Introduction

ESSER Annual Report.

Welcome to the 2023 ESSER Annual Report Data Collection. This report covers funds drawn through Form 240 from March 13, 2021 – June 30, 2023. If you have any questions at all, please feel free to email us at esser@ksde.org and we will assist you.

Instructions:

When filling out this report, only report whole dollar amounts. Please note that the General Esser questions may not apply to interlocals.

Definitions - These definitions are provided for the purposes of this reporting activity.
ARP - American Rescue Plan Act of 2021
ARP ESSER - Elementary and Secondary School Emergency Relief fund authorized under section 2001 of the American Rescue Plan Act of 2021
Awarded- An SEA awards funds when it makes a subgrant to an LEA or, in the case of the SEA Reserve, when it enters into a subgrant or contract with a sub-recipient.
    CARES (ESSER I) - Coronavirus Aid, Relief, and Economic Security Act
    CRRSA (ESSER II) - Coronavirus Response and Relief Supplemental Appropriations
ESSER I- (CARES)-Elementary and Secondary School Emergency Relief fund authorized under Section 18003 of Division B of the Coronavirus Aid Relief, and Economic Security (CARES) Act
ESSER II- (CRRSA)-Elementary and Secondary School Emergency Relief fund authorized under Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
Evidence-based- The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to an 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").

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based.

Expended- The actual spending of money; an outlay. For purposes of this reporting, reimbursements that are made in the current reporting period that reimburse expenditures made prior to the start of the reporting period and on or after March 13, 2020, are considered "expenditures" for this reporting period.
Full-Service Community School- The term "full-service community school" means a public elementary school or secondary school that—participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and provides access to such services in school to

students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.

G5- U.S. Department of Education's grant management and payment system

LEA- Local Educational Agency

Planned Uses of Funds- Remaining funds that have been earmarked or budgeted for specific purposes are considered "Planned Uses" of Remaining Funds. The Department acknowledges these plans may change; please provide the State's most current information regarding budgeted or earmarked uses of remaining funds.

Qualified Educator - For the purposes of this document "qualified" means an educator has met all requirements to earn a state license or certification in the area they are assigned to teach (and does not include substitute or provisional license or certification).

Remaining Funds- The balance remaining after all expenditures through the end of the reporting period have been subtracted from the total award.

SEA- State Educational Agency

SEA Reserve funds- An SEA may reserve 10 percent or less of its ESSER I and II grants (the "SEA Reserve"), to address emergency needs as determined by the SEA resulting from COVID-19, which may be addressed through the use of subgrants or contracts, and up to ½ of 1 percent of its total ESSER I and II award for administrative costs, which must come from the SEA reserve. An SEA must reserve at least 7 percent of its ARP ESSER award for mandatory set-asides for evidence-based interventions, as described below, and up to 3 percent for emergency needs as determined by the SEA (the "SEA Reserve"). An SEA may also reserve up to ½ of 1 percent of its total ARP ESSER award for administrative costs, which must come from the 3 percent for emergency needs.

State– The 50 States, the District of Columbia, and the Commonwealth of Puerto Rico

Demographics

Q2.1. Name:

${e://Field/USD%20NAME}

Q2.2. ESSER Contact Name

Q2.3. District ESSER Contact E-mail

Q2.4. ESSER Phone Number

ESSER I SPED

Q3.1. ESSER I SPED

Q3.2. Total amount awarded for ESSER I SPED:

> $$\{e://Field/ESSER%20I%20SPED%20Allocated\}

Q3.3. What was the total amount expended for ESSER I SPED in the reporting period? (March 13, 2020 - September 30, 2020)

Q3.4. What was the total amount expended for ESSER I SPED in the reporting period? (October 1, 2020 - June 30, 2021)

Q3.5. What was the total amount expended for ESSER I SPED in the reporting period? (July 1, 2021- June 30, 2022)

Q3.6. What was the total amount expended for ESSER I SPED in the reporting period? (July 1, 2022- December 31, 2022)

Q3.7. The total amounts reported in the previous four questions don't equal your allocation. **Go back and fix this.**

> Total = $$\{e://Field/ESSER_I_SPED_Planned_Total\}

Q3.8. Did you use ESSER I SPED funds to provide any of the following? (Please check all that apply) (July 1, 2022- December 31, 2022)

	True	False
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	○	○

ESSER II SPED

Q4.1. ESSER II SPED

Q4.2. Total amount awarded for ESSER II SPED:

$$${e://Field/ESSER%20II%20SPED%20Allocation}

Q4.3. What was the total ESSER II SPED amount expended in the reporting period? (July 1, 2020 - June 30, 2021)

Q4.4. What was the total ESSER II SPED amount expended in the prior reporting period? (July 1, 2021 - June 30, 2022)

Q4.5. What was the total ESSER II SPED amount expended in the current reporting period? (July 1, 2022- June 30, 2023)

Q4.6. The total amounts reported in the previous three questions are over your allocation. **Go back and fix this.**

Total = $$${e://Field/ESSER_II_SPED_Planned_Total}

Q4.7. What are the planned uses of remaining ESSER II SPED funds? Categories must sum to 100%.

Addressing Physical Health and Safety	0	%
Meeting Students' Academic, Social, Emotional and Other Needs (Excluding Mental Health Supports)	0	%
Mental Health Supports and Stafff	0	%
Operational Continuity and Other Uses	0	%
Not Yet Planned For Specific Use	0	%
Total	0	%

Q4.8. Did you use ESSER II SPED funds to provide any of the following?
(Please check all that apply) (July 1, 2022- June 30, 2023)

	True	False
Addressing Physical Health and Safety	O	O
Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	O	O
Mental Health Supports for Students and Staff	O	O
Operational Continuity and Other Uses	O	O

General ESSER Questions

Q5.1. General ESSER Questions

Q5.2. Did you use ESSER funds (ESSER I SPED or ESSER II SPED) for the following for the current reporting period? (Select all that apply) (July 1, 2022- June 30, 2023)

	True	False
Promoting Vaccination	O	O
Consistent and Correct Mask Use	O	O
Physical Distancing	O	O
Screening testing to promptly identify cases, clusters, and outbreaks	O	O
Ventilation	O	O
Handwashing and respiratory etiquette	O	O
Staying home when sick and getting tested	O	O
Contact tracing	O	O
Cleaning and disinfection	O	O

Q5.3. Did you use ESSER funds (ESSER I SPED or ESSER II SPED) to provide home internet access for any students in the current reporting period? (July 1, 2022- June 30, 2023)

- O True
- O False

Q5.4. If yes, what type of home internet services were provided by the district using ESSER funds (ESSER I SPED or ESSER II SPED) in the current reporting period? (Check all that apply) (July 1, 2022- June 30, 2023)

	True	False
Mobile hotspots with paid data plans	O	O
Internet-connected devices with paid data plans	O	O
District pays for the cost of the home internet subscription for students	O	O
The district provides home internet access through a district-managed wireless network	O	O
Other (please describe)		

Q5.5. Did you seek to reengage students with poor attendance or participation? Please answer regardless of whether ESSER funds (ESSER I SPED or ESSER II SPED) were used for this purpose. (July 1, 2022- June 30, 2023)

- O   True
- O   False

Q5.6. Did you seek to reengage students with poor attendance or participation? Please answer regardless of whether ESSER funds were used for this purpose. This includes state, local, or ESSER funds (ESSER I SPED or ESSER II SPED). (Check all that apply) (July 1, 2022- June 30, 2023)

	True	False
District outreach to families	O	O
Engaging the school district homeless liaison	O	O
Partnering with community-based organizations	O	O
Offering home internet service and/or devices	O	O
Implementing new curricular strategies to improve student engagement	O	O
Offering credit recovery and/or acceleration strategies	O	O
Other (please describe)		

Q5.7. What was the **total dollar amount** of ESSER (ESSER I SPED or ESSER II SPED) expended for 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)? (July 1, 2022- June 30, 2023)

Q5.8. Please provide the total **number of specific positions** paid for with ESSER funds (ESSER I SPED or ESSER II SPED) for each category. **This would be a headcount, not FTE.** (July 1, 2022- June 30, 2023)

Special educators and related service personnel	0
Paraprofessionals	0
Bilingual or English as a second language educators	0
School Counselors, school psychologists and/or social workers	0
Nurses	0
Short term contractors	0
Classroom educators (not covered by previous categories)	0
Support personnel (not covered by previous categories)	0
Administrative staff (not covered by previous categories)	0

Q5.9. Did you allocate some portion of ESSER funds (ESSER I SPED or ESSER II SPED) to schools in this reporting period? (July 1, 2022 - June 30, 2023)

○ True
○ False

Q5.10. Indicate whether the below criteria were used to allocate ESSER funds (ESSER I SPED or ESSER II SPED) to schools. Example: Providing funds to principals or other school leaders to address their individual building needs. This could be determined by a flat amount, per pupil, stakeholder input, or addressing a specific need. (Check all that apply) (July 1, 2022- June 30, 2023)

	True	False
Flat amount per school or per pupil	○	○
Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners	○	○
Number or proportion of students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low- income background	○	○
Measure(s) of lost instructional time ("learning loss")	○	○
Stakeholder or community input	○	○
Title I status	○	○
Other data (please specify)		

Q5.13. Provide the number of **FTE** positions on September 30th, 2023.

The number of FTE positions includes **all staff** regardless of whether the position is funded by Federal, State, local or other funds-and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.

Q5.14. Were ESSER funds used to support Evidence-Based summer learning or summer enrichment programs? (July 1, 2022- June 30, 2023)

○ True
○ False

Q5.15. Was the Evidence-Based summer learning or summer enrichment program available to all students?

○ True
○ False

Q5.16. Indicate the **total number** of students that the Evidence-Based summer learning or summer enrichment program serves at full capacity.

Q5.18. Provide the number of students from each identified group who were eligible for the method/intervention, and how many of those students participated. Students may be counted in multiple rows. (July 1, 2022- June 30, 2023)

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

	Evidence-based summer learning or summer enrichment program	Evidence-based summer learning or summer enrichment program
	Eligible	Participated
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 Islanders		
White		
Two or more races		
Other student subpopulation (Specify)		

Q5.19. Were ESSER funds used to support Evidence-Based afterschool programs? (July 1, 2022- June 30, 2023)

○ True

○ False

Q5.20. Was the Evidence-Based afterschool program available to all students?

○ True

○ False

Q5.21. Indicate the total number of students the Evidence-Based afterschool program serves at full capacity.

[   ]

Q5.22. What was the **total unique headcount** of students who participated in the Evidence-Based afterschool program? (July 1, 2022- June 30, 2023)

[   ]

Q5.23. Provide the number of students from each identified group who were eligible for the method/intervention, and how many of those students participated. (July 1, 2022- June 30, 2023)

	Evidence-based afterschool programs Eligible	Evidence-based afterschool programs Participated
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 Islanders	[ ]	[ ]
White	[ ]	[ ]
Two or more races	[ ]	[ ]
Other student subpopulation (Specify)	[ ]	[ ]

Q5.24. Were ESSER funds used for extended instructional time (including extended school day or school week or school year)? (July 1, 2022- June 30, 2023)

○ True

○ False

Q5.25. Is extended instructional time in place at all schools within the LEA?

○ True

○ False

Q5.26. Indicate the unique headcount of students enrolled in schools within the LEA with mandatory extended instructional time. (July 1, 2022- June 30, 2023)

Q5.27. Provide the number of students from each identified group who were eligible for the method/intervention and how many of those students participated. (July 1, 2022- June 30, 2023)

	Evidence-based afterschool programs Eligible	Evidence-based afterschool programs Participated
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 Islanders		
White		
Two or more races		
Other student subpopulation (Specify)		

Q5.28. Were ESSER funds used to support evidence-based high dosage tutoring? (July 1, 2022- June 30, 2023)

○ True

○ False

Q5.29. Was the evidence-based high dosage tutoring available to all students?

    ○ True

    ○ False

Q5.30. Indicate the total number of students the evidence-based high dosage tutoring serves at full capacity.

[   ]

Q5.31. What was the total unique headcount of students who participated in the evidence-based high dosage tutoring? (July 1, 2022- June 30, 2023)

[   ]

Q5.32. Provide the number of students from each identified group who were eligible for the method/intervention and how many of those students participated. (July 1, 2022- June 30, 2023)

	Evidence based high dosage tutoring Eligible	Evidence based high dosage tutoring Participated
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 Islanders	[ ]	[ ]
White	[ ]	[ ]
Two or more races	[ ]	[ ]
Other student subpopulation (Specify)	[ ]	[ ]

Q5.33. Were ESSER funds used to support early childhood education program expansion or enhancement? (July 1, 2022- June 30, 2023)

    ○ True

    ○ False

Q5.34. Did this LEA expand its early childhood program?

    ○ True

    ○ False

Q5.35. Did this LEA enhance its early childhood program?

    ○ True

    ○ False

Q5.36. How many additional students or slots in the early childhood education program were funded with ESSER in the most recent school year? Include students or slots that were fully and partially funded with ESSER funds.

Q5.37. What was the total unique headcount of students enrolled in an early childhood education program within the LEA? (July 1, 2022- June 30, 2023)

Q5.38. Provide the number of students from each identified group who were eligible for the method/intervention and how many of those students participated. (July 1, 2022- June 30, 2023)

	Early childhood education program or expansion	Early childhood education program or expansion
	Eligible	Participated
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 Islanders		
White		
Two or more races		
Other student subpopulation (Specify)		

Q5.39. Were ESSER funds used for purchasing educational technology? (July 1, 2022- June 30, 2023)

○ True

○ False

Q5.40. Was educational technology purchased for all students?

○ True

○ False

Q5.41. Indicate the number of students for whom educational technology was purchased.

Q5.42. Provide the number of students from each identified group that received or were directly supported by the educational technology. (July 1, 2022- June 30, 2023)

	Purchasing educational technology Eligible	Purchasing educational technology Participated
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 Islanders		
White		
Two or more races		
Other student subpopulation (Specify)		

Q5.43. Did you use ESSER funds for a full-service community school? (July 1, 2022- June 30, 2023)

○ True
○ False

Q5.44. How many new or additional full-service community schools were launched using ESSER funds in this LEA?

Q5.45. How many current full-service community schools received additional services and/or support using ESSER funds?

Q5.46. What is the total enrollment in full-service community schools supported with ESSER funds within this LEA? (July 1, 2022- June 30, 2023)

Staff FTE

Q6.1. Count FTE by Staff Type

Complete the following rows for each school in your district. For example, if one full-time nurse is shared equally by five schools within the 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 2022-23 school year. Data must be entered to one decimal place.

	School Name	FTE 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
1					
2					
3					
4					
5					
6					
7					
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33					
34					

	School Name	FTE 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
35					
36					
37					
38					
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81					
82					
83					

	School Name	FTE			
		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
84					
85					
86					
87					
88					
89					
90					
91					
92					
93					
94					
95					
96					
97					
98					
99					
100					

Q6.2. Do you need additional lines?

- ○ True
- ○ False

Q6.3. Count FTE by Staff

Type Complete the following rows for each school in your district. For example, if one full-time nurse is shared equally by five schools within the LEA, allocate 0.2 FTE to each school served. these data will be merged with school membership data to calculate staff-to-student rations for the 2022-23 school year.

	School Name	FTE			
		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
101					
102					
103					
104					
105					
106					
107					
108					
109					
110					
111					
112					
113					
114					

	School Name	FTE 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
115					
116					
117					
118					
119					
120					
121					
122					
123					
124					
125					

Submit

Q7.1. This is the end of the survey. If there are any changes to be made please go back and update the changes now. **Once you hit submit response you will see all of your answers, but you will not be able to make changes.** You can click the link to download PDF and save a copy for your records. Please see the picture below.

We thank you for your time spent taking this survey.

Your response has been recorded.

Below is a summary of your responses	**Download PDF**

Remember to download the PDF.

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).