**Education Stabilization Fund- Elementary and Secondary School Emergency Relief Fund**

 **(ESSER I/ESSER II/ARP ESSER) Recipient Data Collection Form**

## **ESSER Reporting Form**

State ID:\_\_\_ stateCode\_\_\_

State Educational Agency: \_\_\_\_\_<auto fill from G5>\_stateEducationalAgency\_\_\_\_\_\_\_\_\_\_\_\_

ESSER I PR/Award number: \_\_\_\_\_<auto fill from G5>\_\_esser1AwardNumber\_\_\_\_\_\_\_\_\_\_\_

ESSER II PR/Award number: \_\_\_\_\_<auto fill from G5>\_\_esser2AwardNumber\_\_\_\_\_\_\_\_\_\_\_

ARP ESSER PR/Award number:\_\_\_\_\_<auto fill from G5>\_\_esser3AwardNumber\_\_\_\_\_\_\_\_\_\_

State Director: \_<auto fill from G5>\_stateDirectorName\_\_\_\_\_\_\_\_\_

Position: \_<auto fill from G5>\_\_stateDirectorPosition\_\_\_\_\_\_\_\_(editable)

Office: \_<auto fill from G5>\_stateDirectorOffice\_\_\_\_\_\_\_\_\_(editable)

Mailing Address: \_<auto fill from G5>\_stateDirectorMailingAddress\_\_\_\_\_\_\_\_\_(editable)

Telephone: \_<auto fill from G5>\_stateDirectorTelephone\_\_\_\_\_\_\_\_\_(editable)

Email address: \_<auto fill from G5>\_\_stateDirectorEmailAddress\_\_\_\_\_\_\_\_

## **Instructions**: *States that received Elementary and Secondary School Emergency Relief funds under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (ESSER I), the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (ESSER II), or the American Rescue Plan Act (ARP ESSER) should fill out this form. To fulfill the annual ESSER fund reporting requirements, answer all questions based on the reporting period shown in the Annual Reporting table below.*

# 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 subrecipient.

**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

Reporting Periods

Annual Reporting:  This report should be completed based on activities in each State’s Fiscal Year 202X for ESSER I, ESSER II and ARP ESSER, respectively.

**ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act**

|  |  |
| --- | --- |
| **Annual Report**   | **Applicable Reporting Period**   |
| Year 4 Annual Report | State Fiscal Year 2023  |
| Year 5 Annual Report | State Fiscal Year 2024\* |

**ESSER II under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act**

|  |  |
| --- | --- |
| **Annual Report**   | **Applicable Reporting Period**   |
| Year 3 Annual Report |  State Fiscal Year 2023   |
| Year 4 Annual Report | State Fiscal Year 2024  |
| Year 5 Annual Report | State Fiscal Year 2025\*  |

**ARP ESSER under the American Rescue Plan (ARP) Act**

|  |  |
| --- | --- |
| **Annual Report**   | **Applicable Reporting Period**   |
| Year 3 Annual Report |  State Fiscal Year 2023   |
| Year 4 Annual Report | State Fiscal Year 2024  |
| Year 5 Annual Report | State Fiscal Year 2025\* |

\*Note: Annual performance reports are required until all funds have been liquidated. Given the variation in State Fiscal Year closes and the rate at which States and subgrantees expend funds, some States may be required to submit an additional annual report(s) to cover activities that occur between the close of State Fiscal Year 2024 and the end of the respective grant period for ESSER I, ESSER II and/or ARP ESSER.

# Section 1- State Fiscal Year

**1.1** Enter the **close** of the SEA’s State fiscal year in MM/DD format: \_esserFiscalEndMonth; esserFiscalEndDay\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Annual Report**   | **Applicable Reporting Period**   |
| CARES Year 4 Annual Report   | <auto-calculate>, 2022 - <auto-fill>, 2023 |
| CRRSA Year 3 Annual Report  | <auto-calculate>, 2022 - <auto-fill>, 2023 |
| ARP Year 3 Annual Report | <auto-calculate>, 2022 - <auto-fill>, 2023 |

# Section 2- Overall ESSER Fund Grants for SEA

## **2.1 Total SEA Grant**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ESSER I (CARES Act)** | **ESSER II (CRRSAA)** | **ARP ESSER** |
| a. The total grant amount **allocated** to the State Educational Agency (SEA) | <auto-fill from G5>esser1GrantAmountAllocated | <auto-fill from G5>esser2GrantAmountAllocated | <auto-fill from G5>esser3GrantAmountAllocated |
| b. The total amount of the grant **expended** by the SEA and all State subrecipients in the **prior reporting periods.**  | esser1GrantAmountExpendedPrior | esser2GrantAmountExpendedPrior | esser3GrantAmountExpendedPrior |
| c. The total amount of the grant **expended** by the SEA and all State subrecipients in **this reporting period**. | esser1GrantAmountExpendedCurrent | esser2GrantAmountExpendedCurrent | esser3GrantAmountExpendedCurrent |
| d. The total amount of **remaining grant funds** *Subtract all expenditures (rows b and c) from the total grant amount (row a).* | <auto-fill from G5>-(b1+c1)esser1GrantAmountRemaining | <auto-fill from G5>-(b2+c2)esser2GrantAmountRemaining | <auto-fill from G5>-(b3+c3)esser3GrantAmountRemaining |
| e. Amount of remaining funds planned for specific purpose (see definition of planned uses of remaining funds) | esser1GrantAmountRemainingPlanned | esser2GrantAmountRemainingPlanned | esser3GrantAmountRemainingPlanned |

# Sub-Section 2- ESSER SEA Reserve

## **2.2a SEA Reserve**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ESSER I (CARES Act)** | **ESSER II (CRRSAA)** | **ARP ESSER** |
| a. The total amount **reserved** by the SEA (*This value may not exceed 10% of the value reported in Section 2.1a for the associated fund)*  | *This value may not exceed 10% of the value reported in Section 2.1a for ESSER I*esser1SeaReserveTotal | *This value may not exceed 10% of the value reported in Section 2.1a for ESSER II*esser2SeaReserveTotal | *This value may not exceed 10%, and must not be less than 7%, of the value reported in Section 2.1a for ARP ESSER*esser3SeaReserveTotal |
| b. The total amount the SEA **reserved** for implementation of evidence-based interventions aimed specifically at addressing learning loss, such as summer learning, extended day, comprehensive afterschool programs, or extended year programs |  |  | *This value must be at least 5% of the value reported in Section 2.1a for ARP ESSER*esser3SeaReserveLostInstructionalTimeTotal |
| c. The total amount **reserved** for the allocation of evidence-based summer enrichment programs |  |  | *This value must be at least 1% of the value reported in Section 2.1a for ARP ESSER and in addition to any amount reported in 1.2b for summer enrichment programs*esser3SeaReserveSummerEnrichmentTotal |
| d. The total amount **reserved** for the allocation of evidence-based comprehensive afterschool programs |  |  | *This value must be at least 1% of the value reported in Section 2.1a for ARP ESSER and in addition to any amount reported in 1.2b for comprehensive afterschool programs*esser3SeaReserveAfterschoolTotal |
| e. The total amount the SEA **reserved** for administrative costs  | *(This value may not exceed ½ of 1% of the value reported in Section 2.1a for ESSER I)*esser1SeaReserveAdminTotal | *(This value may not exceed ½ of 1% of the value reported in Section 2.1a for ESSER II)*esser2SeaReserveAdminTotal | *(This value may not exceed 1/2 of 1% of the value reported in Section 2.1a for ARP ESSER)*esser3SeaReserveAdminTotal |
| f. The total amount the SEA **reserved** for emergency needs | *(This value may not exceed 10% of the value reported in Section 2.1a for ESSER I)*esser1SeaReserveEmergencyTotal | *(This value may not exceed 10% of the value reported in Section 2.1a for ESSER II)*esser2SeaReserveEmergencyTotal | *(This value may not exceed 3% of the value reported in Section 2.1a for ARP ESSER and should include the amount reserved for administrative costs reported in row e)*esser3SeaReserveEmergencyTotal |

**2.2b SEA Expenditures of SEA Reserve**

Excluding SEA Reserve Awards made to subgrantees, did the SEA expend any ESSER funds directly from its SEA Reserve? Y/N anyEsserASeaReserveDirectExpenditures

<*skip logic; If Y, then*>

Indicate the total ***expended directly***by the SEA of SEA Reserve funds in the table below. If the SEA did not directly expend funds in a given category, enter “$0” in that cell.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ESSER I (CARES Act)** | **ESSER II (CRRSAA)** | **ARP ESSER** |
| **Learning Loss Activities****Set-Aside** | **Summer Enrichment Set-Aside** | **Afterschool Programs Set-Aside** | **Emergency Needs and/or Administrative Costs** |
|  The total amount of SEA Reserve the SEA expended directly in the current reporting period | esser1SeaDirectExpendCurrent | esser2SeaDirectExpendCurrent | esser3SeaDirectExpendLostTimeCurrent | esser3SeaDirectExpendSummerCurrent | esser3SeaDirectExpendAfterschoolCurrent | esser3SeaDirectExpendEmergencyCurrent |

**2.2c**. Please describe the specific initiatives and services provided by the SEA using the ARP ESSER SEA Reserve funds during the applicable reporting period.

|  |  |  |  |
| --- | --- | --- | --- |
|  *(3,000 character limit)*  |  |  |  |
| esser3InitiativesAndServicesDescription |  |  |  |
|  |  |  |  |
|  |  |  |  |

## SEA Interventions and Participation

**2.2d SEA Interventions to Address Learning Loss**

Did the SEA directly administer any activities or interventions to address learning loss and/or meet the needs of students disproportionately impacted by the COVID-19 pandemic? Y/N

<*skip logic; If Y, then*> anyEsserASeaDirectActivitiesLearningLoss

**2.2e SEA Interventions and Participation (Skip this question if the response to 2.2d is N).**
How did this SEA use ESSER (ESSER I, ESSER II and/or ARP ESSER SEA Reserve funds) to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID-19 pandemic? Mark Y/N to each activity below; if an activity was offered by the SEA, provide the number of eligible students in the State and the number of students that participated.

|  |  |
| --- | --- |
| **Methods/InterventionY/N** | **(If Yes, then) Capacity and Participation** |
| 1. Evidence-based summer learning or summer enrichment programs

isEsserASeaIntSummer  | Is this program available to all enrolled students? Y/N isEsserASeaIntSummerAllStudentsIf no, indicate the number of students this program serves at full capacity: \_\_esserASeaIntSummerCapacity\_\_Total ***unique*** headcount of students that participated in this activity: \_esserASeaIntSummerUnique\_\_\_\_\_\_\_\_\_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 this 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. |
| **Student Profile***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible students in subgroup** | **# Eligible students in subgroup participating** |
| 1. Students with one or more disabilities
 | esserASeaIntSummerEligibleSwd | esserASeaIntSummerParticipatingSwd |
| 1. Low-income students
 | esserASeaIntSummerEligibleLi | esserASeaIntSummerParticipatingLi |
| 1. English learners
 | esserASeaIntSummerEligibleEll | esserASeaIntSummerParticipatingEll |
| 1. Students in foster care
 | esserASeaIntSummerEligibleFcs | esserASeaIntSummerParticipatingFcs |
| 1. Migratory students
 | esserASeaIntSummerEligibleMig | esserASeaIntSummerParticipatingMig |
| 1. Students experiencing homelessness
 | esserASeaIntSummerEligibleHmls | esserASeaIntSummerParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserASeaIntSummerEligibleAian | esserASeaIntSummerParticipatingAian |
| 1. Asian
 | esserASeaIntSummerEligibleAs | esserASeaIntSummerParticipatingAs |
| 1. Black or African American
 | esserASeaIntSummerEligibleBl | esserASeaIntSummerParticipatingBl |
| 1. Hispanic/Latino
 | esserASeaIntSummerEligibleHis | esserASeaIntSummerParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserASeaIntSummerEligibleNhPi | esserASeaIntSummerParticipatingNhPi |
| 1. White
 | esserASeaIntSummerEligibleWh | esserASeaIntSummerParticipatingWh |
| 1. Two or more races
 | esserASeaIntSummerEligibleTmr | esserASeaIntSummerParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_esserASeaIntSummerOtherDescription\_
 | esserASeaIntSummerEligibleOther | esserASeaIntSummerParticipatingOther |
| 1. Evidence-based afterschool programs

isEsserASeaIntAftSch  | Is this program available to all students? Y/N isEsserASeaIntAftSchAllStudentsIf no, indicate the number of students this program serves at full capacity: \_esserASeaIntAftSchCapacity\_\_\_\_Total ***unique*** headcount of students that participated in this activity: \_esserASeaIntAftSchUnique\_\_\_\_\_\_\_\_\_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 this 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. |
| **Student Profile***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible Students in subgroup** | **# Eligible students in subgroup participating** |
| 1. Students with one or more disabilities
 | esserASeaIntAftSchEligibleSwd | esserASeaIntAftSchParticipatingSwd |
| 1. Low-income students
 | esserASeaIntAftSchEligibleLi | esserASeaIntAftSchParticipatingLi |
| 1. English learners
 | esserASeaIntAftSchEligibleEll | esserASeaIntAftSchParticipatingEll |
| 1. Students in foster care
 | esserASeaIntAftSchEligibleFcs | esserASeaIntAftSchParticipatingFcs |
| 1. Migratory students
 | esserASeaIntAftSchEligibleMig | esserASeaIntAftSchParticipatingMig |
| 1. Students experiencing homelessness
 | esserASeaIntAftSchEligibleHmls | esserASeaIntAftSchParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserASeaIntAftSchEligibleAian | esserASeaIntAftSchParticipatingAian |
| 1. Asian
 | esserASeaIntAftSchEligibleAs | esserASeaIntAftSchParticipatingAs |
| 1. Black or African American
 | esserASeaIntAftSchEligibleBl | esserASeaIntAftSchParticipatingBl |
| 1. Hispanic/Latino
 | esserASeaIntAftSchEligibleHis | esserASeaIntAftSchParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserASeaIntAftSchEligibleNhPi | esserASeaIntAftSchParticipatingNhPi |
| 1. White
 | esserASeaIntAftSchEligibleWh | esserASeaIntAftSchParticipatingWh |
| 1. Two or more races
 | esserASeaIntAftSchEligibleTmr | esserASeaIntAftSchParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_esserASeaIntAftSchOtherDescription\_
 | esserASeaIntAftSchEligibleOther | esserASeaIntAftSchParticipatingOther |
| 1. Extended Instructional Time (including extended school day or school week or school year)

isEsserASeaIntExtended | Is extended instructional time in place at all schools within the State? Y/N isEsserASeaIntExtendedAllStudents<skip logic; if yes, skip to item d, evidence-based high-dosage tutoring>If no, indicate the unique headcount of students enrolled in schools within the State with mandatory extended instructional time: \_esserASeaIntExtendedUnique\_\_\_\_\_\_\_\_\_Indicate the number students from each student group enrolled in schools with extended instructional time: |
| **Student Profile***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Students Enrolled in Schools with (Mandatory) Extended Instructional Time** |
| 1. Students with one or more disabilities
 | esserASeaIntExtendedParticipatingSwd |
| 1. Low-income students
 | esserASeaIntExtendedParticipatingLi |
| 1. English learners
 | esserASeaIntExtendedParticipatingEll |
| 1. Students in foster care
 | esserASeaIntExtendedParticipatingFcs |
| 1. Migratory students
 | esserASeaIntExtendedParticipatingMig |
| 1. Students experiencing homelessness
 | esserASeaIntExtendedParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserASeaIntExtendedParticipatingAian |
| 1. Asian
 | esserASeaIntExtendedParticipatingAs |
| 1. Black or African American
 | esserASeaIntExtendedParticipatingBl |
| 1. Hispanic/Latino
 | esserASeaIntExtendedParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserASeaIntExtendedParticipatingNhPi |
| 1. White
 | esserASeaIntExtendedParticipatingWh |
| 1. Two or more races
 | esserASeaIntExtendedParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_esserASeaIntExtendedOtherDescription\_
 | esserASeaIntExtendedParticipatingOther |
| 1. Evidence-based high dosage tutoring

isEsserASeaIntTutoring | Is this program available to all students? Y/N isEsserASeaIntTutoringAllStudentsIf no, indicate the number of students this program serves at full capacity: \_\_esserASeaIntTutoringCapacity\_\_\_\_\_\_\_\_Total ***unique*** headcount of students that participated in this activity: \_esserASeaIntTutoringUnique\_\_\_\_\_\_\_\_\_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 this 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. |
| **Student Profile***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible Students in subgroup** | **# Eligible students in subgroup participating** |
| 1. Students with one or more disabilities
 | esserASeaIntTutoringEligibleSwd | esserASeaIntTutoringParticipatingSwd |
| 1. Low-income students
 | esserASeaIntTutoringEligibleLi | esserASeaIntTutoringParticipatingLi |
| 1. English learners
 | esserASeaIntTutoringEligibleEll | esserASeaIntTutoringParticipatingEll |
| 1. Students in foster care
 | esserASeaIntTutoringEligibleFcs | esserASeaIntTutoringParticipatingFcs |
| 1. Migratory students
 | esserASeaIntTutoringEligibleMig | esserASeaIntTutoringParticipatingMig |
| 1. Students experiencing homelessness
 | esserASeaIntTutoringEligibleHmls | esserASeaIntTutoringParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserASeaIntTutoringEligibleAian | esserASeaIntTutoringParticipatingAian |
| 1. Asian
 | esserASeaIntTutoringEligibleAs | esserASeaIntTutoringParticipatingAs |
| 1. Black or African American
 | esserASeaIntTutoringEligibleBl | esserASeaIntTutoringParticipatingBl |
| 1. Hispanic/Latino
 | esserASeaIntTutoringEligibleHis | esserASeaIntTutoringParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserASeaIntTutoringEligibleNhPi | esserASeaIntTutoringParticipatingNhPi |
| 1. White
 | esserASeaIntTutoringEligibleWh | esserASeaIntTutoringParticipatingWh |
| 1. Two or more races
 | esserASeaIntTutoringEligibleTmr | esserASeaIntTutoringParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_esserASeaIntTutoringOtherDescription\_
 | esserASeaIntTutoringEligibleOther | esserASeaIntTutoringParticipatingOther |
| 1. Early childhood education program expansion or enhancement

isEsserASeaIntEce | Did this SEA expand or enhance its early childhood program? Mark Y/N to each below. 1. Expand Y/N isEsserASeaIntEceExpand
2. Enhance Y/N isEsserASeaIntEceEnhance

<Skip logic: if “Expand”=Y, then:> How many *additional* students or slots were funded with ESSER I, ESSER II or ARP ESSER in the most recent school year? Please include students or slots that were fully and partially funded with ESSER I, ESSER II, or ARP ESSER funds.\_ esserASeaIntEceExpandCount\_\_\_\_\_\_\_\_Total ***unique*** headcount of students enrolled in an early childhood education program within the State: esserASeaIntEceUnique Indicate the number of students from each student group enrolled in an early childhood education program within the State below. |
| **Student Profile***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled Students in subgroup** |
| 1. Students with one or more disabilities
 | esserASeaIntEceParticipatingSwd |
| 1. Low-income students
 | esserASeaIntEceParticipatingLi |
| 1. English learners
 | esserASeaIntEceParticipatingEll |
| 1. Students in foster care
 | esserASeaIntEceParticipatingFcs |
| 1. Migratory students
 | esserASeaIntEceParticipatingMig |
| 1. Students experiencing homelessness
 | esserASeaIntEceParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserASeaIntEceParticipatingAian |
| 1. Asian
 | esserASeaIntEceParticipatingAs |
| 1. Black or African American
 | esserASeaIntEceParticipatingBl |
| 1. Hispanic/Latino
 | esserASeaIntEceParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserASeaIntEceParticipatingNhPi |
| 1. White
 | esserASeaIntEceParticipatingWh |
| 1. Two or more races
 | esserASeaIntEceParticipatingTmr |
| 1. Other student subpopulation (Please specify): esserASeaIntEceOtherDescription
 | esserASeaIntEceParticipatingOther |
| 1. Full-Service Community Schools

isEsserASeaIntCommunitySchools | How many new or additional full-service community schools were launched using these funds in this State? \_esserASeaIntCommunitySchoolsNew\_How many current full-service community schools received additional services and/or support using these funds? \_esserASeaIntCommunitySchoolsCurrent\_What is the total enrollment in full-service community schools supported with ESSER funds within this State? \_esserASeaIntCommunitySchoolsEnrollment\_ |
| 1. Purchasing educational technology

isEsserASeaIntEdTech | Was educational technology purchased for all students? Y/N isEsserASeaIntEdTechAllStudents<skip logic; if yes, no additional questions about educational technology purchased by the SEA are required>If no, indicate the number of students for whom educational technology was purchased \_ esserASeaIntEdTechUnique\_Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that ***received or were directly supported by*** the educational technology:***Eligible*** refers to students within the student group who meet eligibility criteria for the educational technology, such as belonging to the appropriate grade and/or having a specific need for the educational technology. |
| **Student Profile***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible Students in subgroup** | **# Eligible students in subgroup receiving or supported by the education technology** |
| 1. Students with one or more disabilities
 | esserASeaIntEdTechEligibleSwd | esserASeaIntEdTechParticipatingSwd |
| 1. Low-income students
 | esserASeaIntEdTechEligibleLi | esserASeaIntEdTechParticipatingLi |
| 1. English learners
 | esserASeaIntEdTechEligibleEll | esserASeaIntEdTechParticipatingEll |
| 1. Students in foster care
 | esserASeaIntEdTechEligibleFcs | esserASeaIntEdTechParticipatingFcs |
| 1. Migratory students
 | esserASeaIntEdTechEligibleMig | esserASeaIntEdTechParticipatingMig |
| 1. Students experiencing homelessness
 | esserASeaIntEdTechEligibleHmls | esserASeaIntEdTechParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserASeaIntEdTechEligibleAian | esserASeaIntEdTechParticipatingAian |
| 1. Asian
 | esserASeaIntEdTechEligibleAs | esserASeaIntEdTechParticipatingAs |
| 1. Black or African American
 | esserASeaIntEdTechEligibleBl | esserASeaIntEdTechParticipatingBl |
| 1. Hispanic/Latino
 | esserASeaIntEdTechEligibleHis | esserASeaIntEdTechParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserASeaIntEdTechEligibleNhPi | esserASeaIntEdTechParticipatingNhPi |
| 1. White
 | esserASeaIntEdTechEligibleWh | esserASeaIntEdTechParticipatingWh |
| 1. Two or more races
 | esserASeaIntEdTechEligibleTmr | esserASeaIntEdTechParticipatingTmr |
| 1. Other student subpopulation (Please specify):
2. \_esserASeaIntEdTechOtherDescription \_
 | esserASeaIntEdTechEligibleOther | esserASeaIntEdTechParticipatingOther |

## Sub-Section 3: ESSER I, ESSER II & ARP ESSER SEA Reserve (Up to 10% of total allocation, respectively)

**2.3a SEA Reserve Awards** **& Direct Expenditures**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ESSER I (CARES Act)** | **ESSER II (CRRSAA)** | **ARP ESSER** |
| **Learning Loss Activities****Set-Aside** | **Summer Enrichment Set-Aside** | **Afterschool Programs Set-Aside** | **Other SEA Reserve** |
| a. Did the SEA award **SEA Reserve Funds** to local educational agencies (LEAs) in the current reporting period? | Y/NareEsser1SeaFundsAwarded | Y/NareEsser2SeaFundsAwarded | Y/NareEsser3LearningLossFundsAwarded | Y/NareEsser3SummerEnrichmentAwarded | Y/NareEsser3AfterschoolProgramsAwarded | Y/NareEsser3OtherAwarded |
| b. Did the SEA award **SEA Reserve Funds** to non-LEA entities in the current reporting period? | Y/NareEsser1SeaNonLeaFundsAwarded | Y/NareEsser2SeaNonLeaFundsAwarded | Y/NareEsser3NonLeaLearningLossFundsAwarded | Y/NareEsser3NonLeaSummerEnrichmentAwarded | Y/NareEsser3NonLeaAfterschoolProgramsAwarded | Y/NareEsser3NonLeaOtherAwarded |

**2.3b SEA: Identifying Students for Support**

|  |
| --- |
| Did the SEA use any of the following strategies to identify, or require LEAs or other subgrantees to identify for the use of SEA Reserve awards, which students were disproportionately impacted by the COVID-19 pandemic? Y/N anyEsserAStrategiesIdentifyStudents*<skip logic; if yes>* Indicate which strategies were used to identify students disproportionately impacted by the COVID-19 pandemic *(Mark Y/N to each)* |
| 1. Student demographic data, such as FRPL eligibility or English learner status isEsserAIdentifiedByStudentDemographic
2. Student academic outcome data, such as academic data from state or local assessments isEsserAIdentifiedByStudentOutcome
3. Other student outcome data, such as data on students’ school experiences and social and emotional wellbeing isEsserAIdentifiedByOtherStudentOutcome
4. Data on the number of days of in-person instruction missed during the 2019-2020 and 2020-2021 school years and/or participation rates in remote instruction when offered during school building closures isEsserAIdentifiedByMissedDays
5. Opportunity to learn data, such as access to technology and access to educators, school counselors, and other support staff isEsserAIdentifiedByOpportunityToLearn
6. State administrative data, such as unemployment claims isEsserAIdentifiedByStateAdministrativeData
7. Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19 isEsserAIdentifiedByHealthData
8. Stakeholder input isEsserAIdentifiedByStakeholderInput
9. Other *(Please specify):* *(1,500 character limit)\_* isEsserAIdentifiedByOtherData\_\_*\_\_ \_\_\_\_\_\_\_\_\_\_\_\_*
 |

**2.3c** How did the SEA allocate ARP ESSER SEA Reserve funds to ensure support for students disproportionately impacted by the COVID-19 pandemic? *(Please describe the formula or decision-making rubric to allocate funds)*

|  |  |  |  |
| --- | --- | --- | --- |
|  *(3,000 character limit)*  |  |  |  |
| esserAIdentifiedByOtherDataDescription |  |  |  |
|  |  |  |  |
|  |  |  |  |

**2.4 ESSER I SEA Reserve Funds**

Name of LEA awarded **ESSER I SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

NCES LEA ID: <Auto-fill from prior year APR submission>

**2.4a ESSER I SEA Reserve Awards to LEAs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ESSER I SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)** | **NCES ID#** | **Total amount awarded to the LEA from the ESSER I SEA Reserve[[1]](#footnote-2)** | **Total amount expended by the LEA from the ESSER I SEA Reserve in this reporting period** | **Uses of ESSER I SEA Reserve funds (Y/N)** |
| **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** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser1SeaReserveAwarded | esser1SeaReserveExpendedCurrent | esser1SeaReserveUsedPhysical | esser1SeaReserveUsedAcademic | esser1SeaReserveUsedMental | esser1SeaReserveUsedOperational |

**2.4b Planned Uses of Remaining ESSER I SEA Reserve Awards to LEAs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ESSER I SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)** | **NCES ID#** | **Total ESSER I SEA Reserve Expenditures in Prior Reporting Periods** | **Remaining SEA Reserve Funds**<Auto-fill from above & cell to left> | **Planned Uses of Remaining ESSER I SEA Reserve funds (% of Remaining Funds)****Note: Categories must sum to 100% of Remaining Funds** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser1SeaReserveExpendedPrior | esser1SeaReserveRemaining | esser1SeaReserveRemainingPhysical | esser1SeaReserveRemainingAcademic | esser1SeaReserveRemainingMental | esser1SeaReserveRemainingOperational | esser1SeaReserveRemainingUndetermined |

**ESSER I SEA Reserve Funds to non-LEA entities**

Name of non-LEA entity awarded **ESSER I SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

**2.4c ESSER I SEA Reserve Awards to Non-LEAs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of non-LEA awarded ESSER I SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **Total amount awarded to the non-LEA from the ESSER I SEA Reserve[[2]](#footnote-3)** | **Total amount expended by the non-LEA from the ESSER I SEA Reserve in this reporting period** | **Uses of ESSER I SEA Reserve funds (Y/N)** |
| **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** |
| entityName | dunsNumber | ueiNumber | esser1SeaReserveAwarded | esser1SeaReserveExpendedCurrent | esser1SeaReserveUsedPhysical | esser1SeaReserveUsedAcademic | esser1SeaReserveUsedMental | esser1SeaReserveUsedOperational |

**2.4d Planned Uses of Remaining ESSER I SEA Reserve Awards to Non-LEAs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of non-LEA awarded ESSER I SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **Total ESSER I SEA Reserve Expenditures in Prior Reporting Periods** | **Remaining ESSER I SEA Reserve Funds**<Auto-fill from above & cell to left> | **Planned Uses of Remaining ESSER I SEA Reserve funds (% of Remaining Funds)****Note: Categories must sum to 100% of Remaining Funds** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | esser1SeaReserveExpendedPrior | esser1SeaReserveRemaining | esser1SeaReserveRemainingPhysical | esser1SeaReserveRemainingAcademic | esser1SeaReserveRemainingMental | esser1SeaReserveRemainingOperational | esser1SeaReserveRemainingUndetermined |

**Sub-Section 2.5: ESSER II SEA Reserve Funds**

Name of LEA awarded **ESSER II SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

NCES LEA ID: <Auto-fill from prior year APR submission>

**2.5a ESSER II SEA Reserve Awards to LEAs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ESSER II SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total amount awarded to the LEA from the ESSER II SEA Reserve[[3]](#footnote-4)** | **Total amount expended by the LEA from the ESSER II SEA Reserve** | **Uses of ESSER II SEA Reserve funds (Y/N)** |
| **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** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser2SeaReserveAwarded | esser2SeaReserveExpendedCurrent | esser2SeaReserveUsedPhysical | esser2SeaReserveUsedAcademic | esser2SeaReserveUsedMental | esser2SeaReserveUsedOperational |

**2.5b Planned Uses of Remaining ESSER II SEA Reserve Awards to LEAs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ESSER II SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total ESSER II SEA Reserve Expenditures in Prior Reporting Periods** | **Remaining ESSER II SEA Reserve Funds**<Auto-calculate> | **Planned Uses of Remaining ESSER II SEA Reserve funds (% of Remaining Funds)****Note: Categories must sum to 100% of Remaining Funds** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser2SeaReserveExpendedPrior | esser2SeaReserveRemaining | esser2SeaReserveRemainingPhysical | esser2SeaReserveRemainingAcademic | esser2SeaReserveRemainingMental | esser2SeaReserveRemainingOperational | esser2SeaReserveRemainingUndetermined |

**ESSER II SEA Reserve Funds to non-LEA entities:**

Name of non-LEA awarded **ESSER II SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

**2.5c ESSER II SEA Reserve Awards to Non-LEAs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of non-LEA awarded ESSER II SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **Total amount awarded to the non-LEA from the ESSER II SEA Reserve[[4]](#footnote-5)** | **Total amount expended by the non-LEA from the ESSER II SEA Reserve** | **Uses of ESSER II SEA Reserve funds (Y/N)** |
| **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** |
| entityName | dunsNumber | ueiNumber | esser2SeaReserveAwarded | esser2SeaReserveExpendedCurrent | esser2SeaReserveUsedPhysical | esser2SeaReserveUsedAcademic | esser2SeaReserveUsedMental | esser2SeaReserveUsedOperational |

**2.5d Planned Uses of Remaining ESSER II SEA Reserve Awards to Non-LEAs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of non-LEA awarded ESSER II SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **Total ESSER II SEA Reserve Expenditures in Prior Reporting Periods** | **Remaining ESSER II SEA Reserve Funds**<Auto-calculate > | **Planned Uses of Remaining ESSER II SEA Reserve funds (% of Remaining Funds)****Note: Categories must sum to 100% of Remaining Funds** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | esser2SeaReserveExpendedPrior | esser2SeaReserveRemaining | esser2SeaReserveRemainingPhysical | esser2SeaReserveRemainingAcademic | esser2SeaReserveRemainingMental | esser2SeaReserveRemainingOperational | esser2SeaReserveRemainingUndetermined |

**Sub-Section 2.6: ARP ESSER SEA Reserve Funds**

Name of LEA awarded **ARP ESSER SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

NCES LEA ID: <Auto-fill from prior year APR submission>

Total amount awarded to the LEA from the ARP ESSER SEA Reserve: <auto-calculate from table 2.6a>

**2.6a ARP ESSER SEA Reserve Awards to LEAs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ARP ESSER SEA Reserve funds**  | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total Amount Awarded from ARP ESSER SEA Reserve Fund[[5]](#footnote-6)** | **Total Amount Expended from ARP ESSER SEA Reserve Fund** |
| 1. **Learning Loss Activities Set-Aside**
 | 1. **Summer Enrichment Set-Aside**
 | 1. **Afterschool Programs Set-Aside**
 | 1. **Other SEA Reserve Award**
 | 1. **Learning Loss Activities Set-Aside**
 | 1. **Summer Enrichment Set-Aside**
 | 1. **Afterschool Programs Set-Aside**
 | 1. **Other SEA Reserve Award**
 |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser3SeaReserveLostTimeAwarded | esser3SeaReserveSummerAwarded | esser3SeaReserveAftSchAwarded | esser3SeaReserveOtherAwarded | esser3SeaReserveLostTimeExpendedCurrent | esser3SeaReserveSummerExpendedCurrent | esser3SeaReserveAftSchExpendedCurrent | esser3SeaReserveOtherExpendedCurrent |

Name of LEA awarded **ARP ESSER** **SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

NCES LEA ID: <Auto-fill from prior year APR submission>

**2.6b ARP ESSER SEA Reserve Awards – Other Use**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ARP ESSER SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total ARP ESSER SEA Reserve Expenditures in Prior Reporting Periods** | **Total amount reserved by the LEA from the ARP ESSER SEA Reserve – “other”****<Auto-fill from 1d above>** | **Total amount expended by the LEA from the ARP ESSER SEA Reserve – “other”****<Auto-fill from 2d above>** | **Uses of ARP ESSER SEA Reserve funds (Y/N)** |
| **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** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser3SeaReserveLostTimeExpendedPrior esser3SeaReserveSummerExpendedPrior esser3SeaReserveAftSchExpendedPrior esser3SeaReserveOtherExpendedPrior | esser3SeaReserveOtherAwarded | esser3SeaReserveOtherExpendedCurrent | esser3SeaReserveUsedPhysical | esser3SeaReserveUsedAcademic | esser3SeaReserveUsedMental | esser3SeaReserveUsedOperational |

**2.6c Planned Uses of Remaining ARP ESSER SEA Reserve Awards – Other Use**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ARP ESSER SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Remaining ARP ESSER SEA Reserve Funds - Other**<Auto-calculate> | **Planned Uses of Remaining ARP ESSER SEA Reserve funds (% of Remaining Funds)*****(Note: Categories must sum to 100% of Remaining “Other SEA Reserve” Funds)*** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser3SeaReserveRemaining | esser3SeaReserveRemainingPhysical | esser3SeaReserveRemainingAcademic | esser3SeaReserveRemainingMental | esser3SeaReserveRemainingOperational | esser3SeaReserveRemainingUndetermined |

**ARP ESSER SEA Reserve Funds to non-LEA entities:**

Name of non-LEA entity awarded **ARP ESSER SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

**2.6d ARP ESSER SEA Reserve Awards to non-LEAs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of non-LEA awarded ARP ESSER SEA Reserve funds**  | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **Total Amount Awarded from ARP ESSER SEA Reserve Fund[[6]](#footnote-7)** | **Total Amount Expended from ARP ESSER SEA Reserve Fund** |
| 1. **Learning Loss Activities Set-Aside**
 | 1. **Summer Enrichment Set-Aside**
 | 1. **Afterschool Programs Set-Aside**
 | 1. **Other SEA Reserve Award**
 | 1. **Learning Loss Activities Set-Aside**
 | 1. **Summer Enrichment Set-Aside**
 | 1. **Afterschool Programs Set-Aside**
 | 1. **Other SEA Reserve Award**
 |
| entityName | dunsNumber | ueiNumber | esser3SeaReserveLostTimeAwarded | esser3SeaReserveSummerAwarded | esser3SeaReserveAftSchAwarded | esser3SeaReserveOtherAwarded | esser3SeaReserveLostTimeExpendedCurrent | esser3SeaReserveSummerExpendedCurrent | esser3SeaReserveAftSchExpendedCurrent | esser3SeaReserveOtherExpendedCurrent |

Name of non-LEA awarded **ARP ESSER** **SEA Reserve** Funds: <Auto-fill from prior year APR submission>

DUNS #: <Auto-fill from prior year APR submission>

UNIQUE ENTITY ID (SAM): <Auto-fill from prior year APR submission>

**2.6e ARP ESSER SEA Reserve Awards – Other Use**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of non-LEA awarded ARP ESSER SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **Total amount reserved by the non-LEA from the ARP ESSER SEA Reserve – “other”** | **Total amount expended by the non-LEA from the ARP ESSER SEA Reserve – “other”** | **Uses of ARP ESSER SEA Reserve funds (Y/N)** |
| **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** |
| entityName | dunsNumber | ueiNumber | esser3SeaReserveOtherAwarded | esser3SeaReserveOtherExpendedCurrent | esser3SeaReserveUsedPhysical | esser3SeaReserveUsedAcademic | esser3SeaReserveUsedMental | esser3SeaReserveUsedOperational |

**2.6f Planned Uses of Remaining ARP ESSER SEA Reserve Awards – Other Use**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of non-LEA awarded ARP ESSER SEA Reserve funds** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **Total ARP ESSER SEA Reserve Expenditures in Prior Reporting Periods** | **Remaining ARP ESSER SEA Reserve Funds - Other**<Auto-calculate > | **Planned Uses of Remaining ARP ESSER SEA Reserve funds (% of Remaining Funds)*****(Note: Categories must sum to 100% of Remaining “Other SEA Reserve” Funds)*** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | esser3SeaReserveLostTimeExpendedPrior esser3SeaReserveSummerExpendedPrior esser3SeaReserveAftSchExpendedPrior esser3SeaReserveOtherExpendedPrior | esser3SeaReserveRemaining | esser3SeaReserveRemainingPhysical | esser3SeaReserveRemainingAcademic | esser3SeaReserveRemainingMental | esser3SeaReserveRemainingOperational | esser3SeaReserveRemainingUndetermined |

# Section 3- Mandatory Subgrants to LEAs

## Subsection A – ESSER Mandatory Subgrants to LEAs, (at least 90% of the ESSER I, ESSER II, and ARP ESSER awards, respectively)

3.a Provide the amount of the mandatory subgrant awarded[[7]](#footnote-8) to each LEA from the ESSER I, ESSER II, and ARP ESSER awards, respectively:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  | **ESSER I (CARES)** | **ESSER II (CRRSAA)** | **ARP ESSER** |
| **LEA Name**  | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total mandatory subgrant amount awarded to LEA** | **Total mandatory subgrant amount awarded to LEA** | **Total mandatory subgrant amount awarded to LEA** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser1MandatorySubgrantAwarded | esser2MandatorySubgrantAwarded | esser3MandatorySubgrantAwarded |
|  |  |  |  |  |  |  |

##

## Subsection B – ESSER Mandatory Subgrants to LEAs, (at least 90% of the ESSER I, ESSER II, and ARP ESSER awards, respectively) – Use of Funds Detail

**3.b1** Provide the amount of the LEA expenditures by ESSER Subgrant fund and **accounting object** for the current reporting period. (*If the SEA operates as a unitary system then report for the entire SEA. The total amount reported for subgrant amounts to LEAs may not exceed the total grant amount (Section 2, Question 2.1a) minus total amount reserved (Section 2, Question 2.2a.a))*

**Report any expenditure ONLY ONCE** in the table below; all cells in each column should sum to the total expended by the LEA (or unitary SEA) in this reporting period. Please use the most appropriate and most specific applicable expenditure category/object for each expenditure. See Question 3.b2 for examples of expenditures that should be counted within the four main expenditure categories.

Note: LEA Mandatory Subgrant Expenditure information is reported **by accounting object in question 3.b1** and **by** **activity in question 3.b2.** As these questions both capture information about the same LEA Mandatory Subgrant Expenditures, the sum of expenditures by ESSER fund and by the four main expenditures categories (Addressing Physical Health and Safety, Meeting Students’ Academic, Social, Emotional, and Other Needs, Mental Health Supports for Students and Staff, and Operational Continuity and Other Allowed Uses) should be equal in questions 3.b1 and 3.b2. For ARP ESSER, the categories in 3.b2 should be equal to the sum of both columns of ARP ESSER in 3.b1.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **ESSER I (CARES Act)** | **ESSER II (CRRSAA)** |  **ARP ESSER** |
| **LEA name** | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Accounting Objects**  | **Total Amount Expended by Accounting Object[[8]](#footnote-9)**esser1MandatoryExpendedCurrent | **Total Amount Expended by Accounting Object**esser2MandatoryExpendedCurrent | **Total Amount Expended by Accounting Object**esser3MandatoryExpendedCurrent | **Total Amount Expended toward required set-aside to address learning loss***(this amount will be* **exclusive** *of the amount reported in the preceding column; report each expenditure in* ***only*** *one of the two ARP ESSER columns)*esser3Mand20ExpendedCurrent |
| entityName | dunsNumber | ueiNumber | ncesNumber | **Addressing Physical Health and Safety** | *Auto-calculate from rows a-i below*esser1MandPhysicalExpendedTotal | *Auto-calculate from rows a-i below*esser2MandPhysicalExpendedTotal | *Auto-calculate from rows a-i below*esser3MandPhysicalExpendedTotal | *Auto-calculate from rows a-i below*esser3Mand20PhysicalExpendedTotal |
| 1. Personnel Services – Salaries
 | esser1MandPhysicalPersonnelSalaries | esser2MandPhysicalPersonnelSalaries | esser3MandPhysicalPersonnelSalaries | esser3Mand20PhysicalPersonnelSalaries |
| 1. Personnel Services – Benefits
 | esser1MandPhysicalPersonnelBenefits | esser2MandPhysicalPersonnelBenefits | esser3MandPhysicalPersonnelBenefits | esser3Mand20PhysicalPersonnelBenefits |
| 1. Purchased Professional and Technical Services
 | esser1MandPhysicalTechnical | esser2MandPhysicalTechnical | esser3MandPhysicalTechnical | esser3Mand20PhysicalTechnical |
| 1. Purchased Property Services
 | esser1MandPhysicalPropertyServices | esser2MandPhysicalPropertyServices | esser3MandPhysicalPropertyServices | esser3Mand20PhysicalPropertyServices |
| 1. Other Purchased Services
 | esser1MandPhysicalOtherServices | esser2MandPhysicalOtherServices | esser3MandPhysicalOtherServices | esser3Mand20PhysicalOtherServices |
| 1. Supplies
 | esser1MandPhysicalSupplies | esser2MandPhysicalSupplies | esser3MandPhysicalSupplies | esser3Mand20PhysicalSupplies |
| 1. Property
 | esser1MandPhysicalProperty | esser2MandPhysicalProperty | esser3MandPhysicalProperty | esser3Mand20PhysicalProperty |
| 1. Debt Service and Miscellaneous
 | esser1MandPhysicalDebtService | esser2MandPhysicalDebtService | esser3MandPhysicalDebtService | esser3Mand20PhysicalDebtService |
| 1. Other Items
 | esser1MandPhysicalOtherItems | esser2MandPhysicalOtherItems | esser3MandPhysicalOtherItems | esser3Mand20PhysicalOtherItems |
| **Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | *Auto-calculate from rows j-r below*esser1MandAcademicExpendedTotal | *Auto-calculate from rows j-r below*esser2MandAcademicExpendedTotal | *Auto-calculate from rows j-r below*esser3MandAcademicExpendedTotal | *Auto-calculate from rows j-r below*esser3Mand20AcademicExpendedTotal |
| 1. Personnel Services – Salaries
 | esser1MandAcademicPersonnelSalaries | esser2MandAcademicPersonnelSalaries | esser3MandAcademicPersonnelSalaries | esser3Mand20AcademicPersonnelSalaries |
| 1. Personnel Services – Benefits
 | esser1MandAcademicPersonnelBenefits | esser2MandAcademicPersonnelBenefits | esser3MandAcademicPersonnelBenefits | esser3Mand20AcademicPersonnelBenefits |
| 1. Purchased Professional and Technical Services
 | esser1MandAcademicTechnical | esser2MandAcademicTechnical | esser3MandAcademicTechnical | esser3Mand20AcademicTechnical |
| 1. Purchased Property Services
 | esser1MandAcademicPropertyServices | esser2MandAcademicPropertyServices | esser3MandAcademicPropertyServices | esser3Mand20AcademicPropertyServices |
|  | 1. Other Purchased Services
 | esser1MandAcademicOtherServices | esser2MandAcademicOtherServices | esser3MandAcademicOtherServices | esser3Mand20AcademicOtherServices |
| 1. Supplies
 | esser1MandAcademicSupplies | esser2MandAcademicSupplies | esser3MandAcademicSupplies | esser3Mand20AcademicSupplies |
| 1. Property
 | esser1MandAcademicProperty | esser2MandAcademicProperty | esser3MandAcademicProperty | esser3Mand20AcademicProperty |
| 1. Debt Service and Miscellaneous
 | esser1MandAcademicDebtService | esser2MandAcademicDebtService | esser3MandAcademicDebtService | esser3Mand20AcademicDebtService |
| 1. Other Items
 | esser1MandAcademicOtherItems | esser2MandAcademicOtherItems | esser3MandAcademicOtherItems | esser3Mand20AcademicOtherItems |
| **Mental Health Supports for Students and Staff** | *Auto-calculate from rows s-aa below*esser1MandMentalExpendedTotal | *Auto-calculate from rows s-aa below*esser2MandMentalExpendedTotal | *Auto-calculate from rows s-aa below*esser3MandMentalExpendedTotal | *Auto-calculate from rows s-aa below*esser3Mand20MentalExpendedTotal |
| 1. Personnel Services – Salaries
 | esser1MandMentalPersonnelSalaries | esser2MandMentalPersonnelSalaries | esser3MandMentalPersonnelSalaries | esser3Mand20MentalPersonnelSalaries |
| 1. Personnel Services – Benefits
 | esser1MandMentalPersonnelBenefits | esser2MandMentalPersonnelBenefits | esser3MandMentalPersonnelBenefits | esser3Mand20MentalPersonnelBenefits |
| 1. Purchased Professional and Technical Services
 | esser1MandMentalTechnical | esser2MandMentalTechnical | esser3MandMentalTechnical | esser3Mand20MentalTechnical |
| 1. Purchased Property Services
 | esser1MandMentalPropertyServices | esser2MandMentalPropertyServices | esser3MandMentalPropertyServices | esser3Mand20MentalPropertyServices |
| 1. Other Purchased Services
 | esser1MandMentalOtherServices | esser2MandMentalOtherServices | esser3MandMentalOtherServices | esser3Mand20MentalOtherServices |
| 1. Supplies
 | esser1MandMentalSupplies | esser2MandMentalSupplies | esser3MandMentalSupplies | esser3Mand20MentalSupplies |
| 1. Property
 | esser1MandMentalProperty | esser2MandMentalProperty | esser3MandMentalProperty | esser3Mand20MentalProperty |
| 1. Debt Service and Miscellaneous
 | esser1MandMentalDebtService | esser2MandMentalDebtService | esser3MandMentalDebtService | esser3Mand20MentalDebtService |
| 1. Other Items
 | esser1MandMentalOtherItems | esser2MandMentalOtherItems | esser3MandMentalOtherItems | esser3Mand20MentalOtherItems |
| **Operational Continuity and Other Allowed Uses** | *Auto-calculate from rows bb-jj below*esser1MandOperationalExpendedTotal | *Auto-calculate from rows bb-jj below*esser2MandOperationalExpendedTotal | *Auto-calculate from rows bb-jj below*esser3MandOperationalExpendedTotal | *Auto-calculate from rows bb-jj below*esser3Mand20OperationalExpendedTotal |
| 1. Personnel Services – Salaries
 | esser1MandOperationalPersonnelSalaries | esser2MandOperationalPersonnelSalaries | esser3MandOperationalPersonnelSalaries | esser3Mand20OperationalPersonnelSalaries |
| 1. Personnel Services – Benefits
 | esser1MandOperationalPersonnelBenefits | esser2MandOperationalPersonnelBenefits | esser3MandOperationalPersonnelBenefits | esser3Mand20OperationalPersonnelBenefits |
| 1. Purchased Professional and Technical Services
 | esser1MandOperationalTechnical | esser2MandOperationalTechnical | esser3MandOperationalTechnical | esser3Mand20OperationalTechnical |
| 1. Purchased Property Services
 | esser1MandOperationalPropertyServices | esser2MandOperationalPropertyServices | esser3MandOperationalPropertyServices | esser3Mand20OperationalPropertyServices |
| 1. Other Purchased Services
 | esser1MandOperationalOtherServices | esser2MandOperationalOtherServices | esser3MandOperationalOtherServices | esser3Mand20OperationalOtherServices |
| 1. Supplies
 | esser1MandOperationalSupplies | esser2MandOperationalSupplies | esser3MandOperationalSupplies | esser3Mand20OperationalSupplies |
|  |  |  |  | 1. Property
 | esser1MandOperationalProperty | esser2MandOperationalProperty | esser3MandOperationalProperty | esser3Mand20OperationalProperty |
|  |  |  |  | 1. Debt Service and Miscellaneous
 | esser1MandOperationalDebtService | esser2MandOperationalDebtService | esser3MandOperationalDebtService | esser3Mand20OperationalDebtService |
|  |  |  |  | 1. Other Items
 | esser1MandOperationalOtherItems | esser2MandOperationalOtherItems | esser3MandOperationalOtherItems | esser3Mand20OperationalOtherItems |

**3.b2** Provide the amount of the LEA expenditures by ESSER Subgrant fund and **activity** for the current reporting period. (*If the SEA operates as a unitary system then report for the entire SEA. The total amount reported for subgrant amounts to LEAs may not exceed the total grant amount (Section 2, Question 2.1a) minus total amount reserved (Section 2, Question 2.2a.a).*

**Report any expenditure ONLY ONCE** in the table below; All cells in each column should sum to the total expended by the LEA (or unitary SEA) in this reporting period. Please use the most appropriate and most specific applicable activity for each expenditure.

Note: LEA Mandatory Subgrant Expenditure information is reported **by accounting object in question 3.b1** and **by** **activity in question 3.b2.** As these questions both capture information about the same LEA Mandatory Subgrant Expenditures, the sum of expenditures by ESSER fund and by the four main expenditures categories (Addressing Physical Health and Safety, Meeting Students’ Academic, Social, Emotional, and Other Needs, Mental Health Supports for Students and Staff, and Operational Continuity and Other Allowed Uses) should be equal in questions 3.b1 and 3.b2. For ARP ESSER, the categories in 3.b2 should be equal to the sum of both columns of ARP ESSER in 3.b1.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |   |   |   |   | **ESSER I (CARES Act)** | **ESSER II (CRRSAA)** | **ARP ESSER** |
| **LEA name** | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Activities**  | **Total Amount Expended by Activity** | **Total Amount Expended by Activity** | **Total Amount Expended by Activity** |
| entityName | dunsNumber | ueiNumber | ncesNumber | **Addressing Physical Health and Safety** |
| 1. Building and facilities upgrades and maintenance, including ventilation systems and new construction
 |  esser1MandPhysicalBuilding | esser2MandPhysicalBuilding |  esser3MandPhysicalBuilding |
| 1. Assistance with meals for students
 |  esser1MandPhysicalMeals | esser2MandPhysicalMeals |  esser3MandPhysicalMeals |
| 1. Cleaning and/or sanitization supplies
 |  esser1MandPhysicalCleaning | esser2MandPhysicalCleaning |  esser3MandPhysicalCleaning |
| 1. Temporary classroom space to support social distancing
 | esser1MandPhysicalTempClassroom | esser2MandPhysicalTempClassroom |  esser3MandPhysicalTempClassroom |
| 1. Temporary or additional transportation services to support social distancing to and from school
 |  esser1MandPhysicalTempTransportation | esser2MandPhysicalTempTransportation |  esser3MandPhysicalTempTransportation |
| 1. 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
 |  esser1MandPhysicalCapacityBuilding | esser2MandPhysicalCapacityBuilding |  esser3MandPhysicalCapacityBuilding |
| 1. Other health protocols ***not listed above*** 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
 |  esser1MandPhysicalHealthProtocols | esser2MandPhysicalHealthProtocols |  esser3MandPhysicalHealthProtocols |
| **Meeting Students’ Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports** |
| 1. Extended learning and/or summer learning
 | esser1MandAcademicExtendedLearning | esser2MandAcademicExtendedLearning  | esser3MandAcademicExtendedLearning |
| 1. Tutoring
 | esser1MandAcademicTutoring | esser2MandAcademicTutoring | esser3MandAcademicTutoring |
| 1. 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
 | esser1MandAcademicAddlStaff | esser2MandAcademicAddlStaff | esser3MandAcademicAddlStaff |
|  | 1. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems
 | esser1MandAcademicScreening | esser2MandAcademicScreening | esser3MandAcademicScreening |
| 1. 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
 | esser1MandAcademicCoordination | esser2MandAcademicCoordination | esser3MandAcademicCoordination |
| 1. Early Childhood Programs
 | esser1MandAcademicEcp | esser2MandAcademicEcp | esser3MandAcademicEcp |
| 1. Hardware and software
 | esser1MandAcademicHardware | esser2MandAcademicHardware | esser3MandAcademicHardware |
| 1. Wi-Fi, broadband, or other connectivity
 | esser1MandAcademicWifi | esser2MandAcademicWifi | esser3MandAcademicWifi |
| 1. Curriculum adoption and learning materials
 | esser1MandAcademicCurriculum | esser2MandAcademicCurriculum | esser3MandAcademicCurriculum |
|  |  |  | 1. Core staff capacity building / training to increase instructional quality and advance equity
 | esser1MandAcademicCoreStaff | esser2MandAcademicCoreStaff | esser3MandAcademicCoreStaff |
| 1. Investments in talent pipelines for teachers and/or classified staff
 | esser1MandAcademicTalent | esser2MandAcademicTalent | esser3MandAcademicTalent |
| **Mental Health Supports for Students and Staff** |
| 1. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families
 | esser1MandMentalAddlStaff | esser2MandMentalAddlStaff | esser3MandMentalAddlStaff |
| **Operational Continuity and Other Allowed Uses** |
| 1. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
 | esser1MandOperationalMcKinney | esser2MandOperationalMcKinney | esser3MandOperationalMcKinney |
| 1. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965
 |  esser1MandOperationalEsea | esser2MandOperationalEsea | esser3MandOperationalEsea |
| 1. Any activity not described above that is authorized by the Individuals with Disabilities Education Act
 |  esser1MandOperationalIdea | esser2MandOperationalIdea | esser3MandOperationalIdea |
| 1. Any activity not described above that is authorized by the Adult Education and Family Literacy Act
 | esser1MandOperationalAefla | esser2MandOperationalAefla | esser3MandOperationalAefla |
| 1. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
 | esser1MandOperationalPerkins | esser2MandOperationalPerkins | esser3MandOperationalPerkins |
| 1. Other activities ***not described above*** 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
 | esser1MandOperationalOtherActivities | esser2MandOperationalOtherActivities | esser3MandOperationalOtherActivities |

**3.b3** **Planned Uses of Remaining ESSER I Funds**

What are the LEA’s planned uses of remaining **ESSER I mandatory subgrant funds**? *(Provide the percentage of remaining funds planned for the below expenditure categories.*

*All categories must sum to 100% of remaining ESSER I mandatory subgrant funds.)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ESSER I Mandatory LEA Subgrant** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total ESSER I Expenditures in Prior Reporting Periods** | **Remaining ESSER I Funds**<Auto-calculated > | **Planned Uses of Remaining ESSER I Mandatory Subgrant Funds** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser1MandatoryExpendedPrior | esser1MandatoryRemaining | esser1MandatoryRemainingPhysical | esser1MandatoryRemainingAcademic | esser1MandatoryRemainingMental | esser1MandatoryRemainingOperational | esser1MandatoryRemainingUndetermined |

**3.b4 Planned Uses of Remaining ESSER II Funds**

What are the LEA’s planned uses of remaining **ESSER II mandatory subgrant funds**? *(Provide the percentage of remaining funds planned for the below expenditure categories.*

*All categories must sum to 100% of remaining ESSER II mandatory subgrant funds.)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ESSER II Mandatory LEA Subgrant** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total ESSER II Expenditures in Prior Reporting Periods** | **Remaining ESSER II Funds**<Auto-calculated > | **Planned Uses of Remaining ESSER II Mandatory Subgrant Funds** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser2MandatoryExpendedPrior | esser2MandatoryRemaining | esser2MandatoryRemainingPhysical | esser2MandatoryRemainingAcademic | esser2MandatoryRemainingMental | esser2MandatoryRemainingOperational | esser2MandatoryRemainingUndetermined |

**3.b5 Planned Uses of Remaining ARP ESSER Funds**

What are the LEA’s planned uses of remaining **ARP ESSER mandatory subgrant funds**? *(Provide the percentage of remaining funds planned for the below expenditure categories.*

*All categories must sum to 100% of remaining ARP ESSER mandatory subgrant funds.)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA awarded ARP ESSER Mandatory LEA Subgrant** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Total ARP ESSER Expenditures in Prior Reporting Periods** | **Remaining ARP ESSER Funds**<Auto-calculate> | **Planned Uses of Remaining ARP ESSER Mandatory Subgrant Funds** |
| **% Remaining Funds Planned for****Addressing Physical Health and Safety** | **% Remaining Funds Planned for****Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)** | **% Remaining Funds Planned forMental Health Supports for Students and Staff** | **% Remaining Funds Planned for****Operational Continuity and Other Uses** | **% Remaining Funds** **Not Yet Planned for Specific Use** |
| entityName | dunsNumber | ueiNumber | ncesNumber | esser3MandatoryExpendedPrioresser3Mand20ExpendedPrior | esser3MandatoryRemaining | esser3MandatoryRemainingPhysical | esser3MandatoryRemainingAcademic | esser3MandatoryRemainingMental | esser3MandatoryRemainingOperational | esser3MandatoryRemainingUndetermined |

**3.b6 Maintaining Safe In-Person Instruction**

Did the LEA expend ESSER funds on any of the items below in ***the current reporting period*** *(note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes* ***both mandatory subgrants and SEA Reserve subgrants****)*: *(Mark Y/N for each)*

Promoting vaccination isEsserAUsedFundsVaccination

Consistent and correct mask use isEsserAUsedFundsMasks

Physical distancing isEsserAUsedFundsPhysicalDistancing

Screening testing to promptly identify cases, clusters, and outbreaks isEsserAUsedFundsScreeningTests

Ventilation isEsserAUsedFundsVentilation

Handwashing and respiratory etiquette isEsserAUsedFundsHealthPractices

Staying home when sick and getting tested isEsserAUsedFundsStayHome

Contact tracing isEsserAUsedFundsContactTracing

Cleaning and disinfection isEsserAUsedFundsCleaning

**3.b7 ESSER Funds to Provide Internet Access**

Did this LEA use ESSER to provide home Internet access for any students in the ***current reporting period***?  *(ESSER refers to ESSER I, ESSER II and ARP ESSER awards and includes* ***both mandatory subgrants and SEA Reserve subgrants****)*

|  |  |  |
| --- | --- | --- |
| **Did this LEA use ESSER funds to provide home Internet access for any students? (Y/N)**  | **If yes, what types of home Internet services were provided by the district using ESSER funds? Internet Service type:**   | **Yes/No**  |
|  isEsserAUsedFundsInternet | 1. Mobile hotspots with paid data plans
 | isEsserAUsedFundsMobileHotspots |
| 1. Internet connected devices with paid data plans
 | isEsserAUsedFundsDataPlans |
| 1. District pays for the cost of home Internet subscription for student
 | isEsserAUsedFundsHomeInternet |
| 1. District provides home Internet access through a district-managed wireless network
 | isEsserAUsedFundsDistrictInternet |
| 1. Other *(Please specify):* \_\_ esserAUsedFundsInternetOtherDescription \_\_\_\_\_\_\_\_\_
 | isEsserAUsedFundsInternetOther |

**3.b8 Reengaging Students**

*Provide a response for all LEAs that received ESSER I, ESSER II or ARP ESSER funds.*

Did the LEA seek to reengage students with poor attendance or participation? (*Mark Y or N)* isEsserAEngageStudentsPoorAttendance

Y/N

<*skip logic: if Y, then:>*

**3.b9 Reengaging Students Activities**

How did the LEA seek to reengage students with poor attendance or participation? Please answer *regardless* of whether ESSER funds were used for this purpose. *(Mark Y/N for each)*

Direct outreach to families isEsserAEngageStudentsDirectOutreach

Engaging the school district homeless liaison isEsserAEngageStudentsHomelessLiaison

Partnering with community-based organizations isEsserAEngageStudentsCommunityOrgs

Offering home internet service and/or devices isEsserAEngageStudentsHomeInternet

Implementing new curricular strategies to improve student engagement isEsserAEngageStudentsNewCurriculum

Offering credit recovery and/or acceleration strategies isEsserAEngageStudentsCreditRecovery

Other *(please describe): \_* isEsserAEngageStudentsOther *\_(1500 character limit)\_\_* esserAEngageStudentsOtherDescription *\_\_\_\_\_\_\_\_\_\_*

**3.b10 LEA Hiring and Retention of Specific Positions with ESSER I, ESSER II, and/or ARP ESSER LEA Mandatory subgrant and SEA Reserve Funds**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEA Name** | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **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. *(Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants)* |
| entityName | dunsNumber | ueiNumber | ncesNumber | esserAAmountExpendedStaff | \_\_\_Special educators and related service personnel esserANumberEmployedSpecialEd\_\_\_Paraprofessionals esserANumberEmployedParaprofessionals\_\_\_Bilingual or English as a second language educators esserANumberEmployedBilingual\_\_\_School counselors, school psychologists and/or social workers esserANumberEmployedCounselors\_\_\_Nurses esserANumberEmployedNurses\_\_\_Short term contractors esserANumberEmployedContractors\_\_\_Classroom educators, not covered by previous categories esserANumberEmployedOtherTeachers\_\_\_Support personnel, not covered by previous categories esserANumberEmployedSupportPersonnel\_\_\_Administrative staff, not covered by previous categories esserANumberEmployedAdminStaff |

Subsection C –Allocation of ESSER Resources within LEA

**3.c** Did this LEA allocate some portion of ESSER funds to schools in this reporting period? *Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants* Y/N isEsserAAllocatedToSchools

*<skip logic; if yes then>*

How did this LEA allocate ESSER funds? Mark ‘Y/N’ to indicate whether the below criteria were used to allocate ESSER funds to schools. For example, if the LEA allocated funds using a weighted formula of total number of enrollments *and* total number of enrolled students with disabilities, the LEA should mark ‘Y’ to rows ***a*** and ***b*** below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Name** | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | Criteria Used to Allocate Funds to Schools Within LEA (Y/N) |
| entityName | dunsNumber | ueiNumber | ncesNumber | 1. Flat amount per school or per pupil isEsserALeaAllocatedFlatAmount
2. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English learners isEsserALeaAllocatedSpecificNeeds
3. 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 isEsserALeaAllocatedFrpl
4. Measure(s) of lost instructional time (“learning loss”) isEsserALeaAllocatedLostTime
5. Stakeholder or community input isEsserALeaAllocatedStakeholderInput
6. Title I status isEsserALeaAllocatedTitleI
7. Other data isEsserALeaAllocatedOther (please specify) (*1500 character limit*) esserALeaAllocatedOtherDescription
 |

## Subsection D– ARP ESSER Mandatory Subgrants to LEAs, Reserve to Address Impact of Learning Loss

**3.d1** The total amount reserved by the LEA to address the impact of learning loss (*note: this value must be at least 20% of the value reported in 3a for ARP ESSER)* esser3Mand20Reserve

**3.d2:** Total expenditures of ARP ESSER LEA Reserve in this reporting period: esser3Mand20ReserveExpendedCurrent

**3.d3** Provide the amount expended from the ARP ESSER LEA Reserve in this reporting period on each listed activity or intervention to satisfy the LEA’s mandatory set-aside requirements of ARP ESSER funds, which respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students):

1. Summer learning or summer enrichment esser3Mand20Summer
2. Afterschool programs esser3Mand20AftSch
3. Extended instructional time (school day, school week, or school year) esser3Mand20ExtendedTime
4. Tutoring esser3Mand20Tutoring
5. Additional classroom teachers esser3Mand20AddlTeachers
6. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families esser3Mand20StaffSocial
7. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families esser3Mand20StaffMental
8. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) esser3Mand20StaffStudentNeeds
9. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems. esser3Mand20Screening
10. 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 foster care services esser3Mand20Coordination
11. Early childhood programs esser3Mand20EarlyChildhood
12. Curriculum adoption and learning materials esser3Mand20Curriculum
13. Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff esser3Mand20Capacity
14. Other *(Please specify):*\_ esser3Mand20Other \_*(1,500 character limit)\_\_* esser3Mand20OtherDescription *\_\_\_\_*

**3.d4** Please describe how the expenditures reported in 3.d3 address the disproportionate impact of COVID-19 on each listed underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA.

|  |  |  |  |
| --- | --- | --- | --- |
| *(3,000 character limit)* esser3UnderservedGroupsDescription |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Section 4: LEA Interventions and Participation

**4.b1** How did this LEA 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? Mark Y/N to each activity below; if an activity was offered by the LEA, provide the number of eligible students in the LEA and the number of students that participated. *(Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEA** | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Methods/InterventionY/N** | **(If Yes, then) Capacity and Participation** |
| <Auto-fill from prior year APR submission>entityName | <Auto-fill from prior year APR submission>dunsNumber | <Auto-fill from prior year APR submission>ueiNumber | <Auto-fill from prior year APR submission>ncesNumber | 1. Evidence-based summer learning or summer enrichment programs

isEsserALeaIntSummer | Is this program available to all students? Y/N isEsserALeaIntSummerAllStudentsIf no, indicate the number of students this program serves at full capacity: \_ esserALeaIntSummerCapacity\_Total ***unique*** headcount of students that participated in this activity: \_ esserALeaIntSummerUnique \_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 this 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. |
| **Student Group***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible Students at LEA in subgroup** | **# Eligible students in subgroup participating** |
| 1. Students with one or more disabilities
 | esserALeaIntSummerEligibleSwd | esserALeaIntSummerParticipatingSwd |
| 1. Low-income students
 | esserALeaIntSummerEligibleLi | esserALeaIntSummerParticipatingLi |
| 1. English learners
 | esserALeaIntSummerEligibleEll | esserALeaIntSummerParticipatingEll |
| 1. Students in foster care
 | esserALeaIntSummerEligibleFcs | esserALeaIntSummerParticipatingFcs |
| 1. Migratory students
 | esserALeaIntSummerEligibleMig | esserALeaIntSummerParticipatingMig |
| 1. Students experiencing homelessness
 | esserALeaIntSummerEligibleHmls | esserALeaIntSummerParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserALeaIntSummerEligibleAian | esserALeaIntSummerParticipatingAian |
| 1. Asian
 | esserALeaIntSummerEligibleAs | esserALeaIntSummerParticipatingAs |
| 1. Black or African American
 | esserALeaIntSummerEligibleBl | esserALeaIntSummerParticipatingBl |
| 1. Hispanic/Latino
 | esserALeaIntSummerEligibleHis | esserALeaIntSummerParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserALeaIntSummerEligibleNhPi | esserALeaIntSummerParticipatingNhPi |
| 1. White
 | esserALeaIntSummerEligibleWh | esserALeaIntSummerParticipatingWh |
| 1. Two or more races
 | esserALeaIntSummerEligibleTmr | esserALeaIntSummerParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_ esserALeaIntSummerOtherDescription \_
 | esserALeaIntSummerEligibleOther | esserALeaIntSummerParticipatingOther |
| 1. Evidence-based afterschool programs

isEsserALeaIntAftSch | Is this program available to all students? Y/N isEsserALeaIntAftSchAllStudentsIf no, indicate the number of students this program serves at full capacity: \_ esserALeaIntAftSchCapacity \_Total ***unique*** headcount of students that participated in this activity: \_ esserALeaIntAftSchUnique \_\_\_\_\_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 this 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. |
| **Student Group***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible Students at LEA in subgroup** | **# Eligible students in subgroup participating** |
| 1. Students with one or more disabilities
 | esserALeaIntAftSchEligibleSwd | esserALeaIntAftSchParticipatingSwd |
| 1. Low-income students
 | esserALeaIntAftSchEligibleLi | esserALeaIntAftSchParticipatingLi |
| 1. English learners
 | esserALeaIntAftSchEligibleEll | esserALeaIntAftSchParticipatingEll |
| 1. Students in foster care
 | esserALeaIntAftSchEligibleFcs | esserALeaIntAftSchParticipatingFcs |
| 1. Migratory students
 | esserALeaIntAftSchEligibleMig | esserALeaIntAftSchParticipatingMig |
| 1. Students experiencing homelessness
 | esserALeaIntAftSchEligibleHmls | esserALeaIntAftSchParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserALeaIntAftSchEligibleAian | esserALeaIntAftSchParticipatingAian |
| 1. Asian
 | esserALeaIntAftSchEligibleAs | esserALeaIntAftSchParticipatingAs |
| 1. Black or African American
 | esserALeaIntAftSchEligibleBl | esserALeaIntAftSchParticipatingBl |
| 1. Hispanic/Latino
 | esserALeaIntAftSchEligibleHis | esserALeaIntAftSchParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserALeaIntAftSchEligibleNhPi | esserALeaIntAftSchParticipatingNhPi |
| 1. White
 | esserALeaIntAftSchEligibleWh | esserALeaIntAftSchParticipatingWh |
| 1. Two or more races
 | esserALeaIntAftSchEligibleTmr | esserALeaIntAftSchParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_ esserALeaIntAftSchOtherDescription \_
 | esserALeaIntAftSchEligibleOther | esserALeaIntAftSchParticipatingOther |
| 1. Extended Instructional Time (including extended school day or school week or school year)

isEsserALeaIntExtended  | Is extended instructional time in place at all schools within the LEA? Y/N isEsserALeaIntExtendedAllStudents<skip logic; if Yes, skip to item 4, evidence-based high-dosage tutoring>If no, indicate the unique headcount of students enrolled in schools within the LEA with mandatory extended instructional time: \_ esserALeaIntExtendedUnique \_Indicate the number students from each student group enrolled in schools with extended instructional time: |
| **Student Group***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **#Students Enrolled in Schools with (Mandatory) Extended Instructional Time** |
| 1. Students with one or more disabilities
 | esserALeaIntExtendedParticipatingSwd |
| 1. Low-income students
 | esserALeaIntExtendedParticipatingLi |
| 1. English learners
 | esserALeaIntExtendedParticipatingEll |
| 1. Students in foster care
 | esserALeaIntExtendedParticipatingFcs |
| 1. Migratory students
 | esserALeaIntExtendedParticipatingMig |
| 1. Students experiencing homelessness
 | esserALeaIntExtendedParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserALeaIntExtendedParticipatingAian |
| 1. Asian
 | esserALeaIntExtendedParticipatingAs |
| 1. Black or African American
 | esserALeaIntExtendedParticipatingBl |
| 1. Hispanic/Latino
 | esserALeaIntExtendedParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserALeaIntExtendedParticipatingNhPi |
| 1. White
 | esserALeaIntExtendedParticipatingWh |
| 1. Two or more races
 | esserALeaIntExtendedParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_ esserALeaIntExtendedOtherDescription \_
 | esserALeaIntExtendedParticipatingOther |
| 1. Evidence-based high dosage tutoring

isEsserALeaIntTutoring | Is this program available to all students? Y/N isEsserALeaIntTutoringAllStudentsIf no, indicate the number of students this program serves at full capacity: \_ esserALeaIntTutoringCapacity \_Total ***unique*** headcount of students that participated in this activity: \_ esserALeaIntTutoringUnique \_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 this 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. |
| **Student Group***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible Students at LEA in subgroup** | **# Eligible students in subgroup participating** |
| 1. Students with one or more disabilities
 | esserALeaIntTutoringEligibleSwd | esserALeaIntTutoringParticipatingSwd |
| 1. Low-income students
 | esserALeaIntTutoringEligibleLi | esserALeaIntTutoringParticipatingLi |
| 1. English learners
 | esserALeaIntTutoringEligibleEll | esserALeaIntTutoringParticipatingEll |
| 1. Students in foster care
 | esserALeaIntTutoringEligibleFcs | esserALeaIntTutoringParticipatingFcs |
| 1. Migratory students
 | esserALeaIntTutoringEligibleMig | esserALeaIntTutoringParticipatingMig |
| 1. Students experiencing homelessness
 | esserALeaIntTutoringEligibleHmls | esserALeaIntTutoringParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserALeaIntTutoringEligibleAian | esserALeaIntTutoringParticipatingAian |
| 1. Asian
 | esserALeaIntTutoringEligibleAs | esserALeaIntTutoringParticipatingAs |
| 1. Black or African American
 | esserALeaIntTutoringEligibleBl | esserALeaIntTutoringParticipatingBl |
| 1. Hispanic/Latino
 | esserALeaIntTutoringEligibleHis | esserALeaIntTutoringParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserALeaIntTutoringEligibleNhPi | esserALeaIntTutoringParticipatingNhPi |
| 1. White
 | esserALeaIntTutoringEligibleWh | esserALeaIntTutoringParticipatingWh |
| 1. Two or more races
 | esserALeaIntTutoringEligibleTmr | esserALeaIntTutoringParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_ esserALeaIntTutoringOtherDescription \_
 | esserALeaIntTutoringEligibleOther | esserALeaIntTutoringParticipatingOther |
| 1. Early childhood education program expansion or enhancement

isEsserALeaIntEce | Did this LEA expand or enhance its early childhood program? Mark Y/N to each below.1. Expand Y/N isEsserALeaIntEceExpand
2. Enhance Y/N isEsserALeaIntEceEnhance

<Skip logic: if “Expand”=Y, then:> How many *additional* students or slots were funded with ESSER I, ESSER II or ARP ESSER in the most recent school year? Please include students or slots that were fully and partially funded with ESSER I, ESSER II, or ARP ESSER funds.\_ esserALeaIntEceExpandCount \_\_\_\_\_\_\_\_Total ***unique*** headcount of students enrolled in an early childhood education program within the LEA: \_ esserALeaIntEceUnique \_\_\_\_\_\_\_\_\_Indicate the number of students from each student group enrolled in an early childhood education program within the LEA below.  |
| **Student Group***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled Students** |
| 1. Students with one or more disabilities
 | esserALeaIntEceParticipatingSwd |
| 1. Low-income students
 | esserALeaIntEceParticipatingLi |
| 1. English learners
 | esserALeaIntEceParticipatingEll |
| 1. Students in foster care
 | esserALeaIntEceParticipatingFcs |
| 1. Migratory students
 | esserALeaIntEceParticipatingMig |
| 1. Students experiencing homelessness
 | esserALeaIntEceParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserALeaIntEceParticipatingAian |
| 1. Asian
 | esserALeaIntEceParticipatingAs |
| 1. Black or African American
 | esserALeaIntEceParticipatingBl |
| 1. Hispanic/Latino
 | esserALeaIntEceParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserALeaIntEceParticipatingNhPi |
| 1. White
 | esserALeaIntEceParticipatingWh |
| 1. Two or more races
 | esserALeaIntEceParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_ esserALeaIntEceOtherDescription \_
 | esserALeaIntEceParticipatingOther |
| 1. Full-Service Community Schools

isEsserALeaIntCommunitySchools | How many new or additional full-service community schools were launched using these funds in this LEA? \_ esserALeaIntCommunitySchoolsNew \_\_\_\_How many current full-service community schools received additional services and/or support using these funds? \_ esserALeaIntCommunitySchoolsCurrent \_\_\_\_What is the total enrollment in full-service community schools supported with ESSER funds within this LEA? \_ esserALeaIntCommunitySchoolsEnrollment \_\_\_ |
| 1. Purchasing educational technology

isEsserALeaIntEdTech | Was educational technology purchased for all students? Y/N isEsserALeaIntEdTechAllStudents<skip logic; if yes, no additional questions about educational technology purchased by the LEA are required>If no, indicate the number of students for whom educational technology was purchased \_ esserALeaIntEdTechUnique \_\_\_\_\_\_\_Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that ***received or were directly supported by*** the educational technology: ***Eligible*** refers to students within the student group who meet eligibility criteria for the educational technology, such as belonging to the appropriate grade and/or having a specific need for the educational technology. |
| **Student Group***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)* | **# Enrolled eligible Students at LEA in subgroup** | **# Eligible students in subgroup receiving or supported by the educational technology** |
| 1. Students with one or more disabilities
 | esserALeaIntEdTechEligibleSwd | esserALeaIntEdTechParticipatingSwd |
| 1. Low-income students
 | esserALeaIntEdTechEligibleLi | esserALeaIntEdTechParticipatingLi |
| 1. English learners
 | esserALeaIntEdTechEligibleEll | esserALeaIntEdTechParticipatingEll |
| 1. Students in foster care
 | esserALeaIntEdTechEligibleFcs | esserALeaIntEdTechParticipatingFcs |
| 1. Migratory students
 | esserALeaIntEdTechEligibleMig | esserALeaIntEdTechParticipatingMig |
| 1. Students experiencing homelessness
 | esserALeaIntEdTechEligibleHmls | esserALeaIntEdTechParticipatingHmls |
| 1. American Indian or Alaska Native
 | esserALeaIntEdTechEligibleAian | esserALeaIntEdTechParticipatingAian |
| 1. Asian
 | esserALeaIntEdTechEligibleAs | esserALeaIntEdTechParticipatingAs |
| 1. Black or African American
 | esserALeaIntEdTechEligibleBl | esserALeaIntEdTechParticipatingBl |
| 1. Hispanic/Latino
 | esserALeaIntEdTechEligibleHis | esserALeaIntEdTechParticipatingHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserALeaIntEdTechEligibleNhPi | esserALeaIntEdTechParticipatingNhPi |
| 1. White
 | esserALeaIntEdTechEligibleWh | esserALeaIntEdTechParticipatingWh |
| 1. Two or more races
 | esserALeaIntEdTechEligibleTmr | esserALeaIntEdTechParticipatingTmr |
| 1. Other student subpopulation (Please specify): \_ esserALeaIntEdTechOtherDescription \_
 | esserALeaIntEdTechEligibleOther | esserALeaIntEdTechParticipatingOther |

## **4.b2 Total LEA Student Enrollment by Demographic Subgroup**

Indicate the total number of enrolled students within the LEA by each student group below. Students should be counted in all student groups to which they belong. Please use the same methodology to identify student counts as used to report enrollment data to EdFacts.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEA** | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Student Group** | **Count Enrolled Students at LEA** |
| entityName | dunsNumber | ueiNumber | ncesNumber | 1. Students with one or more disabilities
 | esserALeaEnrollmentSwd |
| 1. Low-income students
 | esserALeaEnrollmentLi |
| 1. English learners
 | esserALeaEnrollmentEll |
| 1. Students in foster care
 | esserALeaEnrollmentFcs |
| 1. Migratory students
 | esserALeaEnrollmentMig |
| 1. Students experiencing homelessness
 | esserALeaEnrollmentHmls |
| 1. American Indian or Alaska Native
 | esserALeaEnrollmentAian |
| 1. Asian
 | esserALeaEnrollmentAs |
| 1. Black or African American
 | esserALeaEnrollmentBl |
| 1. Hispanic/Latino
 | esserALeaEnrollmentHis |
| 1. Native Hawaiian or Other Pacific Islander
 | esserALeaEnrollmentNhPi |
| 1. White
 | esserALeaEnrollmentWh |
| 1. Two or more races
 | esserALeaEnrollmentTmr |
| 1. Other student subpopulation (Please specify): \_\_\_ esserALeaEnrollmentOtherDescription \_\_\_\_\_\_\_\_
 | esserALeaEnrollmentOther |
| **Total *Unique* Headcount of Enrolled Students***(Note, the total unique headcount does* ***not*** *need to equal the sum of rows a – n, as a student may be counted in multiple rows.)*  | esserALeaEnrollmentUnique |

## Subsection C. Access to select staff, SY 2022-23

**4.c1** Please provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2022. 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 2022-23 school year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEA NAME** | **DUNS #** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **School Name** **(within LEA)** | Count FTE by Staff Type (to the nearest tenth) |
| <Auto-fill from prior year APR submission>entityName | <Auto-fill from prior year APR submission>dunsNumber | <Auto-fill from prior year APR submission>ueiNumber | <Auto-fill from prior year APR submission>ncesNumber |  schoolName |

|  |  |
| --- | --- |
| Staff Type | FTE |
| Special educators and related service personnel, including paraprofessionals | esserASchoolFteSpecialEd |
| Bilingual educators or English as a second language educators | esserASchoolFteBilingual |
| School counselors, social workers, or school psychologists | esserASchoolFteCounselors |
| Nurses | esserASchoolFteNurses |

 |

# Section 5- Full-Time Equivalent (FTE) Positions

**[Note to reviewers: these questions will be appended to the LEA and non-LEA entities tables above in the online data collection tool.]**

**5.a** Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity as of the listed reporting dates. *(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.)*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA/non-LEA Entity** | **DUNS#** | **UNIQUE ENTITY ID (SAM)**  | **NCES ID#** | **Full-time equivalent (FTE) positions as of September 30, 2018** | **Full-time equivalent (FTE) positions as of September 30, 2019** | **Full-time equivalent (FTE) positions as of March 13, 2020** | **Full-time equivalent (FTE) positions on September 30, 2020**  | **Full-time equivalent (FTE) positions on September 30, 2021** | **Full-time equivalent (FTE) positions on September 30, 2022** | **Full-time equivalent (FTE) positions on September 30, 20XX\*** |
| <Auto-fill from prior year APR submission> | <Auto-fill from prior year APR submission> | <Auto-fill from prior year APR submission> | <Auto-fill from prior year APR submission> | <Pre-populate from data provided in prior year reporting if applicable> | <Pre-populate from data provided in prior year reporting if applicable> | <Pre-populate from data provided in prior year reporting if applicable> | <Pre-populate from data provided in prior year reporting if applicable> | <Pre-populate from data provided in prior year reporting if applicable> | <Pre-populate from data provided in prior year reporting if applicable> |  |
| entityName | dunsNumber | ueiNumber | ncesNumber | ftePositionsAsOf09302018 | ftePositionsAsOf09302019 | ftePositionsAsOf03132020 | ftePositionsAsOf09302020 | ftePositionsAsOf09302021 | ftePositionsAsOf09302022 | ftePositionsAsOf09302023 |

\*Subgrantees will provide the FTE information for September 30 of the most current year in each annual performance report.

**Student Outcomes**

The U.S. Department of Education will append the most recent and certified submission of LEA and SEA data (with disaggregation by subpopulation) from existing collections as detailed below:

|  |  |
| --- | --- |
| **Metric Category** | **Specific Metric(s)** |
| Engagement and Participation | 1. % participating in math, English language arts/reading and science assessment (where available)
2. % participating in English language proficiency assessment (where available)
3. Average daily attendance
4. Chronic absenteeism
5. Rates of suspension (including in-school suspensions) and expulsion
6. Incidences of bullying and harassment
 |
| Student Learning and Progression | 1. Assessment data (where available), specifically % proficient in math, English language arts/reading, and science
2. FAFSA completion rate
3. 4-year adjusted cohort graduation rate (where available)
4. Rates of college, career, and civic readiness (where available)
 |

**Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number.  The valid OMB control number for this information collection is 1810-0749.  Public reporting burden for this collection of information is estimated to average 140 hours per SEA response and 140 hours per LEA response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.  Under the PRA, participants are required to respond to this collection to obtain or retain a benefit.  If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact Joanne Bogart, US. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

**Supplement A: Additional Reporting Definitions**

 **Expenditures and contracted services**

|  |  |  |
| --- | --- | --- |
|  | Direct expenditure | Direct expenditures include any expenditure made directly by the SEA and not by a subgranted entity. For example, if the SEA hired staff to administer the ESSER program using ESSER funds, that would be a direct expenditure. Similarly, if the SEA purchased laptop computers and distributed those laptops to students, that would also be a direct expenditure by the SEA. |
|  | Contractors/contracted services | Third party entities that received an award to carry out programmatic activities in support of the purpose of the Federal award should be reported as subgrantees. However, if the third party is only providing goods or services that enable the recipient or subrecipient of a Federal award to carry out a programmatic activity that is the purpose of the Federal award, then the procurement would be considered an expenditure by the recipient or subrecipient of the Federal award and should not be reported as a separate subgrant to the third party entity. |
| **Methods/Interventions** |  |
|  | 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. |

|  |  |
| --- | --- |
| **Staff Categories** |  |
|  | 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** |  |
|  | 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 |
|  | Low-income students | Students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background |
|  | 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 (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 (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(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 (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. |
|  | Students in foster care | ‘‘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. |
|  | Migratory students | 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:1. The child is not older than 21 years of age; and2. 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; and3. 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; and4. 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: 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 experiencing homelessness | Children/youth who lack a fixed, regular, and adequate nighttime residence, and includes:(1) students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;(2) students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));(3) students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and(4) migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above |
|  | American Indian or Alaska Native | For more information on race/ethnicity categories, see final guidance issued in the Federal Register on October 19, 2007 (72 Fed. Reg. 59267) on the collection and reporting of racial and ethnic data by educational institutions and other grantees. |
|  | Asian |
|  | Black or African American |
|  | Hispanic/Latino |
|  | Native Hawaiian or Other Pacific Islander |
|  | White |
|  | Two or more races |

**Supplement B: ESSER-Funded Activity Participation Reporting**
Example Reporting Scenarios

The below hypothetical scenarios and reporting instructions are meant to clarify and provide additional insight into the reporting requirements for ESSER Annual Performance Report (APR) questions 2.2e “SEA Interventions and Participation” and 4.b1 “LEA Interventions and Participation.” These scenarios concern LEA-level interventions and participation reporting (question 4.b1) but are generally applicable to SEA-level interventions as well (question 2.2e).

**Example Scenarios:**

**1. Evidence-based summer learning program spanning multiple fiscal years**

Scenario: An LEA implements an ESSER-funded evidence-based summer learning program that begins in June 2023 and ends in September 2023 in a State whose fiscal year ends on June 30th. This program is only available to students in the 8th grade and serves 30 students at full capacity. When the program begins, 5 students are enrolled in the program. In the last month of the program, enrollment increases to 20 students.

Reporting instructions: For question 4.b1.1 in their FY23 (Year 4) APR, the LEA should:

* Report “False” to “Is this program available to all students?” as this program is only available to 8th grade students
* Indicate that the program serves 30 students at full capacity
* Report “5” as the “Total unique headcount of students that participated in this activity”
* Provide the student group membership counts for all 8th graders at the LEA in the “Enrolled eligible Students at LEA in subgroup” fields. Enrollment counts should be taken from the most recent school year—in this case, school year 2022-2023
* Provide the student group membership counts for the 5 students who participated in the program in FY23 (Year 4) in the “Eligible students in subgroup participating” fields

*Note: As this activity continued into the FY24 reporting period, the LEA should prepare to report information about this activity in their FY24 (Year 5) APR and include student group membership counts for the 20 students who participated in the program in FY24. Enrollment counts for activities that occur during the summer should be taken from the previous school year.*

**2. Evidence-based afterschool program available to all students at an LEA**

Scenario: An LEA implements an ESSER-funded evidence-based afterschool program that is available to all students at the LEA. Throughout the course of FY23, 50 students participate in the afterschool program.

Reporting instructions: For question 4.b1.2 in their FY23 (Year 4) APR, the LEA should:

* Report “True” to “Is this program available to all students?”
* As the program is available to all students, the LEA will not need to report the count of students the program serves at full capacity
* Report “50” as the “Total unique headcount of students that participated in this activity”
* Provide the student group membership counts for all students at the LEA in the “Enrolled eligible Students at LEA in subgroup” fields
* Provide the student group membership counts for the 50 students who participated in the program in FY23 in the “Eligible students in subgroup participating” fields

**3. Extended instructional time implemented at two schools within an LEA**

Scenario: Two schools within an LEA implement extended school days for the 2022-2023 school year. These two schools have a combined total enrollment of 250 students.

Reporting instructions: For question 4.b1.3 in their FY23 (Year 4) APR, the LEA should:

* Report “False” to “Is extended instructional time in place at all schools within the LEA?”
* Indicate “250” as the “unique headcount of students enrolled in schools within the LEA with mandatory extended instructional time“
* Provide the student group membership counts for the 250 students who were enrolled at the two schools

**4. Targeted evidence-based high dosage tutoring at an LEA**

Scenario: An LEA offers optional ESSER-funded evidence-based high dosage tutoring to 100 students enrolled in credit recovery programs at the LEA. Throughout the course of FY23, 75 students participate in the tutoring program.

Reporting instructions: For question 4.b1.4 in their FY23 (Year 4) APR, the LEA should:

* Report “False” to “Is this program available to all students?” as it is only available to students in credit recovery programs
* Report “100” as the “number of students this program serves at full capacity”
* Report “75” as the “Total unique headcount of students that participated in this activity”
* Provide the student group membership counts for all 100 students in credit recovery programs at the LEA in the “Enrolled eligible Students at LEA in subgroup” fields
* Provide the student group membership counts for the 75 students who participated in the program in FY23 in the “Eligible students in subgroup participating” fields

**5. Early childhood education program enhancement at an LEA**

Scenario: An LEA uses ESSER funds to purchase new curriculum and instructional materials to enhance its existing early childhood education programming. 100 students are enrolled in early childhood education programs within the LEA.

Reporting instructions: For question 4.b1.5 in their FY23 (Year 4) APR, the LEA should:

* Report “False” to “Did this LEA expand its early childhood program?”
* Report “True” to “Did this LEA enhance its early childhood program?”
* As the LEA did not expand its early childhood program, they would not report the number of additional students or slots funded by ESSER. For the purposes of reporting, program “expansion” occurs when additional students or program slots are fully or partially funded with ESSER funds. All other ESSER-funded support of early childhood education programs should be considered program “enhancement”
* Report “100” as the “total unique headcount of students enrolled in an early childhood education program within the LEA”
* Provide the student group membership counts for the 100 students who were enrolled in the early childhood programs

**6. New full-service community schools launched within an LEA**

Scenario: Using ESSER funds, an LEA launches 1 new full-service community school in FY23 that has 100 enrolled students in school year 2022-2023. The LEA also uses ESSER funds to support an existing full-service community school that has 200 enrolled students in school year 2022-2023.

Reporting instructions: For question 4.b1.6 in their FY23 APR, the LEA should:

* Report “1” new full-service community was launched in FY23
* Report “1” full-service community school received additional services and/or support using these funds
* Report “300” (100+200) as “the total enrollment in full-service community schools supported with ESSER funds within this LEA”

**7. Educational Technology purchased in a prior reporting period that continues to be used in the current reporting period**

Scenario: An LEA purchased 100 laptops to be distributed to 7th grade students. This purchase occurred in FY21 and the laptops continued to be used in FY23.

Reporting instructions: For question 4.b1.7 in their FY23 (Year 4) APR, the LEA should:

* Report “False” to “Was educational technology purchased for all students?”
* Indicate that that the technology was purchased for 100 students
* Provide the student group membership counts for all 7th graders at the LEA in the “Enrolled eligible Students at LEA in subgroup” fields
* Provide the student group membership counts for the 100 students who used the technology in FY23 in the “Eligible students in subgroup receiving or supported by the education technology” fields

*Note: If the same student was eligible for multiple forms of educational technology, or was supported by multiple forms of ESSER-funded educational technology, they should be counted once for each form of educational technology that they were eligible for or were supported by in each applicable Student Profile Group category. This means that single students can be counted multiple times as both “eligible” and “receiving or supported by” educational technology.*

1. This value should reflect the total award under the CARES Act, inclusive of any changes to the total award that may have occurred within or prior to the current reporting period. For example, if an LEA received $1M in total ESSER I / CARES SEA Reserve funds in a prior reporting period, and no changes were made to the total SEA Reserve allocation to the LEA through the end of the current reporting period, the LEA should report $1M. If the total allocation to the LEA was reduced by $200K, and regardless of whether that reduction occurred within or prior to the current reporting period, the LEA should report $800K.

 [↑](#footnote-ref-2)
2. This value should reflect the total award under the CARES Act, inclusive of any changes to the total award that may have occurred within or prior to the current reporting period. For example, if a non-LEA received $1M in total ESSER I / CARES SEA Reserve funds in a prior reporting period, and no changes were made to the total SEA Reserve allocation to the non-LEA through the end of the current reporting period, the non-LEA should report $1M. If the total allocation to the non-LEA was reduced by $200K, and regardless of whether that reduction occurred within or prior to the current reporting period, the non-LEA should report $800K.

 [↑](#footnote-ref-3)
3. This value should reflect the total award under the CRRSA Act, inclusive of any changes to the total award that may have occurred within or prior to the current reporting period. For example, if an LEA received $1M in total ESSER II / CRRSA SEA Reserve funds in a prior reporting period, and no changes were made to the total SEA Reserve allocation to the LEA through the end of the current reporting period, the LEA should report $1M. If the total allocation to the LEA was reduced by $200K, and regardless of whether that reduction occurred within or prior to the current reporting period, the LEA should report $800K. [↑](#footnote-ref-4)
4. This value should reflect the total award under the CRRSA Act, inclusive of any changes to the total award that may have occurred within or prior to the current reporting period. For example, if a non-LEA received $1M in total ESSER II / CRRSA SEA Reserve funds in a prior reporting period, and no changes were made to the total SEA Reserve allocation to the non-LEA through the end of the current reporting period, the non-LEA should report $1M. If the total allocation to the non-LEA was reduced by $200K, and regardless of whether that reduction occurred within or prior to the current reporting period, the non-LEA should report $800K. [↑](#footnote-ref-5)
5. These values should reflect the total awards under the ARP Act, inclusive of any changes to the total awards that may have occurred within or prior to the current reporting period. For example, if an LEA received $1M in total ARP ESSER SEA Reserve funds from the set-aside to address learning loss in a prior reporting period, and no changes were made to the SEA Reserve allocation to the LEA through the end of the current reporting period, the LEA should report $1M. If the allocation to the LEA was reduced by $200K, and regardless of whether that reduction occurred within or prior to the current reporting period, the LEA should report $800K. [↑](#footnote-ref-6)
6. These values should reflect the total awards under the ARP Act, inclusive of any changes to the total awards that may have occurred within or prior to the current reporting period. For example, if a non-LEA received $1M in total ARP ESSER SEA Reserve funds from the set-aside to address learning loss in a prior reporting period, and no changes were made to the SEA Reserve allocation to the non-LEA through the end of the current reporting period, the non-LEA should report $1M. If the allocation to the non-LEA was reduced by $200K, and regardless of whether that reduction occurred within or prior to the current reporting period, the non-LEA should report $800K. [↑](#footnote-ref-7)
7. These values should reflect the total mandatory subgrant awards under the respective Act (CARES, CRRSA or ARP), inclusive of any changes to the total award that may have occurred within or prior to the current reporting period. For example, if an LEA received $1M in total ESSER I / CARES mandatory subgrant funds in a prior reporting period, and no changes were made to the total mandatory subgrant allocation to the LEA through the end of the current reporting period, the LEA should report $1M. If the total allocation to the LEA was reduced by $200K, and regardless of whether that reduction occurred within or prior to the current reporting period, the LEA should report $800K. [↑](#footnote-ref-8)
8. This value should reflect ***only*** expenditures made in the current reporting period. [↑](#footnote-ref-9)