

Appendix A- ESSER Annual Report –Definitions

General Definitions	
State Education Association (SEA)	NDDPI
Local Education Association (LEA)	Public School District
Allocation	Amount of funds awarded
Expenditure	Claims reimbursed through WebGrants with a Paid Date that falls during the current reporting period.
Mandatory District Grants	Mandatory grants allocated to all Title I qualified districts from ESSER I, II, and ARP (ESSER III) funds.
State Discretionary Grants	Additional grants awarded to districts based on state priority funds and competitive grant opportunities. For example: Default grants provided to Title I non-eligible districts from ESSER I, ESSER II, and ARP (ESSER III) funds. Also ChoiceReady, Food Service Innovation, and other grants awarded through application processes from ESSER I, ESSER II, and ARP (ESSER III)
ESSER I – Discretionary Grants Include-	NDDPI Standard ESSER Grant to non-eligible Title I school districts, Early Childhood Special Education Grants, Special Education Standard Grants
ESSER II – Discretionary Grants Include-	NDDPI Standard ESSER Grant to non-eligible Title I school districts, Adult Ed-Integrated Education and Training (IET) Competitive Grant, 21st CCLC, School Board Training-2022, EmpowerU, Emotional Intelligence, Food Service Innovation, LEA Family Engagement, NDPCBL Scale-2023, Teacher Innovation Grant 2022 Q2
ESSER III – Discretionary Grants Include-	NDDPI Standard ESSER Grant to non-eligible Title I school districts, North Dakota Systemwide Literacy Improvement, Academic Summer Enrichment Camp Grant, Teacher Innovation Grant Round 1- 6, Out of School Time Grants
Planned Use 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 most current information regarding budgeted or earmarked uses of remaining funds.
Mental Health Supports	Services provided by licensed mental health professionals
Social-emotional Support	Supports and supplies provided to students through any means that are not, licensed mental health professionals
Staff Categories (Survey Pages 28- 30)	
Special educators and related service personnel	Special education teachers, paraprofessionals, and personnel employed and contracted to provide related services for children with disabilities including but not limited to Audiologists, Speech-language pathologists, Interpreters, Psychologists, and Social workers.
Paraprofessionals	Staff members assigned to assist a teacher with routine activities associated with teaching, i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment and clerking.
Bilingual or English as a second language educators	Teachers that provide ESL instruction or bilingual education. Other non-teaching positions should not be included in this count.

School counselors, school psychologists and/or social workers	School counselors are defined as professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students’ abilities and assisting students in career and personal development. School psychologists are defined as Professional staff member who provides direct and indirect support, including prevention and intervention, to evaluate and address student’s intellectual development, academic success, social-emotional learning, and mental and behavioral health.
Nurses	Staff that are credentialed to provide nursing services. For example, registered nurses (RNs), licensed practical nurses (LPNs), and certified nursing assistants (CNAs) should be considered “Nurses”.
Short term contractors	Any non-permanent staff with a limited and specified employment duration. Examples of short-term contractors may include but are not limited to cleaning personnel contracted to disinfect schools during a school year that are not permanent employees of the LEA and mental health personnel contracted to provide services during a summer break that are not permanent employees of the LEA.
Classroom educators, not covered by previous categories	Teachers or other staff that provide classroom instruction that are not covered by previous categories.
Support personnel, not covered by previous categories	All other support staff not reported in instructional or student support including but not limited to plant and equipment maintenance, bus drivers, security, and food service workers.
Administrative staff, not covered by previous categories	Staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff; staff implementing software solutions and staff providing hardware and software maintenance and data user support.

Student Subpopulations (Survey Page 31 – 38)

Students with one or more disabilities	Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan
English learners	In coordination with the state’s definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term ‘English learner’, when used with respect to an individual, means an individual – (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

	<p>(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or</p> <p>(iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and</p> <p>(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)³</p> <p>(i) the ability to meet the challenging State academic standards;</p> <p>(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or</p> <p>(iii) the opportunity to participate fully in society.</p>
Migratory students	<p>According to sections 1115(c)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2), 1115(b), and 1309(2) of the statute and 200.103(a) of the regulations, a child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:</p> <ol style="list-style-type: none"> 1. The child is not older than 21 years of age; and 2. The child is entitled to a free public education (through grade 12) under State law or the child is not yet at a grade level at which the LEA provides a free public education; and 3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and 4. With regard to the qualifying move identified in paragraph 3 above, the child moved due to economic necessity from one residence to another residence, and: <ol style="list-style-type: none"> a. From one school district to another; or b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.
Students in foster care	<p>"Foster care" means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV–E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and proadaptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.</p>
Methods/Interventions (Survey Pages 32 – 38)	
Evidence-based summer learning or summer enrichment programs	Evidence-based interventions 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). If the program occurs during summer months, report the associated data under “summer learning or summer enrichment programs” instead.
Extended instructional time	Use of 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 in 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 3 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.
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.
Educational technology	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.