

Local Education Agency (LEA) Elementary and Secondary School Emergency Relief (ESSER) Funding Status Report Instructions

March 2022



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Introduction

Local Education Agencies (LEAs) (school districts (SDs), charter schools (CSs), intermediate units (IUs), career and technical education centers (CTCs), approved private schools (APs), private residential rehabilitative institutions (PRRIs), and chartered schools for the deaf and blind) that receive Elementary and Secondary School Emergency Relief (ESSER) funding under any of the following Federal Acts are required to complete the LEA ESSER Funding Status Report and submit it to the Pennsylvania Department of Education:

- Coronavirus Aid, Relief, and Economic Security (CARES) Act (ESSER I)
- Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (ESSER II)
- American Rescue Plan (ARP) Act (ARP ESSER)

This report should include ONLY the ESSER funds pursuant to the above federal Acts.

Do not include data regarding the use of Governor’s Emergency Education Relief (GEER) Funds, Emergency Assistance to Nonpublic Schools (EANS) Funds, ARP IDEA Funds, ARP Homeless Children and Youth (ARP-HCY) Funds, and/or any other federal, state, or local COVID-related relief funds.

The data submitted by LEAs will then be compiled and submitted to the U.S. Department of Education (USDE) as part of the State Educational Agency (SEA) required ESSER reporting.

This report should be completed based on activities in each LEA’s 2020-21 fiscal year for ESSER I, ESSER II and ARP ESSER, respectively. LEAs whose fiscal year starts on January 1, should use the method of converting their financial information to July 1 to June 30 as they do for the reporting on the Annual Financial Report.

ESSER I Reporting Timeline

Annual Report	Applicable Reporting Period	Deadline for LEA to submit report to PDE	Deadline for PDE
Year 2 Annual Report	October 1, 2020 through June 30, 2021	April 29, 2022	May 2022
Year 3 Annual Report	July 1, 2021 through June 30, 2022	October 2022	November 2022
Year 4 Annual Report	July 1, 2022 through September 30, 2022	October 2023	November 2023

ESSER II Reporting Timeline

Annual Report	Applicable Reporting Period	Deadline for LEA to submit report to PDE	Deadline for PDE
Year 1 Annual Report	July 1, 2020 through June 30, 2021	April 29, 2022	May 2022
Year 2 Annual Report	July 1, 2021 through June 30, 2022	October 2022	November 2022
Year 3 Annual Report	July 1, 2022 through June 30, 2023	October 2023	November 2023
Year 4 Annual Report	July 1, 2023 through September 30, 2023	October 2024	November 2024

ARP ESSER Reporting Timeline

Annual Report	Applicable Reporting Period	Deadline for LEA to submit report to PDE	Deadline for PDE
Year 1 Annual Report	July 1, 2020 through June 30, 2021	April 29, 2022	May 2022
Year 2 Annual Report	July 1, 2021 through June 30, 2022	October 2022	November 2022
Year 3 Annual Report	July 1, 2022 through June 30, 2023	October 2023	November 2023
Year 4 Annual Report	July 1, 2023 through June 30, 2024	October 2024	November 2024
Year 5 Annual Report	July 1, 2024 through September 30, 2024	October 2025	November 2025

The Status Report will be an extract in the Pennsylvania Information Management System (PIMS) and will contain the following five sections with multiple parts to each section. Additional information for each section directly follows this introduction.

Section 1 – LEA Information

Section 2 – SEA Reserve Allocations to LEAs

Section 3 – Mandatory ESSER Subgrants to LEAs

Section 4 – Student Group Impacts

Section 5 – Number of FTE Positions

Please complete the report, save the District Fact template upload page, and upload to PIMS by **April 29, 2022**.

Please refer questions to ra-edarpesser@pa.gov.

LEAs receiving ESSER funds should review the table below for more information on the individual data reporting sections relevant and required for each type of LEA. Not all LEAs will complete all sections of this report. Please review this table as you review the instructions.

Section 1 - LEA Information

Section Number	Section Name	Required LEA Completers
1.1	LEA Information	All LEAs

Section 2 - SEA Reserve Allocations to LEAs

Section Number	Section Name	Required LEA Completers
2.4a	ESSER I SEA Reserve Awards to LEAs	SDs and CSs Only
2.4b	Planned Uses of Remaining ESSER I SEA Reserve Awards to LEAs	SDs and CSs Only
2.6a	ARP ESSER SEA Reserve Awards to LEAs	All LEAs
2.6b	ARP ESSER SEA Reserve Awards - Other Use	All LEAs
2.6c	Planned Uses of Remaining ARP ESSER SEA Reserve Awards - Other Use	All LEAs

Section 3 – Mandatory ESSER Subgrants

Section Number	Section Name	Required LEA Completers
3.a	Amount of the mandatory subgrant awarded to each LEA from the ESSER 1, ESSER II and ARP ESSER awards, respectively	
3.a	- ESSER I	SDs and CSs Only
3.a	- ESSER II	SDs and CSs Only
3.a	- ARP ESSER	SDs and CSs Only
3.b1	Amount of the LEA expenditures by ESSER Subgrant fund and expenditure category for the current reporting period	
3.b1	- ESSER I	SDs and CSs Only

Section Number	Section Name	Required LEA Completers
3.b1	- ESSER II	SDs and CSs Only
3.b1	- ARP ESSER	SDs and CSs Only
3.b3	Planned Uses of Remaining ESSER I Funds	SDs and CSs Only
3.b4	Planned Uses of Remaining ESSER II Funds	SDs and CSs Only
3.b5	Planned Uses of Remaining ARP ESSER Funds	SDs and CSs Only
3.b6	Maintaining Safe In-Person Instruction	All LEAs
3.b7	ESSER Funds to Provide Internet Access	All LEAs
3.b8	Reengaging Students	All LEAs
3.b9	Reengaging Students Activities	All LEAs
3.b10	LEA Hiring and Retention of Specific Positions within ESSER I, ESSER II and/or ARP ESSER LEA Mandatory and SEA Reserve Funds	All LEAs
3.c	Did the LEA allocate some portion of ESSER Funds to schools in this reporting period?	All LEAs
3.d1	Total amount reserved by the LEA to address the impact of learning loss	SDs and CSs Only
3.d2	Total expenditures of ARP ESSER LEA Reserve in this reporting period	SDs and CSs Only
3.d3	ARP ESSER Set-Aside Funds for Activities and Interventions	SDs and CSs Only
3.d4	Describe how selected activities or interventions address the disproportionate impact of COVID-19 on listed underserved student groups	SDs and CSs Only

Section 4 - Student Group Impacts

Section Number	Section Name	Required LEA Completers
4.b1	ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for student groups	All LEAs
4.c1	Number of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2020	PRRIs and APSs Only

Section 5 - Number of FTE Positions

Section Number	Section Name	Required LEA Completers
5.a	Number of FTE positions for the listed reporting dates	PRRIs and APSs Only

Section 1 – LEA Information

1.1 LEA Information

Please complete the section completely to identify the LEA. For purposes of this ESSER reporting, this includes school districts (SDs), charter schools (CSs), intermediate units (IUs), career and technical education centers (CTCs), approved private schools (APSs), private residential rehabilitative institutions (PRRIs), and chartered schools for the deaf and blind.

Section 2 – SEA Reserve Allocations to LEAs

The CARES Act, the CRRSA Act, and the ARP Act define two categories of ESSER funding: SEA Reserve Allocations to LEAs and Mandatory Subgrant Awards to LEAs. At least 90% of each total state ESSER allocation is dedicated to Mandatory Subgrant Awards to LEAs—these are the funds that had to be distributed to school districts and charter schools via Title I-A shares. The remainder of the ESSER funds under each Act (up to 10%) are defined as part of the ESSER SEA Reserve Allocation.

The Pennsylvania General Assembly defined how the ESSER SEA Reserve Allocations for each Act were distributed. See Table 1 below for the ESSER SEA Reserve Allocations to LEAs for ESSER I and ARP ESSER. There were no ESSER SEA Reserve Allocations to LEAs for ESSER II.

Table 1: SEA Reserve Allocations to LEAs

ESSER I SEA Reserve

Total Allocation: \$49.8 million

Agency, process: PA Commission on Crime and Delinquency (PCCD), eGrants

Eligible LEAs: School districts and charter schools

Link to LEA Allocations: [LEA Allocations](#)

Timeline for Use of Funds: March 13, 2020 through September 30, 2022

ARP ESSER SEA Reserve

	ARP ESSER SEA Reserve I (7% set-aside)	ARP ESSER SEA Reserve II (2.5% set-aside)
Total Allocation	\$350 million <ul style="list-style-type: none"> • \$250 million for learning loss • \$50 million for summer enrichment • \$50 million for afterschool activities 	\$136 million <ul style="list-style-type: none"> • \$43.5 million for IUs • \$43.5 million for CTCs • \$15 million for APSs, PRRIs, chartered schools for the deaf and blind • \$14 million for A-TSI designated schools
Agency, process	PDE, eGrants	PDE, eGrants
Eligible LEAs	School districts, charter schools	CTCs, IUs, APSs, PRRIs, chartered schools for the deaf and blind, A-TSI designated schools
Link to LEA Allocations	LEA Allocations	LEA Allocations
Timeline for Use of Funds	March 13, 2020 through September 30, 2024	March 13, 2020 through September 30, 2024

LEAs will use this section to report the total awards and expenditures, along with allowable uses, of the SEA Reserve Allocations to LEAs as part of ESSER I and ARP ESSER. ESSER II that did not have a set-aside for SEA Reserve. Please review Table 1 above and the links to the allocation amounts to ensure that your LEA is including the appropriate ESSER SEA Reserve Allocation.

2.4a ESSER I SEA Reserve Awards to LEAs (School Districts and Charter Schools Only)

This section of the report is only applicable to school districts and charter schools.

Report the total allocation (see Table 1), total expenditures and uses of the ESSER I SEA Reserve Allocation during the reporting period.

The total allocation or award should reflect the total ESSER SEA Reserve Allocation award under ESSER I inclusive of changes that may have occurred within or prior to the current reporting period.

For school districts and charter schools, this section will cover the ESSER I SEA Reserve Award they received from the Pennsylvania Commission on Crime and Delinquency (PCCD) in the form of safety and security grants. See Table 1 above.

The uses of funds should be indicated by selecting “Y or N” in the cells to the right of the allowable uses. Please note that for school districts, all allocations related to equitable services shares to non-public and private schools should be recorded as “Other Uses.”

Table 2 below includes some examples of expenditures that would fall into each of the identified activity categories. Please reference Table 2 as you are categorizing your ESSER during the reporting period.

For those expenditures not defined below, please use your best judgment to categorize the expenditure in the most relevant activity category.

Table 2: Examples of ESSER Expenditures by Category

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 Allowed Uses
Building and facilities upgrades and maintenance, including ventilation systems and new construction	Extended learning and/or summer learning	Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families	Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
Assistance with meals for students	High-dosage intensive tutoring		Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965

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 Allowed Uses
Cleaning and/or sanitization supplies	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		Any activity not described above that is authorized by the Individuals with Disabilities Education Act
Temporary classroom space to support social distancing	Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems		Any activity not described above that is authorized by the Adult Education and Family Literacy Act
Temporary or additional transportation services to support social distancing to and from school	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		Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
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	Early Childhood Programs		Other activities not described above that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency

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 Allowed Uses
Other health protocols not listed above and aligned to guidance from the Centers for Disease Control and Prevention (CDC) such as: vaccines for staff and/or students, COVID-19 testing for staff and/or students, contact tracing, masks	Hardware and software		
	Wi-Fi, broadband, or other connectivity		
	Curriculum adoption and learning materials		
	Core staff capacity building / training to increase instructional quality and advance equity		
	Investments in talent pipelines for teachers and/or classified staff		

2.4b Planned uses of Remaining ESSER I SEA Reserve Awards to LEAs (School Districts and Charter Schools Only)

Calculate and report how the LEA will use the remaining allocation for ESSER I SEA Reserve funds. Note: this section is only applicable to school districts and charter schools. School districts and charter schools must include the ESSER I SEA Reserve Award they received from PCCD in the form of safety and security grants. See Table 1 above.

In #1, the LEA should indicate the amount expended in prior reporting periods (this would include expenditures as noted in 2.4a as well as an ESSER I SEA Reserve Allocations (see Table 1) spent prior to October 2020.

The total percentage of activities in #3 must equal 100% of the remaining allocation in #2.

Please refer to Table 2 above for examples of expenditures in each of the listed activity categories.

2.6a ARP ESSER SEA Reserve Awards to LEAs (All LEAs)

Enter the total amount awarded (via eGrants) and expended by LEAs from the ARP ESSER SEA Reserve Allocations (see Table 1). The total amount awarded will be for the entire period of the grant, the amount expended is for this reporting period only.

LEAs should include amounts allocated and expended for the ARP ESSER 7% set-aside (to school districts and charter schools), as defined by Act 24 of 2021, as well as all amounts allocated and expended for the ARP ESSER 2.5% set-aside funds (to IUs, CTCs, PRRIs, APSs, chartered schools for the deaf and blinds, A-TSI-designated schools) (see Table 1).

2.6b ARP ESSER SEA Reserve Awards – Other Use (All LEAs)

From 2.6a, identify the amount for “Other Uses” that was awarded and expended during this reporting period.

Select “Y or N” for how the “Other Uses” awarded under Act 24 of 2021 were used, if expended during this reporting period. Refer to Table 2 for examples of expenditures in each of the listed activity categories.

2.6c Planned Uses of Remaining ARP ESSER SEA Reserve Awards— Other Use (All LEAs)

LEAs should indicate the planned uses of any ARP ESSER SEA Reserve Award funds that have not been expended during this reporting period. LEAs should indicate the percentage of the remaining funds for each planned expenditure activity listed. Refer to Table 2 for examples of expenditures in each of the listed activity categories.

Section 3 –ESSER Mandatory Subgrant Awards to LEAs (School Districts and Charter Schools Only)

School districts and charter schools will use this section to report on the Mandatory ESSER Subgrant Awards they received under the CARES Act, CRRSA Act, and the ARP Act. This section will be used to report the total awards and expenditures, along with allowable uses of the funds awarded using the Title I-A formula, as part of ESSER I, ESSER II and ESSER III.

	ESSER I	ESSER II	ARP ESSER
Federal Act	CARES Act	CRRSA Act	ARP Act
Total Allocation	\$471 million	\$2.2 billion	\$4.5 billion
Agency, process	PDE, eGrants	PDE, eGrants	PDE, eGrants
Eligible LEAs	School districts and charter schools	School districts and charter schools	School districts and charter schools
Link to LEA Allocations	LEA Allocations	LEA Allocations	LEA Allocations
Timeline for Use of Funds	March 13, 2020 through September 30, 2022	March 13, 2020 through September 30, 2023	March 13, 2020 through September 30, 2024
Revenue Codes	8741	8743	8744
Funding Source Object Codes	986	989	990

Please refer to Table 3 for more information about the relevant allocations of ESSER Mandatory Subgrant Awards to LEAs.

Table 3: ESSER Mandatory Subgrant Awards to LEAs

3.a Amount of Mandatory Subgrants Awarded (School Districts and Charter Schools Only)

Enter the amount of the ESSER Mandatory Subgrant awarded to the LEA from each of the ESSER funds (ESSER I, ESSER II, and ARP ESSER). These allocations were awarded based on Title I-A shares and should match the total amount awarded on the eGrants system (see allocations in Table 3).

3.b1 Amount of LEA Expenditures during reporting period (School Districts and Charter Schools Only)

For awards indicated in 3.a, indicate the amount expended in each activity category and for each object category as listed during this reporting period.

Report each expenditure only once. All cells in each column should sum to the total expended by the LEA in this reporting period. Please use the most appropriate and most specific applicable expenditure category/object for each expenditure.

The object categories correspond to objects in the Pennsylvania Chart of Accounts and must be consistent with the reporting on the Annual Financial Report.

Please note that for school districts, all allocations related to equitable services shares to non-public and private schools under the ESSER I Mandatory Subgrant should be recorded as "Other Uses."

3.b3 through 3.b5 Planned Uses of Remaining ESSER Funds (School Districts and Charter Schools Only)

For funds awarded as ESSER Mandatory Subgrants (under ESSER I, ESSER II and ARP ESSER), school districts and charter schools should indicate the amount of funds that were not expended during this reporting period (less any expenditures made prior to October 1, 2020). Also provide the planned uses of those remaining funds based on the LEA's approved application.

3.b6 Maintaining Safe In-Person Instruction (Applies to ALL LEAs receiving ESSER funds)

School districts, charter schools and all other LEAs receiving ESSER funds (ESSER Mandatory Subgrants and/or as ESSER SEA Reserve Allocations) should indicate if the LEA expended any funding in the current reporting period to maintain safe in-person instruction by selecting Y or N.

3.b7 ESSER Funds to Provide Internet Access (Applies to ALL LEAs receiving ESSER funds)

School districts, charter schools and all other LEAs receiving ESSER funds (ESSER Mandatory Subgrants and/or as ESSER SEA Reserve Allocations) should indicate if the LEA expended any funding in the current reporting period to provide access to the internet for their students by selecting Y or N.

3.b8 Reengaging Students Activities (Applies to ALL LEAs receiving ESSER funds)

School districts, charter schools and all other LEAs receiving ESSER funds (ESSER Mandatory Subgrants and/or as ESSER SEA Reserve Allocations) should indicate if the LEA expended funds in the current reporting period on reengaging students with poor attendance or participation by selecting Y or N.

3.b9 Details of Reengaging Students Activities (Applies to ALL LEAs receiving ESSER funds)

If the LEA selected Y to question 3.b8 above, the LEA should indicate what strategies they are using given the examples or provide a short description of how they re-engaging students.

If the LEA selected N to question 3.b8 above, the LEA should skip to question 3.b10.

3.b10 LEA Hiring and Retention (Applies to ALL LEAs receiving ESSER funds)

School districts, charter schools, and all other LEAs receiving ESSER funds (ESSER Mandatory Subgrants and/or as ESSER SEA Reserve Allocations) should enter the total amount of ESSER funds expended for staff positions and the specific number for those categories as identified on the reporting template during this reporting period.

Please note: This question is required for ESSER I and ESSER II. It is not required for the first or second year of ARP ESSER reporting.

3.c Method of Allocating Mandatory ESSER Subgrants to Schools Within the LEA During the Reporting Period (Applies to ALL LEAs receiving ESSER funds)

School districts, charter schools, and all other LEAs receiving ESSER funds (ESSER Mandatory Subgrants and/or as ESSER SEA Reserve Allocations) funds should indicate what methodology was used to allocate ESSER funding across the LEA by selecting Y or N.

3.d1 Total Amount of ARP ESSER Reserved by the LEA to Address the Impact of Learning Loss (School Districts and Charter Schools Only)

School districts and charter schools are required by the ARP Act to reserve at least 20% of their ARP ESSER Mandatory Subgrant Award to address student learning loss. Each school district and charter school should enter the amount of total ARP ESSER Mandatory Subgrant Award (see Table 3) that was designated in the approved ARP ESSER application for learning loss. Note: The amount must be at least 20% of the value reported in 3.a for the total ARP ESSER Mandatory Subgrant Award.

3.d2 Total Expenditures of ARP ESSER Mandatory Subgrant Award for Learning Loss in the Reporting Period (School Districts and Charter Schools Only)

School districts and charter schools should indicate the total expenditures of the designated ARP ESSER Mandatory Subgrant Award for learning loss during this reporting period.

3.d3 ARP ESSER Set-Aside Funds for Activities and Interventions (School Districts and Charter Schools Only)

School districts and charter schools should indicate a Y or N, where appropriate, for the activities listed on the form regarding their use of ARP ESSER Mandatory Subgrant Awards designated for learning loss. Specific amounts are not required before Year 3 of reporting for the ARP ESSER funding.

3.d4 Impact of Activities on Underserved Student Groups (School Districts and Charter Schools Only)

Within 3,000 characters, please describe how the activities selected in 3.d3 will address the disproportionate impact of COVID-19 on each listed underserved student group.

Section 4 – Student Group Impacts (Applies to ALL LEAs receiving ESSER funds)

This section outlines and details how ESSER funds (ESSER Mandatory Subgrant Awards to LEAs and/or ESSER SEA Reserve Allocations to LEAs) are being used to support student groups disproportionately impacted by the COVID-19 pandemic.

4.b1 All ESSER Funds to Support Learning Recovery and Acceleration for Student Groups (Applies to ALL LEAs receiving ESSER funds)

School districts, charter schools, and all other LEAs receiving ESSER funds (ESSER Mandatory Subgrants and/or as ESSER SEA Reserve Allocations) should indicate whether ESSER funds were used during the reporting period to support learning recovery or acceleration for student groups disproportionately impacted by the COVID-19 pandemic.

Indicate if the LEA used ESSER funds for each of the methods/interventions listed by selecting Y or N. If Y is selected, enter the number of students eligible to participate in the method/intervention, the number of students participating in the method/intervention, and the number of students in each subgroup identified that were eligible and that participated.

This question is optional for the ARP ESSER annual performance reports in Years 1 and 2; it will be required beginning for the Year 3 reporting period.

4.c1 Count of FTE Staff Assigned to Serve Each School in the LEA as of September 30, 2020 (Applies to PRRIs and APSs Only)

This question is applicable only to PRRIs and APSs. Please provide the number of FTE staff assigned to serve each school in the 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

This question is optional for Years 1 and 2 of ARP ESSER annual reporting; it will be required beginning for the Year 3 reporting period.

Section 5 – Number of FTE Positions (Applies to PRRIs and APSs Only)

This section outlines the number of FTE Positions in the LEA no matter the funding source.

5.a Total Number of FTE Positions as of the Listed Reporting Dates (Applies to PRRIs and APSs Only)

Provide the number of FTE positions for the LEA 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.

Manual of Accounting and Financial Reporting FY 2021-22

Revenue Codes

CARES ACT, CRRSA ACT, and ARP ACT FUNDING

- 8741 Elementary and Secondary School Emergency Relief Fund (ESSER)
- 8743 ESSER II – Elementary and Secondary Emergency Relief Fund
- 8744 ARP ESSER (ESSER III) Elementary and Secondary School Emergency Relief Fund

ARP ESSER 7% Set-Aside for School Districts and Charter Schools:

- 8751 ARP ESSER Learning Loss
- 8752 ARP ESSER Summer Programs
- 8753 ARP ESSER Afterschool Programs

Funding Source Object Codes

- 986 CARES Act – Elementary and Secondary School Emergency Relief Fund
- 989 CRRSA Act – ESSER II - Elementary and Secondary School Emergency Relief Fund
- 990 ARP Act – ESSER III - Elementary and Secondary School Emergency Relief Fund. This code is for the portion of ARP Act ESSER funds based on the 2020-21 state determined Title I-A Award (the ARP ESSER Mandatory Subgrant).
- 994 ARP Act ESSER – Learning Loss (ARP ESSER 7% Set-Aside for School Districts and Charter Schools directed to learning loss)
- 995 ARP Act ESSER – Summer Programs (ARP ESSER 7% Set-Aside for School Districts and Charter Schools directed to summer programs)
- 996 ARP Act ESSER – Afterschool Programs (ARP ESSER 7% Set-Aside for School Districts and Charter Schools directed to afterschool programs)

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

DUNS#- A [DUNS number](#) is a unique nine-character number used to identify your organization. The federal government uses the DUNS number to track how federal money is allocated.

ESSER I - 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 - 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, which includes school districts (SDs), charter schools (CSs), intermediate units (IUs), career and technical education centers (CTCs), approved private schools (APSs), private residential rehabilitative institutions (PRRIs), and chartered schools for the deaf and blind.

NCES#- [NCES School District ID](#): This field displays the 7-digit school identification number. The first 2 digits of the 7-digit school district ID identify the state and the last 5 identify the district ID. Put together, they make a 7-digit unique ID code for each school district.

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.

Unique Entity ID (SAM)- A new unique entity identifier (UEI) is assigned and visible to entities that are already registered in [SAM](#). Entities that register in SAM for the first time will obtain their UEI as part of the registration process. ([Unique Entity Identifier Update](#) and/or [DUNS to Unique Entity ID \(SAM\) Transition](#))