

**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 2021 for ESSER I, ESSER II and ARP ESSER, respectively. States whose fiscal year starts prior to October 1 should report only on ESSER I activities from October 1, 2020 through the end of the State Fiscal Year 2021. Due dates will be determined close to the date of publication of the final template in the Federal Register.

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

Annual Report	Applicable Reporting Period
Year 2 Annual Report	October 1, 2020 - End of State Fiscal Year 2021
Year 3 Annual Report	State Fiscal Year 2022
Year 4 Annual Report	State Fiscal Year 2023*



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

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
Year 3 Annual Report	State Fiscal Year 2023
Year 4 Annual Report	State Fiscal Year 2024*

ARP ESSER under the American Rescue Plan (ARP) Act

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
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 2023 and the end of the respective grant period for ESSER I, ESSER II and/or ARP ESSER.

Section 1- State Fiscal Year

LEVEL: SEA

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 2 Annual Report	October 1, 2020 - <auto-fill> , 2021
CRRSA Year 1 Annual Report	<auto-calculate>, 2020 - <auto-fill> , 2021
ARP Year 1 Annual Report	<auto-calculate>, 2020 - <auto-fill> , 2021



Section 2- Overall ESSER Fund Grants for SEA

LEVEL: 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) ¹	<auto fill from G5> esser1GrantAmountAllocated	<auto fill from G5> esser2GrantAmountAllocated	<autofill from G5> esser3GrantAmountAllocated
b. The total amount of the grant expended by the SEA and all State subrecipients in the prior reporting period .	esser1GrantAmountExpendedPrior		
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 <i>Subtract all expenditures (rows b and c) from the total grant amount (row a).</i>	esser1GrantAmountRemaining	<auto fill from G5>-b2 esser2GrantAmountRemaining	<auto fill from G5>-b3 esser3GrantAmountRemaining
e. Amount of remaining funds planned for specific purpose (see definition of planned uses of remaining funds)	esser1GrantAmountRemainingPlanned	esser2GrantAmountRemainingPlanned	esser3GrantAmountRemainingPlanned



¹ Row a should reflect the total award to the SEA under the respective Act (CARES, CRRSAA or ARP), inclusive of any changes to the total award that may have occurred within or outside of the current reporting period. For example, if an SEA received \$1M in total ESSER I /CARES funds in the first reporting period, and no changes were made to the total allocation to the SEA through the end of the current reporting period, the SEA should report \$1M in row a, ESSER I column. If the total allocation to the state was reduced by \$200K, and regardless of whether that reduction occurred in reporting period 1 or period 2, the SEA should report \$800K in row a, ESSER I column.

Sub-Section 2- ESSER SEA Reserve

LEVEL: SEA

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 2.2a, row b 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 2.2a, row b 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

	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER
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) esser3SeaReserveEmergencyTotal

LEVEL: SEA

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 anyEsseASeaReserveDirectExpenditures

<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
a. The total amount of SEA Reserve the SEA expended directly in the prior reporting period ²	esser1SeaDirectExpendPrior					
b. The total amount of SEA Reserve the SEA expended directly in the current reporting period	esser1SeaDirectExpendCurrent	esser2SeaDirectExpendCurrent	esser3SeaDirectExpendLostTimeCurrent	esser3SeaDirectExpendSummerCurrent	esser3SeaDirectExpendAfterschoolCurrent	esser3SeaDirectExpendEmergencyCurrent

LEVEL: SEA

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

LEVEL: SEA

2.2d SEA Interventions to Address Learning Loss

² Note: Row *a* will only be completed by grantees in Year 2 of CARES annual performance reporting; in Year 3 and onward, grantees may skip item *a*.



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

LEVEL: SEA

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.

(Note: this question is **optional** for CARES annual performance report Year 2 and 3 / CRRSA & ARP ESSER annual performance reports Years 1 and 2.

This question will be **required** for CARES annual performance report Year 4/ CRRSA & ARP ESSER annual performance reports Year 3).

Methods/Intervention Y/N	(If Yes, then) Capacity and Participation			
<div>a. Evidence-based summer learning or summer enrichment programs</div> <div></div> <div>isEsserASeaSubpopSummer</div>	Is this program available to all enrolled students? Y/N <div>isEsserASeaSubpopSummerAllStudents</div>			
	If no, indicate the number of students this program serves at full capacity: _ <div>esserASeaSubpopSummerCapacity</div>			
	Total unique headcount of students that participated in this activity: <div>esserASeaSubpopSummerUniqueCount</div>			
	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	# Enrolled eligible Students in subgroup	# Eligible students in subgroup participating	
	a. Students with one or more disabilities	<div>esserASeaSubpopSummerEligibleSwd</div>	<div>esserASeaSubpopSummerParticipatingSwd</div>	
	b. Low-income students	<div>esserASeaSubpopSummerEligibleLi</div>	<div>esserASeaSubpopSummerParticipatingLi</div>	
	c. English learners	<div>esserASeaSubpopSummerEligibleEli</div>	<div>esserASeaSubpopSummerParticipatingEli</div>	
d. Students in foster care	<div>esserASeaSubpopSummerEligibleFcs</div>	<div>esserASeaSubpopSummerParticipatingFcs</div>		
e. Migratory students	<div>esserASeaSubpopSummerEligibleMig</div>	<div>esserASeaSubpopSummerParticipatingMig</div>		
f. Students experiencing homelessness	<div>esserASeaSubpopSummerEligibleHmls</div>	<div>esserASeaSubpopSummerParticipatingHmls</div>		
g. American Indian or Alaska Native	<div>esserASeaSubpopSummerEligibleAian</div>	<div>esserASeaSubpopSummerParticipatingAian</div>		



Methods/Intervention Y/N	(If Yes, then) Capacity and Participation		
	h. Asian	esserASeaSubpopSummerEligibleAs	esserASeaSubpopSummerParticipatingAs
	i. Black or African American	esserASeaSubpopSummerEligibleBl	esserASeaSubpopSummerParticipatingBl
	j. Hispanic/Latino	esserASeaSubpopSummerEligibleHis	esserASeaSubpopSummerParticipatingHis
	k. Native Hawaiian or Other Pacific Islander	esserASeaSubpopSummerEligibleNhPi	esserASeaSubpopSummerParticipatingNhPi
	l. White	esserASeaSubpopSummerEligibleWh	esserASeaSubpopSummerParticipatingWh
	m. Two or more races	esserASeaSubpopSummerEligibleTmr	esserASeaSubpopSummerParticipatingTmr
	n. Other student subpopulation (Please specify): esserASeaSubpopSummerOtherDescription	esserASeaSubpopSummerEligibleOther	esserASeaSubpopSummerParticipatingOther
<div></div> <div>b. Evidence-based afterschool programs isEsserASeaSubpopAftSch</div>	Is this program available to all students? Y/N isEsserASeaSubpopAftSchAllStudents		
	If no, indicate the number of students this program serves at full capacity: _ esserASeaSubpopAftSchCapacity_____		
	Total unique headcount of students that participated in this activity: _ esserASeaSubpopAftSchUniqueCount_____		
	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	# Enrolled eligible Students in subgroup	# Eligible students in subgroup participating
	a. Students with one or more disabilities	esserASeaSubpopAftSchEligibleSwd	esserASeaSubpopAftSchParticipatingSwd
	b. Low-income students	esserASeaSubpopAftSchEligibleLi	esserASeaSubpopAftSchParticipatingLi
	c. English learners	esserASeaSubpopAftSchEligibleEll	esserASeaSubpopAftSchParticipatingEll
	d. Students in foster care	esserASeaSubpopAftSchEligibleFcs	esserASeaSubpopAftSchParticipatingFcs
	e. Migratory students	esserASeaSubpopAftSchEligibleMig	esserASeaSubpopAftSchParticipatingMig
	f. Students experiencing homelessness	esserASeaSubpopAftSchEligibleHmls	esserASeaSubpopAftSchParticipatingHmls
	g. American Indian or Alaska Native	esserASeaSubpopAftSchEligibleAian	esserASeaSubpopAftSchParticipatingAian
	h. Asian	esserASeaSubpopAftSchEligibleAs	esserASeaSubpopAftSchParticipatingAs
i. Black or African American	esserASeaSubpopAftSchEligibleBl	esserASeaSubpopAftSchParticipatingBl	
j. Hispanic/Latino	esserASeaSubpopAftSchEligibleHis	esserASeaSubpopAftSchParticipatingHis	



Methods/Intervention Y/N	(If Yes, then) Capacity and Participation		
	k. Native Hawaiian or Other Pacific Islander	esserASeaSubpopAftSchEligibleNhPi	esserASeaSubpopAftSchParticipatingNhPi
	l. White	esserASeaSubpopAftSchEligibleWh	esserASeaSubpopAftSchParticipatingWh
	m. Two or more races	esserASeaSubpopAftSchEligibleTmr	esserASeaSubpopAftSchParticipatingTmr
	n. Other student subpopulation (Please specify): _ esserASeaSubpopAftSchOtherDescription	esserASeaSubpopAftSchEligibleOther	esserASeaSubpopAftSchParticipatingOther
c. Extended Instructional Time (including extended school day or school week or school year) isEsserASeaSubpopExtended	Is this program available to all students? Y/N isEsserASeaSubpopExtendedAllStudents		
	If no, indicate the number of students this program serves at full capacity: esserASeaSubpopExtendedCapacity_____		
	Total <i>unique</i> headcount of students that participated in this activity: esserASeaSubpopExtendedUniqueCount_____		
	Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that <i>participated</i> in this activity:		
	<i>Eligible</i> 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	# Enrolled eligible Students in subgroup	# Eligible students in subgroup participating
	a. Students with one or more disabilities	esserASeaSubpopExtendedEligibleSwd	esserASeaSubpopExtendedParticipatingSwd
	b. Low-income students	esserASeaSubpopExtendedEligibleLi	esserASeaSubpopExtendedParticipatingLi
	c. English learners	esserASeaSubpopExtendedEligibleELL	esserASeaSubpopExtendedParticipatingELL
	d. Students in foster care	esserASeaSubpopExtendedEligibleFcs	esserASeaSubpopExtendedParticipatingFcs
	e. Migratory students	esserASeaSubpopExtendedEligibleMig	esserASeaSubpopExtendedParticipatingMig
	f. Students experiencing homelessness	esserASeaSubpopExtendedEligibleHmls	esserASeaSubpopExtendedParticipatingHmls
	g. American Indian or Alaska Native	esserASeaSubpopExtendedEligibleAian	esserASeaSubpopExtendedParticipatingAian
	h. Asian	esserASeaSubpopExtendedEligibleAs	esserASeaSubpopExtendedParticipatingAs
	i. Black or African American	esserASeaSubpopExtendedEligibleBl	esserASeaSubpopExtendedParticipatingBl
j. Hispanic/Latino	esserASeaSubpopExtendedEligibleHis	esserASeaSubpopExtendedParticipatingHis	
k. Native Hawaiian or Other Pacific Islander	esserASeaSubpopExtendedEligibleNhPi	esserASeaSubpopExtendedParticipatingNhPi	
l. White	esserASeaSubpopExtendedEligibleWh	esserASeaSubpopExtendedParticipatingWh	
m. Two or more races	esserASeaSubpopExtendedEligibleTmr	esserASeaSubpopExtendedParticipatingTmr	



Methods/Intervention Y/N	(If Yes, then) Capacity and Participation																																															
	n. Other student subpopulation (Please specify): esserASeaSubpopExtendedOtherDescription	esserASeaSubpopExtendedEligibleOther	esserASeaSubpopExtendedParticipatingOther																																													
d. Evidence-based high dosage tutoring isEsserASeaSubpopTutoring	<p>Is this program available to all students? Y/N isEsserASeaSubpopTutoringAllStudents</p> <p>If no, indicate the number of students this program serves at full capacity: esserASeaSubpopTutoringCapacity</p> <p>Total unique headcount of students that participated in this activity: esserASeaSubpopTutoringUniqueCount</p> <p>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:</p> <p>Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</p> <table><thead><tr><th>Student Profile</th><th># Enrolled eligible Students in subgroup</th><th># Eligible students in subgroup participating</th></tr></thead><tbody><tr><td>a. Students with one or more disabilities</td><td>esserASeaSubpopTutoringEligibleSwd</td><td>esserASeaSubpopTutoringParticipatingSwd</td></tr><tr><td>b. Low-income students</td><td>esserASeaSubpopTutoringEligibleLi</td><td>esserASeaSubpopTutoringParticipatingLi</td></tr><tr><td>c. English learners</td><td>esserASeaSubpopTutoringEligibleEIl</td><td>esserASeaSubpopTutoringParticipatingEIl</td></tr><tr><td>d. Students in foster care</td><td>esserASeaSubpopTutoringEligibleFcs</td><td>esserASeaSubpopTutoringParticipatingFcs</td></tr><tr><td>e. Migratory students</td><td>esserASeaSubpopTutoringEligibleMig</td><td>esserASeaSubpopTutoringParticipatingMig</td></tr><tr><td>f. Students experiencing homelessness</td><td>esserASeaSubpopTutoringEligibleHmls</td><td>esserASeaSubpopTutoringParticipatingHmls</td></tr><tr><td>g. American Indian or Alaska Native</td><td>esserASeaSubpopTutoringEligibleAian</td><td>esserASeaSubpopTutoringParticipatingAian</td></tr><tr><td>h. Asian</td><td>esserASeaSubpopTutoringEligibleAs</td><td>esserASeaSubpopTutoringParticipatingAs</td></tr><tr><td>i. Black or African American</td><td>esserASeaSubpopTutoringEligibleBl</td><td>esserASeaSubpopTutoringParticipatingBl</td></tr><tr><td>j. Hispanic/Latino</td><td>esserASeaSubpopTutoringEligibleHis</td><td>esserASeaSubpopTutoringParticipatingHis</td></tr><tr><td>k. Native Hawaiian or Other Pacific Islander</td><td>esserASeaSubpopTutoringEligibleNhPi</td><td>esserASeaSubpopTutoringParticipatingNhPi</td></tr><tr><td>l. White</td><td>esserASeaSubpopTutoringEligibleWh</td><td>esserASeaSubpopTutoringParticipatingWh</td></tr><tr><td>m. Two or more races</td><td>esserASeaSubpopTutoringEligibleTmr</td><td>esserASeaSubpopTutoringParticipatingTmr</td></tr><tr><td>n. Other student subpopulation (Please specify): esserASeaSubpopTutoringOtherDescription</td><td>esserASeaSubpopTutoringEligibleOther</td><td>esserASeaSubpopTutoringParticipatingOther</td></tr></tbody></table>			Student Profile	# Enrolled eligible Students in subgroup	# Eligible students in subgroup participating	a. Students with one or more disabilities	esserASeaSubpopTutoringEligibleSwd	esserASeaSubpopTutoringParticipatingSwd	b. Low-income students	esserASeaSubpopTutoringEligibleLi	esserASeaSubpopTutoringParticipatingLi	c. English learners	esserASeaSubpopTutoringEligibleEIl	esserASeaSubpopTutoringParticipatingEIl	d. Students in foster care	esserASeaSubpopTutoringEligibleFcs	esserASeaSubpopTutoringParticipatingFcs	e. Migratory students	esserASeaSubpopTutoringEligibleMig	esserASeaSubpopTutoringParticipatingMig	f. Students experiencing homelessness	esserASeaSubpopTutoringEligibleHmls	esserASeaSubpopTutoringParticipatingHmls	g. American Indian or Alaska Native	esserASeaSubpopTutoringEligibleAian	esserASeaSubpopTutoringParticipatingAian	h. Asian	esserASeaSubpopTutoringEligibleAs	esserASeaSubpopTutoringParticipatingAs	i. Black or African American	esserASeaSubpopTutoringEligibleBl	esserASeaSubpopTutoringParticipatingBl	j. Hispanic/Latino	esserASeaSubpopTutoringEligibleHis	esserASeaSubpopTutoringParticipatingHis	k. Native Hawaiian or Other Pacific Islander	esserASeaSubpopTutoringEligibleNhPi	esserASeaSubpopTutoringParticipatingNhPi	l. White	esserASeaSubpopTutoringEligibleWh	esserASeaSubpopTutoringParticipatingWh	m. Two or more races	esserASeaSubpopTutoringEligibleTmr	esserASeaSubpopTutoringParticipatingTmr	n. Other student subpopulation (Please specify): esserASeaSubpopTutoringOtherDescription	esserASeaSubpopTutoringEligibleOther	esserASeaSubpopTutoringParticipatingOther
Student Profile	# Enrolled eligible Students in subgroup	# Eligible students in subgroup participating																																														
a. Students with one or more disabilities	esserASeaSubpopTutoringEligibleSwd	esserASeaSubpopTutoringParticipatingSwd																																														
b. Low-income students	esserASeaSubpopTutoringEligibleLi	esserASeaSubpopTutoringParticipatingLi																																														
c. English learners	esserASeaSubpopTutoringEligibleEIl	esserASeaSubpopTutoringParticipatingEIl																																														
d. Students in foster care	esserASeaSubpopTutoringEligibleFcs	esserASeaSubpopTutoringParticipatingFcs																																														
e. Migratory students	esserASeaSubpopTutoringEligibleMig	esserASeaSubpopTutoringParticipatingMig																																														
f. Students experiencing homelessness	esserASeaSubpopTutoringEligibleHmls	esserASeaSubpopTutoringParticipatingHmls																																														
g. American Indian or Alaska Native	esserASeaSubpopTutoringEligibleAian	esserASeaSubpopTutoringParticipatingAian																																														
h. Asian	esserASeaSubpopTutoringEligibleAs	esserASeaSubpopTutoringParticipatingAs																																														
i. Black or African American	esserASeaSubpopTutoringEligibleBl	esserASeaSubpopTutoringParticipatingBl																																														
j. Hispanic/Latino	esserASeaSubpopTutoringEligibleHis	esserASeaSubpopTutoringParticipatingHis																																														
k. Native Hawaiian or Other Pacific Islander	esserASeaSubpopTutoringEligibleNhPi	esserASeaSubpopTutoringParticipatingNhPi																																														
l. White	esserASeaSubpopTutoringEligibleWh	esserASeaSubpopTutoringParticipatingWh																																														
m. Two or more races	esserASeaSubpopTutoringEligibleTmr	esserASeaSubpopTutoringParticipatingTmr																																														
n. Other student subpopulation (Please specify): esserASeaSubpopTutoringOtherDescription	esserASeaSubpopTutoringEligibleOther	esserASeaSubpopTutoringParticipatingOther																																														

Methods/Intervention Y/N	(If Yes, then) Capacity and Participation		
e. Early childhood education program expansion or enhancement isEsserASeaSubpopEce	Is this program available to all students? Y/N isEsserASeaSubpopEceAllStudents		
	If no, indicate the number of students this program serves at full capacity: _ esserASeaSubpopEceCapacity_____		
	Total unique headcount of students that participated in this activity: esserASeaSubpopEceUniqueCount_____		
	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	# Enrolled eligible Students in subgroup	# Eligible students in subgroup participating
	a. Students with one or more disabilities	esserASeaSubpopEceEligibleSwd	esserASeaSubpopEceParticipatingSwd
	b. Low-income students	esserASeaSubpopEceEligibleLi	esserASeaSubpopEceParticipatingLi
	c. English language learners	esserASeaSubpopEceEligibleEl	esserASeaSubpopEceParticipatingEl
	d. Students in foster care	esserASeaSubpopEceEligibleFcs	esserASeaSubpopEceParticipatingFcs
	e. Migratory students	esserASeaSubpopEceEligibleMig	esserASeaSubpopEceParticipatingMig
	f. Students experiencing homelessness	esserASeaSubpopEceEligibleHmls	esserASeaSubpopEceParticipatingHmls
	g. American Indian or Alaska Native	esserASeaSubpopEceEligibleAian	esserASeaSubpopEceParticipatingAian
	h. Asian	esserASeaSubpopEceEligibleAs	esserASeaSubpopEceParticipatingAs
	i. Black or African American	esserASeaSubpopEceEligibleBl	esserASeaSubpopEceParticipatingBl
j. Hispanic/Latino	esserASeaSubpopEceEligibleHis	esserASeaSubpopEceParticipatingHis	
k. Native Hawaiian or Other Pacific Islander	esserASeaSubpopEceEligibleNhPi	esserASeaSubpopEceParticipatingNhPi	
l. White	esserASeaSubpopEceEligibleWh	esserASeaSubpopEceParticipatingWh	
m. Two or more races	esserASeaSubpopEceEligibleTmr	esserASeaSubpopEceParticipatingTmr	
n. Other student subpopulation (Please specify): esserASeaSubpopEceOtherDescription_____	esserASeaSubpopEceEligibleOther	esserASeaSubpopEceParticipatingOther	

Methods/Intervention Y/N	(If Yes, then) Capacity and Participation		
f. Full-Service Community Schools isEsserASeaSubpopCommunitySchools	<p>How many new or additional full-service community schools were launched using these funds in this state? esserASeaSubpopCommunitySchoolsNew_____</p> <p>How many current full-service community schools received additional services and/or support using these funds? esserASeaSubpopCommunitySchoolsCurrent_____</p> <p>What is the total enrollment in full-service community schools supported with ESSER funds within this state? esserASeaSubpopCommunitySchoolsEnrollment_____</p>		
g. Purchasing educational technology isEsserASeaSubpopEdTech	<p>Was educational technology purchased for all students? Y/N isEsserASeaSubpopEdTechAllStudents</p> <p>If no, indicate the number of students for whom educational technology was purchased _ esserASeaSubpopEdTechUniqueCount_____</p> <p>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:</p> <p>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.</p>		
	Student Profile	# Enrolled eligible Students in subgroup	# Eligible students in subgroup receiving or supported by the education technology
	a. Students with one or more disabilities	esserASeaSubpopEdTechEligibleSwd	esserASeaSubpopEdTechParticipatingSwd
	b. Low-income students	esserASeaSubpopEdTechEligibleLi	esserASeaSubpopEdTechParticipatingLi
	c. English language learners	esserASeaSubpopEdTechEligibleEl	esserASeaSubpopEdTechParticipatingEl
	d. Students in foster care	esserASeaSubpopEdTechEligibleFcs	esserASeaSubpopEdTechParticipatingFcs
	e. Migratory students	esserASeaSubpopEdTechEligibleMig	esserASeaSubpopEdTechParticipatingMig
	f. Students experiencing homelessness	esserASeaSubpopEdTechEligibleHmls	esserASeaSubpopEdTechParticipatingHmls
	g. American Indian or Alaska Native	esserASeaSubpopEdTechEligibleAian	esserASeaSubpopEdTechParticipatingAian
	h. Asian	esserASeaSubpopEdTechEligibleAs	esserASeaSubpopEdTechParticipatingAs
	i. Black or African American	esserASeaSubpopEdTechEligibleBl	esserASeaSubpopEdTechParticipatingBl
	j. Hispanic/Latino	esserASeaSubpopEdTechEligibleHis	esserASeaSubpopEdTechParticipatingHis
	k. Native Hawaiian or Other Pacific Islander	esserASeaSubpopEdTechEligibleNhPi	esserASeaSubpopEdTechParticipatingNhPi
	l. White	esserASeaSubpopEdTechEligibleWh	esserASeaSubpopEdTechParticipatingWh
m. Two or more races	esserASeaSubpopEdTechEligibleTmr	esserASeaSubpopEdTechParticipatingTmr	

Methods/Intervention Y/N	(If Yes, then) Capacity and Participation		
	n. Other student subpopulation (Please specify): esserASeaSubpopEdTechOtherDescription_____	esserASeaSubpopEdTechEligibleOther	esserASeaSubpopEdTechParticipatingOther

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

LEVEL: SEA

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/N areEsse1SeaFunds Awarded	Y/N areEsse2SeaFunds Awarded	Y/N areEsse3LearningLossFu ndsAwarded	Y/N areEsse3SummerEnrichm entAwarded	Y/N areEsse3AfterschoolProgra msAwarded	Y/N areEsse3OtherAwa rded
b. Did the SEA award SEA Reserve Funds to non-LEA entities in the current reporting period?	Y/N areEsse1SeaNonL eaFundsAwarded	Y/N areEsse2SeaNonL eaFundsAwarded	Y/N areEsse3NonLeaLearn ingLossFundsAwarded	Y/N areEsse3NonLeaSumm erEnrichmentAwarded	Y/N areEsse3NonLeaAftersch oolProgramsAwarded	Y/N areEsse3NonLea OtherAwarded

LEVEL: SEA

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 anyEsseAstrategiesIdentifyStudents	
<skip logic; if yes> Indicate which strategies were used to identify students disproportionately impacted by the COVID-19 pandemic (Mark Y/N to each)	
a. Student demographic data, such as FRPL eligibility or English learner status	isEsseAIdentifiedByStudentDemographic
b. Student academic outcome data, such as academic data from state or local assessments	isEsseAIdentifiedByStudentOutcome

<div><div>c. Other student outcome data, such as data on students’ school experiences and social and emotional wellbeing isEsserAIdentifiedByOtherStudentOutcome</div><div>d. 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</div><div>e. Opportunity to learn data, such as access to technology and access to educators, school counselors, and other support staff isEsserAIdentifiedByOpportunityToLearn</div><div>f. State administrative data, such as unemployment claims isEsserAIdentifiedByStateAdministrativeData</div><div>g. Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19 isEsserAIdentifiedByHealthData</div><div>h. Stakeholder input isEsserAIdentifiedByStakeholderInput</div><div>i. Other isEsserAIdentifiedByOtherData (Please specify): (1,500 character limit)_ esserAIdentifiedByOtherDataDescription __</div></div>

LEVEL: SEA

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)

<div>(3,000 character limit)</div> <div>esser3AllocationDescription</div>

LEVEL: SUBGRANTEE

2.4 ESSER I SEA Reserve Funds

Name of LEA awarded **ESSER I SEA Reserve** Funds: <Auto-fill from FFATA>
DUNS #: <Auto-fill from FFATA>
UNIQUE ENTITY ID (SAM):
NCES LEA ID: <Auto-fill from CCD>
Total amount awarded to the LEA from the ESSER I SEA Reserve:

LEVEL: SUBGRANTEE

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 ³	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	uniqueID	ncesID	esser1SeaReserveAwarded	esser1SeaReserveExpendedCurrent	esser1SeaReserveUsedPhysical	esser1SeaReserveUsedAcademic	esser1SeaReserveUsedMental	esser1SeaReserveUsedOperational

LEVEL: SUBGRANTEE

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 Period	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	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for
						Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use

³ 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 the first 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 in reporting period 1 or period 2, the LEA should report \$800K.

entity Name	dunsN umber	ueiNu mber	ncesN umber	esser1SeaReserv eExpendePrior	esser1SeaRese rveRemaining	esser1SeaReserveR emainingPhysical	esser1SeaReserveRe mainingAcademic	esser1SeaReserveR emainingMental	esser1SeaReserveRe mainingOperational	<auto-calculated> esser1SeaReserveRem ainingUndetermined
----------------	----------------	---------------	----------------	----------------------------------	-------------------------------	---------------------------------------	---------------------------------------	-------------------------------------	--	--

ESSER I SEA Reserve Funds to non-LEA entities

<skip logic, if “Did the SEA award ESSER I Reserve Funds to any entities other than LEAs = ‘Y’, then present autofills and table below:>

Name of non-LEA entity awarded **ESSER I SEA Reserve** Funds: <Auto-fill from FFATA>

DUNS #: <Auto-fill from FFATA>

UNIQUE ENTITY ID (SAM):

NCES LEA ID: <Auto-fill from CCD>

Total amount awarded to the non-LEA from the ESSER I SEA Reserve:

LEVEL: SUBGRANTEE

2.4c ESSER I SEA Reserve Awards to Non-LEAs

Name of non-LEA awarde d ESSER I SEA Reserve funds	DUNS #	UNIQUE ENTITY ID (SAM)	Total amount awarded to the non-LEA from the ESSER I SEA Reserve ⁴	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
entityNa me	dunsNum ber	ueiNum ber	esser1SeaReserveA warded	esser1SeaReserveExpende dCurrent	esser1SeaReserveUsed Physical	esser1SeaReserveUsedA cademic	esser1SeaReserveUse dMental	esser1SeaReserveUsedOp erational

⁴ This value a 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 the first 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 in reporting period 1 or period 2, the non-LEA should report \$800K.

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 Period	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	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for
					Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use
entity Name	dunsNumber	uniqueID	esser1SeaReserveExpendPrior	esser1SeaReserveRemaining	esser1SeaReserveRemainingPhysical	esser1SeaReserveRemainingAcademic	esser1SeaReserveRemainingMental	esser1SeaReserveRemainingOperational	<auto-calculated> esser1SeaReserveRemainingUndetermined

Sub-Section 2.5: ESSER II SEA Reserve Funds

Name of LEA awarded ESSER II SEA Reserve Funds: <Auto-fill from FFATA>

DUNS #: <Auto-fill from FFATA>

UNIQUE ENTITY ID (SAM):

NCES LEA ID: <Auto-fill from CCD>

Total amount awarded to the LEA from the ESSER II SEA Reserve:

LEVEL: SUBGRANTEE

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	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#	Remaining ESSER II SEA Reserve Funds <Auto-fill from above>	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	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for
					Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use
entityName	dunsNumber	ueiNumber	ncesNumber	esser2SeaReserveRemaining	esser2SeaReserveRemainingPhysical	esser2SeaReserveRemainingAcademic	esser2SeaReserveRemainingMental	esser2SeaReserveRemainingOperational	<auto-calculated> esser2SeaReserveRemainingUndetermined

ESSER II SEA Reserve Funds to non-LEA entities:

<skip logic, if "Did the SEA award ESSER II Reserve Funds to any entities other than LEAs = 'Y', then present autofills and table below:>

Name of non-LEA awarded **ESSER II SEA Reserve** Funds: <Auto-fill from FFATA>

DUNS #: <Auto-fill from FFATA>

UNIQUE ENTITY ID (SAM):

NCES LEA ID: <Auto-fill from CCD>

Total amount awarded to the non-LEA from the ESSER II SEA Reserve:

LEVEL: SUBGRANTEE

2.5c ESSER II SEA Reserve Awards to Non-LEAs

	DUNS #			Uses of ESSER II SEA Reserve funds (Y/N)
--	--------	--	--	--

Name of non-LEA awarded ESSER II SEA Reserve funds		UNIQUE ENTITY ID (SAM)	Total amount awarded to the non-LEA from the ESSER II SEA Reserve	Total amount expended by the non-LEA from the ESSER II SEA Reserve	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

LEVEL: SUBGRANTEE

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)	Remaining ESSER II SEA Reserve Funds <Auto-fill from above>	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	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for
				Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use
entityName	dunsNumber	ueiNumber	esser2SeaReserveRemaining	esser2SeaReserveRemainingPhysical	esser2SeaReserveRemainingAcademic	esser2SeaReserveRemainingMental	esser2SeaReserveRemainingOperational	<auto-calculated> esser2SeaReserveRemainingUndetermined

Sub-Section 2.6: ARP ESSER SEA Reserve Funds

Name of LEA awarded ARP ESSER SEA Reserve Funds: <Auto-fill from FFATA>

DUNS #: <Auto-fill from FFATA>

UNIQUE ENTITY ID (SAM):

NCES LEA ID: <Auto-fill from CCD>

Total amount awarded to the LEA from the ARP ESSER SEA Reserve: <auto-calculate from table 2.5a>

LEVEL: SUBGRANTEE

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				Total Amount Expended from ARP ESSER SEA Reserve Fund			
				a. Learning Loss Activities Set-Aside	b. Summer Enrichment Set-Aside	c. Afterschool Programs Set-Aside	d. Other SEA Reserve Award	a. Learning Loss Activities Set-Aside	b. Summer Enrichment Set-Aside	c. Afterschool Programs Set-Aside	d. Other SEA Reserve Award
entityName	dunsNumber	uniqueIdentifier	ncesNumber	esser3SeaReserveLostTimeAwarded	esser3SeaReserveSummerAwarded	esser3SeaReserveAftSchAwarded	esser3SeaReserveOtherAwarded	esser3SeaReserveLostTimeExpendedCurrent	esser3SeaReserveSummerExpendedCurrent	esser3SeaReserveAftSchExpendedCurrent	esser3SeaReserveOtherExpendedCurrent

<skip logic, if 1d>0 in table above, then present autofills and table below:>
Name of LEA awarded **ARP ESSER SEA Reserve** Funds: <Auto-fill from FFATA>
DUNS #: <Auto-fill from FFATA>
UNIQUE ENTITY ID (SAM):
NCES LEA ID: <Auto-fill from CCD>
Total amount awarded to the LEA from the ARP ESSER SEA Reserve:

LEVEL: SUBGRANTEE

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 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	uniqueEntityID	ncesID	esser3SeaReserveOtherAwarded	esser3SeaReserveOtherExpendedCurrent	esser3SeaReserveUsedPhysical	esser3SeaReserveUsedAcademic	esser3SeaReserveUsedMental	esser3SeaReserveUsedOperational

LEVEL: SUBGRANTEE

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-fill from above>	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 for Mental 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	uniqueEntityID	ncesID	esser3SeaReserveRemaining	esser3SeaReserveRemainingPhysical	esser3SeaReserveRemainingAcademic	esser3SeaReserveRemainingMental	esser3SeaReserveRemainingOperational	<auto-calculated>

									esser3SeaReserveRemainingUndetermined
--	--	--	--	--	--	--	--	--	---------------------------------------

ARP ESSER SEA Reserve Funds to non-LEA entities:
<skip logic, if “Did the SEA award ARP ESSER Reserve Funds to any entities other than LEAs = ‘Y’, then present autofills and table below:>
Name of non-LEA entity awarded **ARP ESSER SEA Reserve Funds**: <Auto-fill from FFATA>
DUNS #: <Auto-fill from FFATA>
UNIQUE ENTITY ID (SAM):
Total amount awarded to the non-LEA from the ARP ESSER SEA Reserve:
LEVEL: SUBGRANTEE

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				Total Amount Expended from ARP ESSER SEA Reserve Fund			
			a. Learning Loss Activities Set-Aside	b. Summer Enrichment Set-Aside	c. Afterschool Programs Set-Aside	d. Other SEA Reserve Award	e. Learning Loss Activities Set-Aside	f. Summer Enrichment Set-Aside	g. Afterschool Programs Set-Aside	h. Other SEA Reserve Award
entityName	dunsNumber	uniqueIdentifier	esser3SeaReserveLostTimeAwarded	esser3SeaReserveSummerAwarded	esser3SeaReserveAftSchAwarded	esser3SeaReserveOtherAwarded	esser3SeaReserveLostTimeExpendedCurrent	esser3SeaReserveSummerExpendedCurrent	esser3SeaReserveAftSchExpendedCurrent	esser3SeaReserveOtherExpendedCurrent

<skip logic, if 3d>0 in table above, then present autofills and table below:>
Name of non-LEA awarded **ARP ESSER SEA Reserve Funds**: <Auto-fill from FFATA>
DUNS #: <Auto-fill from FFATA>
UNIQUE ENTITY ID (SAM):

Total amount awarded to the non-LEA from the ARP ESSER SEA Reserve:

LEVEL: SUBGRANTEE

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” <Auto-fill from 3d above>	Total amount expended by the non-LEA from the ARP ESSER SEA Reserve – “other” <Auto-fill from 4d 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	uniqueEntityID	esser3SeaReserveOtherAwarded	esser3SeaReserveOtherExpendedCurrent	esser3SeaReserveUsedPhysical	esser3SeaReserveUsedAcademic	esser3SeaReserveUsedMental	esser3SeaReserveUsedOperational

LEVEL: SUBGRANTEE

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)	Remaining ARP ESSER SEA Reserve Funds - Other <Auto-fill from above>	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	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for
				Addressing Physical Health and Safety	Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use

entityName	dunsNumber	ueiNumber	esser3SeaReserveRemaining	esser3SeaReserveRemainingPhysical	esser3SeaReserveRemainingAcademic	esser3SeaReserveRemainingMental	esser3SeaReserveRemainingOperational	<auto-calculated> 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)

LEVEL: SUBGRANTEE

3.a Provide the amount of the mandatory subgrant awarded to each LEA from the ESSER I, ESSER II, and ARP ESSER awards, respectively:

LEA Name	DUNS#	UNIQUE ENTITY ID (SAM)	NCES ID#	ESSER I (CARES)	ESSER II (CRRSAA)	ARP ESSER
				Total mandatory subgrant amount awarded to LEA ⁵	Total mandatory subgrant amount awarded to LEA	Total mandatory subgrant amount awarded to LEA
entityName	dunsNumber	ueiNumber	ncesNumber	esser1MandatorySubgrantAwarded	esser2MandatorySubgrantAwarded	esser3MandatorySubgrantAwarded


⁵ 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 mandatory subgrant funds in the first 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 mandatory subgrant allocation to the LEA was reduced by \$200K, and regardless of whether that reduction occurred in reporting period 1 or period 2, the LEA should report \$800K.

Subsection B – ESSER Mandatory Subgrants to LEAs, (at least 90% of the ESSER I, ESSER II, and ARP ESSER awards, respectively) – Use of Funds Detail⁶

LEVEL: SUBGRANTEE


3.b1 Provide the amount of the LEA expenditures by ESSER Subgrant fund and expenditure category 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 1, Question 1.1a) minus total amount reserved (Section 2, Question 1.2a))

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 Appendix, Question 3.b2 for examples of expenditures that should be counted within the four main expenditure categories.

LEA name	DUNS#	UNIQUE ENTITY ID (SAM)	NCES ID#	Activities	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER	
					Total Amount Expended by Activity ⁷	Total Amount Expended by Activity	Total Amount Expended by Activity	 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)
entity Name	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
				a. Personnel Services – Salaries	esser1MandPhysicalPersonnelSalaries	esser2MandPhysicalPersonnelSalaries	esser3MandPhysicalPersonnelSalaries	esser3Mand20PhysicalPersonnelSalaries
				b. Personnel Services -- Benefits	esser1MandPhysicalPersonnelBenefits	esser2MandPhysicalPersonnelBenefits	esser3MandPhysicalPersonnelBenefits	esser3Mand20PhysicalPersonnelBenefits

⁶ For CARES Year 4, CRRSA Year 3 and ARP Year 3 reporting, questions 3.b1 will supplemented by question 3.b2 in the appendix.

⁷ This value should reflect **only** expenditures made in the current reporting period.

				c. Purchased Professional and Technical Services	esser1MandPhysicalT echnical	esser2MandPhysicalT echnical	esser3MandPhysicalT echnical	esser3Mand20Physical Technical
				d. Purchased Property Services	esser1MandPhysicalPr opertyServices	esser2MandPhysicalP ropertyServices	esser3MandPhysicalP ropertyServices	esser3Mand20Physical PropertyServices
				e. Other Purchased Services	esser1MandPhysicalO therServices	esser2MandPhysical OtherServices	esser3MandPhysical OtherServices	esser3Mand20Physical OtherServices
				f. Supplies	esser1MandPhysicalS upplies	esser2MandPhysicalS upplies	esser3MandPhysicalS upplies	esser3Mand20Physical Supplies
				g. Property	esser1MandPhysicalPr operty	esser2MandPhysicalP roperty	esser3MandPhysicalP roperty	esser3Mand20Physical Property
				h. Debt Service and Miscellaneous	esser1MandPhysicalD ebtService	esser2MandPhysical DebtService	esser3MandPhysical DebtService	esser3Mand20Physical DebtService
				i. Other Items	esser1MandPhysicalO therItems	esser2MandPhysical OtherItems	esser3MandPhysical OtherItems	esser3Mand20Physical OtherItems
				Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) 	<i>Auto-calculate from rows j-r below</i> esser1MandAcademic ExpendTotal	<i>Auto-calculate from rows j-r below</i> esser2MandAcademi cExpendTotal	<i>Auto-calculate from rows j-r below</i> esser3MandAcademi cExpendTotal	<i>Auto-calculate from rows j-r below</i> esser3Mand20Academi cExpendTotal
				j. Personnel Services – Salaries	esser1MandAcademic PersonnelSalaries	esser2MandAcademi cPersonnelSalaries	esser3MandAcademi cPersonnelSalaries	esser3Mand20Academi cPersonnelSalaries
				k. Personnel Services -- Benefits	esser1MandAcademic PersonnelBenefits	esser2MandAcademi cPersonnelBenefits	esser3MandAcademi cPersonnelBenefits	esser3Mand20Academi cPersonnelBenefits
				l. Purchased Professional and Technical Services	esser1MandAcademic Technical	esser2MandAcademi cTechnical	esser3MandAcademi cTechnical	esser3Mand20Academi cTechnical
				m. Purchased Property Services	esser1MandAcademic PropertyServices	esser2MandAcademi cPropertyServices	esser3MandAcademi cPropertyServices	esser3Mand20Academi cPropertyServices
				n. Other Purchased Services	esser1MandAcademic OtherServices	esser2MandAcademi cOtherServices	esser3MandAcademi cOtherServices	esser3Mand20Academi cOtherServices
				o. Supplies	esser1MandAcademic Supplies	esser2MandAcademi cSupplies	esser3MandAcademi cSupplies	esser3Mand20Academi cSupplies
				p. Property	esser1MandAcademic Property	esser2MandAcademi cProperty	esser3MandAcademi cProperty	esser3Mand20Academi cProperty

				q. Debt Service and Miscellaneous	esser1MandAcademicDebtService	esser2MandAcademicDebtService	esser3MandAcademicDebtService	esser3Mand20AcademicDebtService
				r. Other Items	esser1MandAcademicOtherItems	esser2MandAcademicOtherItems	esser3MandAcademicOtherItems	esser3Mand20AcademicOtherItems
				Mental Health Supports for Students and Staff	<i>Auto-calculate from rows s-aa below</i> esser1MandMentalExpendedTotal	<i>Auto-calculate from rows s-aa below</i> esser2MandMentalExpendedTotal	<i>Auto-calculate from rows s-aa below</i> esser3MandMentalExpendedTotal	<i>Auto-calculate from rows s-aa below</i> esser3Mand20MentalExpendedTotal
				s. Personnel Services – Salaries	esser1MandMentalPersonnelSalaries	esser2MandMentalPersonnelSalaries	esser3MandMentalPersonnelSalaries	esser3Mand20MentalPersonnelSalaries
				t. Personnel Services -- Benefits	esser1MandMentalPersonnelBenefits	esser2MandMentalPersonnelBenefits	esser3MandMentalPersonnelBenefits	esser3Mand20MentalPersonnelBenefits
				u. Purchased Professional and Technical Services	esser1MandMentalTechnical	esser2MandMentalTechnical	esser3MandMentalTechnical	esser3Mand20MentalTechnical
				v. Purchased Property Services	esser1MandMentalPropertyServices	esser2MandMentalPropertyServices	esser3MandMentalPropertyServices	esser3Mand20MentalPropertyServices
				w. Other Purchased Services	esser1MandMentalOtherServices	esser2MandMentalOtherServices	esser3MandMentalOtherServices	esser3Mand20MentalOtherServices
				x. Supplies	esser1MandMentalSupplies	esser2MandMentalSupplies	esser3MandMentalSupplies	esser3Mand20MentalSupplies
				y. Property	esser1MandMentalProperty	esser2MandMentalProperty	esser3MandMentalProperty	esser3Mand20MentalProperty
				z. Debt Service and Miscellaneous	esser1MandMentalDebtService	esser2MandMentalDebtService	esser3MandMentalDebtService	esser3Mand20MentalDebtService
				aa. Other Items	esser1MandMentalOtherItems	esser2MandMentalOtherItems	esser3MandMentalOtherItems	esser3Mand20MentalOtherItems
				Operational Continuity and Other Allowed Uses	<i>Auto-calculate from rows bb-jj below</i> esser1MandOperationalExpendedTotal	<i>Auto-calculate from rows bb-jj below</i> esser2MandOperationalExpendedTotal	<i>Auto-calculate from rows bb-jj below</i> esser3MandOperationalExpendedTotal	<i>Auto-calculate from rows bb-jj below</i> esser3Mand20OperationalExpendedTotal
				bb. Personnel Services – Salaries	esser1MandOperationalPersonnelSalaries	esser2MandOperationalPersonnelSalaries	esser3MandOperationalPersonnelSalaries	esser3Mand20OperationalPersonnelSalaries

				cc. Personnel Services -- Benefits	esser1MandOperationalPersonnelBenefits	esser2MandOperationalPersonnelBenefits	esser3MandOperationalPersonnelBenefits	esser3Mand20OperationalPersonnelBenefits
				dd. Purchased Professional and Technical Services	esser1MandOperationalTechnical	esser2MandOperationalTechnical	esser3MandOperationalTechnical	esser3Mand20OperationalTechnical
				ee. Purchased Property Services	esser1MandOperationalPropertyServices	esser2MandOperationalPropertyServices	esser3MandOperationalPropertyServices	esser3Mand20OperationalPropertyServices
				ff. Other Purchased Services	esser1MandOperationalOtherServices	esser2MandOperationalOtherServices	esser3MandOperationalOtherServices	esser3Mand20OperationalOtherServices
				gg. Supplies	esser1MandOperationalSupplies	esser2MandOperationalSupplies	esser3MandOperationalSupplies	esser3Mand20OperationalSupplies
				hh. Property	esser1MandOperationalProperty	esser2MandOperationalProperty	esser3MandOperationalProperty	esser3Mand20OperationalProperty
				ii. Debt Service and Miscellaneous	esser1MandOperationalDebtService	esser2MandOperationalDebtService	esser3MandOperationalDebtService	esser3Mand20OperationalDebtService
				jj. Other Items	esser1MandOperationalOtherItems	esser2MandOperationalOtherItems	esser3MandOperationalOtherItems	esser3Mand20OperationalOtherItems

LEVEL: SUBGRANTEE

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 Period	Remaining ESSER I Funds <Auto-fill from above & column to left>	Planned Uses of Remaining ESSER I Mandatory Subgrant Funds				
						% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds
						Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use
entity Name	dunsNumber	uniqueNumber	ncesNumber	esser1MandatoryExpendPrior	esser1MandatoryRemaining	esser1MandatoryRemainingPhysical	esser1MandatoryRemainingAcademic	esser1MandatoryRemainingMental	esser1MandatoryRemainingOperational	esser1MandatoryRemainingUndetermined

LEVEL: SUBGRANTEE

3.b4 Planned Uses of Remaining ESSER II Funds

What are the LEA's planned expenditures 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 I mandatory subgrant funds.)

Name of LEA awarded ESSER II Mandatory LEA Subgrant	DUNS #	UNIQUE ENTITY ID (SAM)	NCES ID#	Remaining ESSER II Funds <Auto-fill from above>	Planned Uses of Remaining ESSER II Mandatory Subgrant Funds				
					% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds
					Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use

entity Name	dunsNu mber	ueiNu mber	ncesNu mber	esser2Mandatory Remaining	esser2MandatoryRem ainingPhysical	esser2MandatoryRema iningAcademic	esser2MandatoryRem ainingMental	esser2MandatoryRemai ningOperational	esser2MandatoryRemaini ngUndetermined
----------------	----------------	---------------	----------------	------------------------------	--------------------------------------	--------------------------------------	------------------------------------	---	--

LEVEL: SUBGRANTEE


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 ESSER I mandatory subgrant funds.)

Name of LEA award ed ARP ESSER Manda tory LEA Subgra nt	DUNS #	UNIQ UE ENTIT Y ID (SAM)	NCES ID#	Remaining ARP ESSER Funds <Auto-fill from above>	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 for Mental Health Supports for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses	% Remaining Funds Planned for Not Yet Planned for Specific Use
entity Name	dunsNu mber	ueiNu mber	ncesNu mber	esser3Mandatory Remaining	esser3MandatoryRem ainingPhysical	esser3MandatoryRema iningAcademic	esser3MandatoryRem ainingMental	esser3MandatoryRemai ningOperational	esser3MandatoryRemaini ngUndetermined

LEVEL: SUBGRANTEE

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) 


- a. Promoting vaccination isEsserAUsedFundsVaccination
- b. Consistent and correct mask use isEsserAUsedFundsMasks
- c. Physical distancing isEsserAUsedFundsPhysicalDistancing
- d. Screening testing to promptly identify cases, clusters, and outbreaks isEsserAUsedFundsScreeningTests

- e. Ventilation ☐
- f. Handwashing and respiratory etiquette ☐
- g. Staying home when sick and getting tested ☐
- h. Contact tracing ☐
- i. Cleaning and disinfection ☐

LEVEL: SUBGRANTEE

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 
<input type="checkbox"/>	a. Mobile hotspots with paid data plans	<input type="checkbox"/>
	b. Internet connected devices with paid data plans	<input type="checkbox"/>
	c. District pays for the cost of home Internet subscription for student	<input type="checkbox"/>
	d. District provides home Internet access through a district-managed wireless network	<input type="checkbox"/>
	e. Other (Please specify): <input type="text"/>	<input type="checkbox"/>

LEVEL: SUBGRANTEE

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) 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)

- a. Direct outreach to families ☐
- b. Engaging the school district homeless liaison ☐
- c. Partnering with community-based organizations ☐
- d. Offering home internet service and/or devices ☐

- e. Implementing new curricular strategies to improve student engagement
- f. Offering credit recovery and/or acceleration strategies
- g. Other (please describe):

LEVEL: SUBGRANTEE

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

(Note: this question is **optional** for the ARP ESSER Years 1 and 2 annual performance report; this question will be **required beginning in Year 3** of annual performance reporting for ARP ESSER.)

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 <i>these specific positions</i> 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 subawards and SEA Reserve awards)
entityName	dunsNumber	ueiNumber	ncesNumber	esseAAmountExpendedStaff	<div><div>___Special educators and related service personnel <input type="text" value="esseANumberEmployedSpecialEd"/></div><div>___Paraprofessionals <input type="text" value="esseANumberEmployedParaprofessionals"/></div><div>___Bilingual or English as a second language educators <input type="text" value="esseANumberEmployedBilingual"/></div><div>___School counselors, school psychologists and/or social workers <input type="text" value="esseANumberEmployedCounselors"/></div><div>___Nurses <input type="text" value="esseANumberEmployedNurses"/></div><div>___Short term contractors <input type="text" value="esseANumberEmployedContractors"/></div><div>___Classroom educators, not covered by previous categories <input type="text" value="esseANumberEmployedOtherTeachers"/></div><div>___Support personnel, not covered by previous categories <input type="text" value="esseANumberEmployedSupportPersonnel"/></div><div>___Administrative staff, not covered by previous categories <input type="text" value="esseANumberEmployedAdminStaff"/></div></div>



Subsection C –Allocation of ESSER Resources within LEA

LEVEL: SUBGRANTEE

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 subawards and SEA Reserve awards* 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	<div>a. Flat amount per school or per pupil isEsserALeaAllocatedFlatAmount</div> <div>b. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners isEsserALeaAllocatedSpecificNeeds</div> <div>c. 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</div> <div>d. Measure(s) of lost instructional time (“learning loss”) isEsserALeaAllocatedLostTime</div> <div>e. Stakeholder or community input isEsserALeaAllocatedStakeholderInput</div> <div>f. Title I status isEsserALeaAllocatedTitleI</div> <div>g. Other data isEsserALeaAllocatedOther (please specify) esserALeaAllocatedOtherDescription (1500 character limit)</div>

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

LEVEL: SUBGRANTEE

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**

LEVEL: SUBGRANTEE

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

LEVEL: SUBGRANTEE

3.d3 Which activities or interventions did the LEA implement 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):

(Mark Y/N for each)

- a. Summer learning or summer enrichment **isEsser3Mand20Summer**
- b. Afterschool programs **isEsser3Mand20AftSch**
- c. Extended instructional time (school day, school week, or school year) **isEsser3Mand20ExtendedTime**
- d. Tutoring **isEsser3Mand20Tutoring**
- e. Additional classroom teachers **isEsser3Mand20AddlTeachers**
- f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families
isEsser3Mand20StaffSocial
- g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families **isEsser3Mand20StaffMental**
- h. 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)
isEsser3Mand20StaffStudentNeeds
- i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems. **isEsser3Mand20Screening**
- j. 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 **isEsser3Mand20Coordination**
- k. Early childhood programs **isEsser3Mand20EarlyChildhood**
- l. Curriculum adoption and learning materials **isEsser3Mand20Curriculum**
- m. Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff **isEsser3Mand20Capacity**
- n. Other **isEsser3Mand20Other** (Please specify): **esser3Mand20OtherDescription** _____

Note that beginning in Year 3 of ARP ESSER annual performance reporting, subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N.

LEVEL: SUBGRANTEE

3.d4 Please describe how the selected activities or interventions 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

Subsection B: Activities by subpopulations

LEVEL: SUBGRANTEE

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? (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards. If this LEA provided an activity or support to all students **and** additional or supplemental services/activities targeted specific student groups, please answer yes to the activity “for all students” and select the student group for whom additional support/access was provided.)

(Note: this question is **optional** for the ARP ESSER annual performance reports Years 1 and 2; this question will be **required beginning in Year 3** of annual performance reporting for ARP ESSER.)

LEA	DUNS#	UNIQUE ENTITY ID (SAM)	NCES ID#	Methods/Intervention Y/N	(If Yes, then) Capacity and Participation
<Populated from previous question responses> entityName	<Populated from previous responses> dunsNumber	ueiNumber	<Populated from previous responses> ncesNumber	1. Evidence-based summer learning or summer enrichment programs isEsserALeaSubpopSummer	Is this program available to all students? Y/N isEsserALeaSubpopSummerAllStudents If no, indicate the number of students this program serves at full capacity: esserALeaSubpopSummerCapacity Total unique headcount of students that participated in this activity: esserALeaSubpopSummerUniqueCount 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 <i>(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.)</i>	# Enrolled eligible Students at LEA in subgroup	# Eligible students in subgroup participating
				a. Students with one or more disabilities	esserALeaSubpopSummerEligibleSwd	esserALeaSubpopSummerParticipatingSwd
				b. Low-income students	esserALeaSubpopSummerEligibleLi	esserALeaSubpopSummerParticipatingLi
				c. English learners	esserALeaSubpopSummerEligibleEll	esserALeaSubpopSummerParticipatingEll
				d. Students in foster care	esserALeaSubpopSummerEligibleFcs	esserALeaSubpopSummerParticipatingFcs
				e. Migratory students	esserALeaSubpopSummerEligibleMig	esserALeaSubpopSummerParticipatingMig
				f. Students experiencing homelessness	esserALeaSubpopSummerEligibleHmls	esserALeaSubpopSummerParticipatingHmls
				g. American Indian or Alaska Native	esserALeaSubpopSummerEligibleAian	esserALeaSubpopSummerParticipatingAian
				h. Asian	esserALeaSubpopSummerEligibleAs	esserALeaSubpopSummerParticipatingAs
				i. Black or African American	esserALeaSubpopSummerEligibleBl	esserALeaSubpopSummerParticipatingBl
				j. Hispanic/Latino	esserALeaSubpopSummerEligibleHis	esserALeaSubpopSummerParticipatingHis
				k. Native Hawaiian or Other Pacific Islander	esserALeaSubpopSummerEligibleNhPi	esserALeaSubpopSummerParticipatingNhPi



					<div>l. White</div> <div>esserALeaSubpopSummerEligibleWh</div>	<div>esserALeaSubpopSummerParticipatingWh</div>	
					<div>m. Two or more races</div> <div>esserALeaSubpopSummerEligibleTmr</div>	<div>esserALeaSubpopSummerParticipatingTmr</div>	
				<div>n. Other student subpopulation (Please specify):</div> <div>esserALeaSubpopSummerOtherDescription</div>	<div>esserALeaSubpopSummerEligibleOther</div>	<div>esserALeaSubpopSummerParticipatingOther</div>	
			<div>2. Evidence-based afterschool programs</div> <div>isEsserALeaSubpopAftSch</div>	<div>Is this program available to all students? Y/N</div> <div>isEsserALeaSubpopAftSchAllStudents</div> <div>If no, indicate the number of students this program serves at full capacity: </div> <div>esserALeaSubpopAftSchCapacity</div> <div>Total unique headcount of students that participated in this activity: </div> <div>esserALeaSubpopAftSchUniqueCount</div> <div>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:</div> <div>Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</div>	<div>Student Group</div> <div>(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.)</div>	<div># Enrolled eligible Students at LEA in subgroup</div>	<div># Eligible students in subgroup participating</div>
				<div>a. Students with one or more disabilities</div>	<div>esserALeaSubpopAftSchEligibleSwd</div>	<div>esserALeaSubpopAftSchParticipatingSwd</div>	
				<div>b. Low-income students</div>	<div>esserALeaSubpopAftSchEligibleLi</div>	<div>esserALeaSubpopAftSchParticipatingLi</div>	
				<div>c. English language learners</div>	<div>esserALeaSubpopAftSchEligibleEIl</div>	<div>esserALeaSubpopAftSchParticipatingEIl</div>	
				<div>d. Students in foster care</div>	<div>esserALeaSubpopAftSchEligibleFcs</div>	<div>esserALeaSubpopAftSchParticipatingFcs</div>	
				<div>e. Migratory students</div>	<div>esserALeaSubpopAftSchEligibleMig</div>	<div>esserALeaSubpopAftSchParticipatingMig</div>	
				<div>f. Students experiencing homelessness</div>	<div>esserALeaSubpopAftSchEligibleHmls</div>	<div>esserALeaSubpopAftSchParticipatingHmls</div>	

					<div>g. American Indian or Alaska Native</div> <div>esserALeaSubpopAftSchEligibleAian</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gAian</div>			
					<div>h. Asian</div> <div>esserALeaSubpopAftSchEligibleAs</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gAs</div>			
					<div>i. Black or African American</div> <div>esserALeaSubpopAftSchEligibleBl</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gBl</div>			
					<div>j. Hispanic/Latino</div> <div>esserALeaSubpopAftSchEligibleHis</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gHis</div>			
					<div>k. Native Hawaiian or Other Pacific Islander</div> <div>esserALeaSubpopAftSchEligibleNhPi</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gNhPi</div>			
					<div>l. White</div> <div>esserALeaSubpopAftSchEligibleWh</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gWh</div>			
					<div>m. Two or more races</div> <div>esserALeaSubpopAftSchEligibleTmr</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gTmr</div>			
					<div>n. Other student subpopulation (Please specify):</div> <div>esserALeaSubpopAftSchOtherDescription</div>	<div>esserALeaSubpopAftSchParticipatin</div> <div>gOther</div>			
				<div>3. Extended Instructional Time (including extended school day or school week or school year)</div> <div>isEsserALeaSubpopExtended</div>	<div>Is this program available to all students? Y/N</div> <div>isEsserALeaSubpopExtendedAllStudents</div> <div>If no, indicate the number of students this program serves at full capacity:</div> <div>esserALeaSubpopExtendedCapacity</div> <div>Total unique headcount of students that participated in this activity:</div> <div>esserALeaSubpopExtendedUniqueCount</div> <div>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:</div> <div>Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</div> <table><tr><td><div>Student Group</div><div>(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.)</div></td><td><div># Enrolled eligible Students at LEA in subgroup</div></td><td><div># Eligible students in subgroup participating</div></td></tr></table>		<div>Student Group</div> <div>(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.)</div>	<div># Enrolled eligible Students at LEA in subgroup</div>	<div># Eligible students in subgroup participating</div>
<div>Student Group</div> <div>(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.)</div>	<div># Enrolled eligible Students at LEA in subgroup</div>	<div># Eligible students in subgroup participating</div>							

					a. Students with one or more disabilities	esserALeaSubpopExtendedEligibleSwd	esserALeaSubpopExtendedParticipatingSwd
					b. Low-income students	esserALeaSubpopExtendedEligibleLi	esserALeaSubpopExtendedParticipatingLi
					c. English language learners	esserALeaSubpopExtendedEligibleELL	esserALeaSubpopExtendedParticipatingELL
					d. Students in foster care	esserALeaSubpopExtendedEligibleFcs	esserALeaSubpopExtendedParticipatingFcs
					e. Migratory students	esserALeaSubpopExtendedEligibleMig	esserALeaSubpopExtendedParticipatingMig
					f. Students experiencing homelessness	esserALeaSubpopExtendedEligibleHmls	esserALeaSubpopExtendedParticipatingHmls
					g. American Indian or Alaska Native	esserALeaSubpopExtendedEligibleAian	esserALeaSubpopExtendedParticipatingAian
					h. Asian	esserALeaSubpopExtendedEligibleAs	esserALeaSubpopExtendedParticipatingAs
					i. Black or African American	esserALeaSubpopExtendedEligibleBl	esserALeaSubpopExtendedParticipatingBl
					j. Hispanic/Latino	esserALeaSubpopExtendedEligibleHis	esserALeaSubpopExtendedParticipatingHis
					k. Native Hawaiian or Other Pacific Islander	esserALeaSubpopExtendedEligibleNhPi	esserALeaSubpopExtendedParticipatingNhPi
					l. White	esserALeaSubpopExtendedEligibleWh	esserALeaSubpopExtendedParticipatingWh
					m. Two or more races	esserALeaSubpopExtendedEligibleTmr	esserALeaSubpopExtendedParticipatingTmr
					n. Other student subpopulation (Please specify): esserALeaSubpopExtendedOtherDescription	esserALeaSubpopExtendedEligibleOther	esserALeaSubpopExtendedParticipatingOther
				4. Evidence-based high dosage tutoring isEsserALeaSubpopTutoring	Is this program available to all students? Y/N isEsserALeaSubpopTutoringAllStudents If no, indicate the number of students this program serves at full capacity: esserALeaSubpopTutoringCapacity _____ Total unique headcount of students that participated in this activity: esserALeaSubpopTutoringUniqueCount		

					<p>Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that <i>participated</i> in this activity:</p> <p><i>Eligible</i> refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</p>																																							
					<table><tr><th>Student Group <i>(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.)</i></th><th># Enrolled eligible Students at LEA in subgroup</th><th># Eligible students in subgroup participating</th></tr><tr><td>a. Students with one or more disabilities</td><td>esserALeaSubpopTutoringEligibleSwd</td><td>esserALeaSubpopTutoringParticipatingSwd</td></tr><tr><td>b. Low-income students</td><td>esserALeaSubpopTutoringEligibleLi</td><td>esserALeaSubpopTutoringParticipatingLi</td></tr><tr><td>c. English language learners</td><td>esserALeaSubpopTutoringEligibleELL</td><td>esserALeaSubpopTutoringParticipatingELL</td></tr><tr><td>d. Students in foster care</td><td>esserALeaSubpopTutoringEligibleFcs</td><td>esserALeaSubpopTutoringParticipatingFcs</td></tr><tr><td>e. Migratory students</td><td>esserALeaSubpopTutoringEligibleMig</td><td>esserALeaSubpopTutoringParticipatingMig</td></tr><tr><td>f. Students experiencing homelessness</td><td>esserALeaSubpopTutoringEligibleHmls</td><td>esserALeaSubpopTutoringParticipatingHmls</td></tr><tr><td>g. American Indian or Alaska Native</td><td>esserALeaSubpopTutoringEligibleAian</td><td>esserALeaSubpopTutoringParticipatingAian</td></tr><tr><td>h. Asian</td><td>esserALeaSubpopTutoringEligibleAs</td><td>esserALeaSubpopTutoringParticipatingAs</td></tr><tr><td>i. Black or African American</td><td>esserALeaSubpopTutoringEligibleBl</td><td>esserALeaSubpopTutoringParticipatingBl</td></tr><tr><td>j. Hispanic/Latino</td><td>esserALeaSubpopTutoringEligibleHis</td><td>esserALeaSubpopTutoringParticipatingHis</td></tr><tr><td>k. Native Hawaiian or Other Pacific Islander</td><td>esserALeaSubpopTutoringEligibleNhPi</td><td>esserALeaSubpopTutoringParticipatingNhPi</td></tr><tr><td>l. White</td><td>esserALeaSubpopTutoringEligibleWh</td><td>esserALeaSubpopTutoringParticipatingWh</td></tr></table>	Student Group <i>(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.)</i>	# Enrolled eligible Students at LEA in subgroup	# Eligible students in subgroup participating	a. Students with one or more disabilities	esserALeaSubpopTutoringEligibleSwd	esserALeaSubpopTutoringParticipatingSwd	b. Low-income students	esserALeaSubpopTutoringEligibleLi	esserALeaSubpopTutoringParticipatingLi	c. English language learners	esserALeaSubpopTutoringEligibleELL	esserALeaSubpopTutoringParticipatingELL	d. Students in foster care	esserALeaSubpopTutoringEligibleFcs	esserALeaSubpopTutoringParticipatingFcs	e. Migratory students	esserALeaSubpopTutoringEligibleMig	esserALeaSubpopTutoringParticipatingMig	f. Students experiencing homelessness	esserALeaSubpopTutoringEligibleHmls	esserALeaSubpopTutoringParticipatingHmls	g. American Indian or Alaska Native	esserALeaSubpopTutoringEligibleAian	esserALeaSubpopTutoringParticipatingAian	h. Asian	esserALeaSubpopTutoringEligibleAs	esserALeaSubpopTutoringParticipatingAs	i. Black or African American	esserALeaSubpopTutoringEligibleBl	esserALeaSubpopTutoringParticipatingBl	j. Hispanic/Latino	esserALeaSubpopTutoringEligibleHis	esserALeaSubpopTutoringParticipatingHis	k. Native Hawaiian or Other Pacific Islander	esserALeaSubpopTutoringEligibleNhPi	esserALeaSubpopTutoringParticipatingNhPi	l. White	esserALeaSubpopTutoringEligibleWh	esserALeaSubpopTutoringParticipatingWh
Student Group <i>(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.)</i>	# Enrolled eligible Students at LEA in subgroup	# Eligible students in subgroup participating																																										
a. Students with one or more disabilities	esserALeaSubpopTutoringEligibleSwd	esserALeaSubpopTutoringParticipatingSwd																																										
b. Low-income students	esserALeaSubpopTutoringEligibleLi	esserALeaSubpopTutoringParticipatingLi																																										
c. English language learners	esserALeaSubpopTutoringEligibleELL	esserALeaSubpopTutoringParticipatingELL																																										
d. Students in foster care	esserALeaSubpopTutoringEligibleFcs	esserALeaSubpopTutoringParticipatingFcs																																										
e. Migratory students	esserALeaSubpopTutoringEligibleMig	esserALeaSubpopTutoringParticipatingMig																																										
f. Students experiencing homelessness	esserALeaSubpopTutoringEligibleHmls	esserALeaSubpopTutoringParticipatingHmls																																										
g. American Indian or Alaska Native	esserALeaSubpopTutoringEligibleAian	esserALeaSubpopTutoringParticipatingAian																																										
h. Asian	esserALeaSubpopTutoringEligibleAs	esserALeaSubpopTutoringParticipatingAs																																										
i. Black or African American	esserALeaSubpopTutoringEligibleBl	esserALeaSubpopTutoringParticipatingBl																																										
j. Hispanic/Latino	esserALeaSubpopTutoringEligibleHis	esserALeaSubpopTutoringParticipatingHis																																										
k. Native Hawaiian or Other Pacific Islander	esserALeaSubpopTutoringEligibleNhPi	esserALeaSubpopTutoringParticipatingNhPi																																										
l. White	esserALeaSubpopTutoringEligibleWh	esserALeaSubpopTutoringParticipatingWh																																										

					m. Two or more races	esserALeaSubpopTutoringEligibleTmr	esserALeaSubpopTutoringParticipatingTmr
					n. Other student subpopulation (Please specify): esserALeaSubpopTutoringOtherDescription	esserALeaSubpopTutoringEligibleOther	esserALeaSubpopTutoringParticipatingOther
				5.Early childhood education program expansion or enhancement isEsserALeaSubpopEce	Is this program available to all students? Y/N isEsserALeaSubpopEceAllStudents If no, indicate the number of students this program serves at full capacity: _ esserALeaSubpopEceCapacity Total unique headcount of students that participated in this activity: _ esserALeaSubpopEceUniqueCount 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
					a. Students with one or more disabilities	esserALeaSubpopEceEligibleSwid	esserALeaSubpopEceParticipatingSwid
					b. Low-income students	esserALeaSubpopEceEligibleLi	esserALeaSubpopEceParticipatingLi
					c. English language learners	esserALeaSubpopEceEligibleEll	esserALeaSubpopEceParticipatingEll
					d. Students in foster care	esserALeaSubpopEceEligibleFcs	esserALeaSubpopEceParticipatingFcs
					e. Migratory students	esserALeaSubpopEceEligibleMig	esserALeaSubpopEceParticipatingMig
					f. Students experiencing homelessness	esserALeaSubpopEceEligibleHmls	esserALeaSubpopEceParticipatingHmls
					g. American Indian or Alaska Native	esserALeaSubpopEceEligibleAian	esserALeaSubpopEceParticipatingAian
					h. Asian	esserALeaSubpopEceEligibleAs	esserALeaSubpopEceParticipatingAs

					i. Black or African American	esserALeaSubpopEceEligibleBl	esserALeaSubpopEceParticipatingBl
					j. Hispanic/Latino	esserALeaSubpopEceEligibleHis	esserALeaSubpopEceParticipatingHis
					k. Native Hawaiian or Other Pacific Islander	esserALeaSubpopEceEligibleNhPi	esserALeaSubpopEceParticipatingNhPi
					l. White	esserALeaSubpopEceEligibleWh	esserALeaSubpopEceParticipatingWh
					m. Two or more races	esserALeaSubpopEceEligibleTmr	esserALeaSubpopEceParticipatingTmr
					n. Other student subpopulation (Please specify): esserALeaSubpopEceOtherDescription	esserALeaSubpopEceEligibleOther	esserALeaSubpopEceParticipatingOther
				6.Full-Service Community Schools isEsseALeaSubpopCommunitySchools	How many new or additional full-service community schools were launched using these funds in this LEA? esserALeaSubpopCommunitySchoolsNew How many current full-service community schools received additional services and/or support using these funds? esserALeaSubpopCommunitySchoolsCurrent What is the total enrollment in full-service community schools supported with ESSER funds within this LEA? esserALeaSubpopCommunitySchoolsEnrollment		
				7.Purchasing educational technology isEsseALeaSubpopEdTech	Was educational technology purchased for all students? Y/N isEsseALeaSubpopEdTechAllStudents If no, indicate the number of students for whom educational technology was purchased _ esserALeaSubpopEdTechUniqueCount 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,	# Enrolled eligible Students at LEA in subgroup	# Eligible students in subgroup receiving or supported by the education technology

					<i>as a student may be counted in multiple rows.)</i>		
					a. Students with one or more disabilities	esserALeaSubpopEdTechEligibleSw	esserALeaSubpopEdTechParticipatingSw
					b. Low-income students	esserALeaSubpopEdTechEligibleLi	esserALeaSubpopEdTechParticipatingLi
					c. English language learners	esserALeaSubpopEdTechEligibleEl	esserALeaSubpopEdTechParticipatingEl
					d. Students in foster care	esserALeaSubpopEdTechEligibleFcs	esserALeaSubpopEdTechParticipatingFcs
					e. Migratory students	esserALeaSubpopEdTechEligibleMig	esserALeaSubpopEdTechParticipatingMig
					f. Students experiencing homelessness	esserALeaSubpopEdTechEligibleHmls	esserALeaSubpopEdTechParticipatingHmls
					g. American Indian or Alaska Native	esserALeaSubpopEdTechEligibleAian	esserALeaSubpopEdTechParticipatingAian
					h. Asian	esserALeaSubpopEdTechEligibleAs	esserALeaSubpopEdTechParticipatingAs
					i. Black or African American	esserALeaSubpopEdTechEligibleBl	esserALeaSubpopEdTechParticipatingBl
					j. Hispanic/Latino	esserALeaSubpopEdTechEligibleHis	esserALeaSubpopEdTechParticipatingHis
					k. Native Hawaiian or Other Pacific Islander	esserALeaSubpopEdTechEligibleNhPi	esserALeaSubpopEdTechParticipatingNhPi
					l. White	esserALeaSubpopEdTechEligibleWh	esserALeaSubpopEdTechParticipatingWh
					m. Two or more races	esserALeaSubpopEdTechEligibleTmr	esserALeaSubpopEdTechParticipatingTmr
					n. Other student subpopulation (Please specify): esserALeaSubpopEdTechOtherDescription	esserALeaSubpopEdTechEligibleOther	esserALeaSubpopEdTechParticipatingOther

LEVEL: SUBGRANTEE

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	a. Students with one or more disabilities	esserALeaEnrollmentSwd
				b. Low-income students	esserALeaEnrollmentLi
				c. English learners	esserALeaEnrollmentEll
				d. Students in foster care	esserALeaEnrollmentFcs
				e. Migratory students	esserALeaEnrollmentMig
				f. Students experiencing homelessness	esserALeaEnrollmentHmls
				g. American Indian or Alaska Native	esserALeaEnrollmentAian
				h. Asian	esserALeaEnrollmentAs
				i. Black or African American	esserALeaEnrollmentBl
				j. Hispanic/Latino	esserALeaEnrollmentHis
				k. Native Hawaiian or Other Pacific Islander	esserALeaEnrollmentNhPi
				l. White	esserALeaEnrollmentWh
				m. Two or more races	esserALeaEnrollmentTmr
				n. Other student subpopulation (Please specify): esserALeaEnrollmentOtherDescription	esserALeaEnrollmentOther
				Total <i>Unique</i> 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.)					

Subsection C. Access to select staff, SY 2020-21

LEVEL: SUBGRANTEE

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, 2020. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2020-21 school year.

(Note: this question is **optional** for Years 1 and 2 of ARP annual performance reporting; this question will be **required beginning in Year 3** of annual performance reporting for ARP ESSER.)

LEA NAME	DUNS #	UNIQUE ENTITY ID (SAM)	NCES ID#	School Name (within LEA)	Count FTE by Staff Type (to the nearest tenth)	
<Populated from previous question responses> entityName	<Populated from previous responses> dunsNumber	ueiNumber	<Populated from previous responses> ncesNumber	Pre-populated 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

LEVEL: SUBGRANTEE

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*
<Pre-populate LEA and non-LEA Entity from data provided in previous tables> entityName	<Pre-populate from data provided in previous tables> dunsNumber	ueiNumber	<Populated from previous responses> ncesNumber	<Pre-populate from data provided in prior year reporting if applicable> ftePositionsAsOf09302018	<Pre-populate from data provided in prior year reporting if applicable> ftePositionsAsOf09302019	<Pre-populate from data provided in prior year reporting if applicable> ftePositionsAsOf03132020	<Pre-populate from data provided in prior year reporting if applicable> ftePositionsAsOf09302020	ftePositionsAsOf09302021

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

Section 6- Maintenance of Equity

As a condition of receiving funds under ARP ESSER, each SEA and LEA that receives ARP ESSER funds must comply with the applicable maintenance of equity requirements. For more information on these requirements, please refer to ED guidance ([link to Maintenance of Equity FAQ](#)). Please provide the following information to meet the current FY 2022 annual reporting requirement. SEAs will be required to provide additional information in subsequent reporting years on how the State maintained equity. Data reported in this section will be used to assess the extent to which each State has maintained equity.

SEA Maintenance of Equity

LEVEL: SEA

- a. The statewide per-pupil amount of State funds allocated or appropriated to all LEAs in the State in FY 2021: \$ esser3MoeStatePupilAmountAllocated2021_____

LEVEL: SEA

b. The statewide per-pupil amount of State funds allocated or appropriated to all LEAs in the State in FY 2022: \$ _ **esser3MoeStatePupilAmountAllocated2022**_____

LEVEL: SEA

c. Per-pupil reduction of overall State funds for FY 2022 *(Note: If the per-pupil amount for FY 2022 is less than FY 2021, the difference is the amount by which the SEA has reduced its per-pupil amount of State funds to LEAs in FY 2022. If an SEA increases or maintains per-pupil funding to all LEAs in FY 2022, then for the purposes of determining whether the SEA has maintained fiscal equity for its high-need LEAs, the reduction is zero.):* **esser3MoeStatePupilAmountReduced2022**_____ (Auto-calculated)

LEVEL: SUBGRANTEE

d. Provide the per-pupil amount of State funding appropriated or allocated by state fiscal year for each high-need LEA as identified by the SEA. SEAs are expected to provide the following data for the same high-need LEAs that it reported baseline and initial Maintenance of Equity data to Department in 2021. To the extent that the State has updated data or information, a State may update that information below.

Name of High-Need LEA	DUNS #	UNIQUE ENTITY ID (SAM)	NCES ID	Per-pupil amount of State funding FY 2021	Per-pupil amount of State funding FY 2022	High-need LEA per-pupil reduction in State funds	Did the State maintain equity for this high-need LEA?
entityName	dunsNumber	uniqueEntityId	ncesId	esser3PerPupilStateFundingFY21	esser3PerPupilStateFundingFY22	<i>(Auto-calculated)</i> esser3HighNeedLeaReduction	<i>(Auto-calculated)</i> isEssex3HighNeedMaintainEquity

LEVEL: SUBGRANTEE

e. Provide the per-pupil amount of State funding appropriated or allocated by state fiscal year for each highest-poverty LEA as identified by the SEA. SEAs are expected to provide the following data for the same highest-poverty LEAs that it reported baseline and initial Maintenance of Equity data to the Department in 2021. If the State has updated or made changes to the data, please reflect those changes below. Data collected here will be considered the final record of note and will override data provided previously to the Department.

Name of Highest-Poverty LEA	DUNS #	UNIQUE ENTITY ID (SAM)	NCES ID	Per-pupil amount of State funding in FY 2019	Per-pupil amount of State funding FY 2022	Highest-poverty LEA per-pupil reduction in State funds	Did the State maintain equity for this highest-poverty LEA?
-----------------------------	--------	------------------------	---------	--	---	--	---

entityName	dunsNumber	ueiNumber	ncesNumber	esser3PerPupilStateFundingFY19	esser3PerPupilStateFundingFY22	(Auto-calculated) esser3HighestPovertyLeaReduction	(Auto-calculated) isEs3HighestPovertyMaintainEquity
------------	------------	-----------	------------	--------------------------------	--------------------------------	---	--

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


Appendix: Use of Funds Detail for Prospective Reporting

LEVEL: SUBGRANTEE

Note: Grantees will complete question 3.b2 *in addition* to question 3.b1 beginning in Year 4 of CARES annual performance reporting, Year 3 of CRRSA and ARP annual performance reporting.

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 1, Question 1.1a) minus total amount reserved (Section 2, Question 1.2a))*

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.

					ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER
LEA name	DUNS#	UNIQUE ENTITY ID (SAM)	NCES ID#	Activities	Total Amount Expended by Activity ^[1]	Total Amount Expended by Activity	Total Amount Expended by Activity 
				Addressing Physical Health and Safety			
				a. Building and facilities upgrades and maintenance, including ventilation systems and new construction			
				b. Assistance with meals for students			
				c. Cleaning and/or sanitization supplies			
				d. Temporary classroom space to support social distancing			
				e. Temporary or additional transportation services to support social distancing to and from school			
				f. 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			
				g. Other health protocols <i>not listed above</i> 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			
				Meeting Students' Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports			
				h. Extended learning and/or summer learning			
				i. High-dosage intensive tutoring			
				j. 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			
				k. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems			
				l. 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			
				m. Early Childhood Programs			
				n. Hardware and software			
				o. Wi-Fi, broadband, or other connectivity			
				p. Curriculum adoption and learning materials			
				q. Core staff capacity building / training to increase instructional quality and advance equity			
				r. Investments in talent pipelines for teachers and/or classified staff			

				Mental Health Supports for Students and Staff			
				s. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families			
				Operational Continuity and Other Allowed Uses			
				t. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act			
				u. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965			
				v. Any activity not described above that is authorized by the Individuals with Disabilities Education Act			
				w. Any activity not described above that is authorized by the Adult Education and Family Literacy Act			
				x. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006			
				y. Other activities <i>not described above</i> 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			

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.