loaded into the US Department of Education reporting system.

- Are Last Mile Internet funds included in the FY21 ESSER District Data Collection report?
No, Last Mile Internet funds (MUNIS project 663G) are not included in the ESSER District Data Collection.
- When is the Year Two ESSER District Data Collection report due?
The update must be complete and approved by the District Superintendent by May 11, 2022.
- The following explanations, provided by the US Department of Education, apply to various questions throughout the ESSER Annual Performance Report:
 - a. Summer Learning or Summer Enrichment – Voluntary intervention and or enrichment programs that support accelerated learning that occur during the summer months
 - b. After School 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)

- c. Extended Instruction Time – Using a longer school day, week, or year 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 b) instruction in other subjects and enrichment activities that contribute to a well-rounded education. Participation is considered mandatory.
- d. Evidence-based high dosage tutoring – Voluntary intensive tutoring that occurs one-to-one or in very small groups on a sustained, daily basis, during the school day to help all students accelerate their learning.
- e. Early Childhood Education Program Expansion or Enhancement – Programs that expand the 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.
- f. Mental Health Services – Provided by licensed practitioners or professionals, including psychologists and psychotherapists
- g. Social Emotional Learning Support – These supports are conduct by non-licensed practitioners or professionals

ESSER SEA Reserve Funds

ESSER I SEA Reserve Funds					
2.4a ESSER I SEA Reserve Awards to LEAs (MUNIS Projects 613FD and 613FT)					
Total Amount Awarded to the LEA from the ESSER I SEA Reserve	Total amount expended by the LEA from the ESSER I SEA Reserve in this reporting period	Uses of ESSER I SEA Reserve Funds			
		Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses
\$100,000.00	\$30,000.00	* <input type="radio"/> Yes <input type="radio"/> No	* <input type="radio"/> Yes <input type="radio"/> No	* <input type="radio"/> Yes <input type="radio"/> No	* <input type="radio"/> Yes <input type="radio"/> No

➤ Question 2.4a

If a district did not receive New Teacher Support (613FT) or Digital Learning Coach (613FD) funds, should we mark yes or no on question 2.4a?

Select No for all four "Uses of ESSER I SEA Reserve Funds" categories in question 2.4a if your district did not participate in the New Teacher Support or the Digital Learning Coach programs.

Expenditures and Planned Uses

3.b1 Provide the amount of the district expenditures by ESSER Subgrant fund and expenditure category for the current reporting period.

Report any expenditure ONLY ONCE in the table below;

Activity groups will autocalculate based on subgroup amounts. Each fund must aggregate to the total amount awarded that has been prepopulated.

Additional information on expenditures included in each group can be found in question [3.b.2 of the appendix](#). Reporting will transition to the more granular groups found in 3.b.2 starting in Year 3 reporting.

In Kentucky, there were no ARP ESSER reimbursements during this reporting time period.

Amount Expended by Activity				
Total Amount Reimbursed	\$18,000.00	\$20,000.00	NA	NA
Activity	ESSER I (CARES Act) (MUNIS Project 613F and 613FP)	ESSER II (CRRSAA) (MUNIS Project 554G and 554GD)	ARP ESSER Amount expended NOT in required set-aside for addressing learning loss	ARP ESSER Amount expended for required set-aside for addressing learning loss
Addressing Physical Health and Safety	\$ 853.00	\$ 0.00	NA	NA
a. Personnel Services - Salaries	* \$ 288.00	* \$	NA	NA
b. Personnel Services -- Benefits	* \$ 565.00	* \$	NA	NA
c. Purchased Professional and Technical Services	* \$	* \$	NA	NA

➤ Question 3.b1

In question 3b.1, below the “Total Amount Reimbursed” there are sub-categories such as Supplies, Property, etc. within each Activity. Would technology devices be reported as supplies, property, or other items?

Technology purchases should be reported as Property.

Where can we find the “Additional information on expenditures” (also referred to as the Appendix) referenced at the top of this section?

If you click on the underlined text “3.b.2 of the appendix”, the additional information document will be downloaded to your computer.

When transfers are made for construction items, such as HVAC repairs, should they be reported in the “Addressing Physical Health and Safety” under “Other items” or should it be under “Operational Continuity and Other Allowed Uses” under “Other items”?

Building and facilities upgrades and maintenance, including ventilation systems and new construction, should be reported in the “Addressing Physical Health and Safety” activity.

Will districts be penalized if the bulk of the ESSER funds are spent for “Operational Continuity”?

No, you will not be penalized. Operational continuity is one of the acceptable/allowable uses of ESSER funds.

3.b3 Planned Uses of Remaining ESSER I Funds (MUNIS Project 613F and 613FP)
 What are the LEA's planned uses of remaining ESSER I funds? (Provide the percentage of remaining funds planned for the below expenditure categories. All categories must sum to 100% of remaining ESSER I funds.)

Total ESSER I Expenditures in Prior Reporting Period	Remaining ESSER I Funds	Planned Uses of Remaining ESSER I Funds				
		Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use
\$10,000.00	\$ 72,000.00	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> 100.00 %

➤ **Question 3.b3**

In question 3.b3, where do the amounts in the “Total ESSER I Expenditures in Prior Reporting Period” and the “Remaining ESSER I Funds” come from?
The “ESSER I Expenditures in Prior Reporting Period” are the ESSER I expenditures that were REIMBURSED by KDE through September 30, 2020 and were pre-loaded in GMAP by KDE. The “Remaining ESSER I Funds” are calculated by GMAP and equal the ESSER I Award Amount minus the ESSER I Expenditures in Prior Reporting Period minus the total ESSER I Amount Reimbursed in the current reporting period (October 1, 2020 through June 30, 2021).

What percentages do I report for Planned Uses of Remaining ESSER I Funds, **if my district has \$0 remaining in 613F after FY 2021?**

For all districts with a \$0 remaining ESSER I Funds, KDE will ensure that 0% is reported for “Not Yet Planned for Specific Use” when the data is uploaded to the US Department of Education.

Program Details Data

3.b10 LEA Hiring and Retention of Specific Positions with ESSER I, ESSER II, and/or ARP ESSER LEA Mandatory and SEA Reserve Funds
 (Note: Address ESSER I and ESSER II. In Kentucky there were no ARP ESSER reimbursements during this reporting time period)

\$ * Total Amount Expended for These Staff (cumulative across all ESSER funds)

Indicate the total number of these specific positions supported with any of the ESSER funds for the following positions for the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds.

<input type="text"/>	* Special educators and related service personnel
<input type="text"/>	* Paraprofessionals
<input type="text"/>	Bilingual or English as a second language educators
<input type="text"/>	* School counselors, school psychologists and/or social workers
<input type="text"/>	* Nurses
<input type="text"/>	* Short term contractors
<input type="text"/>	* Classroom educators, not covered by previous categories
<input type="text"/>	* Support personnel, not covered by previous categories
<input type="text"/>	* Administrative staff, not covered by previous categories

➤ **Question 3.b10**

*Per guidance from the US Department of Education, **some report sections are optional for the FY21 and FY22 ESSER Annual Performance Reports.** Optional Sections are 3.b2 Use of Funds Detail for Prospective Reporting, available via a link in the GMAP application, **3.b10 Hiring and Retention of Specific Positions**, 4.b1 Activities by Subpopulation, 4.b2 Total LEA Student Enrollment by Demographic Subgroup, and 4.c1 Access to Select Staff.*

The US Department of Education indicates these data will be required beginning in FY23 for CARES, CRRSA, and ARP funding streams. If a district chooses to provide this information in FY21 or FY22, the data must pass reasonableness and validity checks before it can be loaded into the US Department of Education reporting system.

Does question 3.b10 just refer to full-time employees or should subs, part-time employees, building cleaning staff, etc. also be included?

If a district chooses to record data in this section, this section should include the full-time equivalent count of staff supported with ESSER funds. This will include full-time employees and the appropriate portion of subs, part-time, etc. in the categories named in this question.

This question asks for the total amount expended for staff and the count of staff in specific positions supported with ESSER funds. Should we only include full time codes such as 0110, 0111, 0112, 0130? We paid subs, we paid food service extra, we did ESS extra which were not positions. We also had summer school that was just extra pay to those staff that participate.

If a district chooses to record data in this section, include the total amount paid for the listed positions from all ESSER funding streams and report the FTE count in each of the specified categories. This will include full-time employees and the appropriate portion of subs, part-time, etc. in the categories named in this question.

If stipends were paid for extra duties in these categories, do we include the expenditure and how would those be reported as FTE positions?

If a district chooses to record data in this section, include the cost of stipends paid to the listed positions in the total amount paid. Also include the impact of the extra hours worked in the FTE position count.

Activities by Subpopulation

4.b1 How did this district use ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID-19 pandemic?
 (Note: Address ESSER I and ESSER II. In Kentucky there were no ARP ESSER reimbursements during this reporting time period). If this district provided an activity or support to all students and additional or supplemental services/activities targeted specific student groups, please answer yes to the activity "for all students" and select the student group for whom additional support/access was provided.)

Instructions

Check the box if your district provided the type of programs using ESSER funds and complete the required questions

For Methods 1, 2, 3, 4 and 5, indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in the activity:

Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Method 1. Evidence-based summer learning or summer enrichment programs

* Is this program available to all students?
 Yes No

* Indicate the number of students this program serves at full capacity

* Total unique headcount of students that participated in this activity

Student Profile	# Enrolled eligible students at district in subgroup	# Eligible students in subgroup participating
a. Students with one or more disabilities	<input type="text"/>	<input type="text"/>
b. Low-income students	<input type="text"/>	<input type="text"/>
c. English learners	<input type="text"/>	<input type="text"/>
d. Students in foster care	<input type="text"/>	<input type="text"/>
e. Migratory students	<input type="text"/>	<input type="text"/>
f. Students experiencing homelessness	<input type="text"/>	<input type="text"/>
g. American Indian/Alaska Native	<input type="text"/>	<input type="text"/>
h. Asian/Pacific Islander	<input type="text"/>	<input type="text"/>
i. Hispanic	<input type="text"/>	<input type="text"/>
j. Black, non-Hispanic	<input type="text"/>	<input type="text"/>
k. White, non-Hispanic	<input type="text"/>	<input type="text"/>
l. Other student subpopulation (Please specify): <input type="text"/>	<input type="text"/>	<input type="text"/>

➤ **Question 4.b1**

*Per guidance from the US Department of Education, **some report sections are optional for the FY21 and FY22 ESSER Annual Performance Reports.** Optional Sections are 3.b2 Use of Funds Detail for Prospective Reporting, available via a link in the GMAP application, 3.b10 Hiring and Retention of Specific Positions, **4.b1 Activities by Subpopulation**, 4.b2 Total LEA Student Enrollment by Demographic Subgroup, and 4.c1 Access to Select Staff.*

The US Department of Education indicates these data will be required beginning in FY23 for CARES, CRRSA, and ARP funding streams. If a district chooses to provide this information in FY21 or FY22, the data must pass reasonableness and validity checks before it can be loaded into the US Department of Education reporting system.

Under Activities by Subpopulations, there are two counts (students served at full capacity and unique headcount of students that participated) at the top of each of the Method sections. The Student Profile section also includes counts of enrolled eligible students and eligible students participating by subpopulations. Can a student be reported in more than one sub-population? For example, a student can be counted as a “Low-income students” and be counted in “White, non-Hispanic”?

If a district chooses to record data in this section, a student may be counted in multiple sub-populations.

FTE Positions

Please provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2020. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2020-21 school year.

Access to select staff, SY 2020-21 - Count FTE by Staff Type (to the nearest tenth)

School Name	Special educators and related service personnel, including paraprofessionals Use only ONE decimal place if entering partial FTE.	Bilingual educators or English as a second language educators Use only ONE decimal place if entering partial FTE.	School counselors, social workers, or school psychologists Use only ONE decimal place if entering partial FTE.	Nurse Use only ONE decimal place if entering partial FTE.
test 10001	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
test2 test2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
test4 test4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Add Row				

➤ Question 4.c1

*Per guidance from the US Department of Education, **some report sections are optional for the FY21 and FY22 ESSER Annual Performance Reports.** Optional Sections are 3.b2 Use of Funds Detail for Prospective Reporting, available via a link in the GMAP application, 3.b10 Hiring and Retention of Specific Positions, 4.b1 Activities by Subpopulation, 4.b2 Total LEA Student Enrollment by Demographic Subgroup, and **4.c1 Access to Select Staff.***

The US Department of Education indicates these data will be required beginning in FY23 for CARES, CRRSA, and ARP funding streams. If a district chooses to provide this information in FY21 or FY22, the data must pass reasonableness and validity checks before it can be loaded into the US Department of Education reporting system.

This section asks for counts "regardless of funding source". Does that include all positions and not just ESSER-funded positions? Are General Fund positions and positions funded with other grant funds included?

*If a district chooses to record data in this section, include all positions in each school in the requested categories without regard to the funding stream for the position. Note this information is requested as of September 30, **2020.***

Are the four columns at the top of the section for specific employee groups only.

If a district chooses to record data in this section, please report the full-time equivalent number of staff in the four categories by school.

Under FTE Positions, are these fields reflective of employees only or do we need to count contractors into this section as well?

If a district chooses to record data in this section and has contract staff that fall within the reporting categories, include the FTE equivalent of those staff.

* Full-time equivalent (FTE) positions on September 30, 2021

Provide the FTE information for September 30 of the most current year in each annual performance report.

➤ **Question 5**

Is the total at the bottom of this section to include ALL positions in the district or just the four categories listed in the top of the screen?

*Include all positions in the district, full-time and part-time, certified and classified, etc. Note this information is requested as of September 30, **2021**.*

Is the FTE total at the bottom of the for all employees in the district?

Yes.

FY21 GEER District Data Collection

1. How do I find the GEER Year Two Report in GMAP?

The GEER District Data Collection is in FY2021 in GMAP.

2. If all GEER funds were reimbursed before September 30, 2020 and reported on the FY20 (Year 1) report, do we have to do a Year 2 report?

If all GEER I funds were reimbursed by September 30, 2020, you will not have any reporting for the FY2021 GEER report.

3. When is the Year 2 GEER District Data Collection report due?

The update must be complete and approved by the District Superintendent by May 11, 2022