Annual Emergency Stabilization Fund Reporting: ESSER, GEER and EANS Guidance
February 2022

The U.S. Department of Education provided guidance on annual reporting requirements for states to report expenditures for the Elementary and Secondary School Emergency Relief (ESSER) Fund, the Governor's Emergency Education Relief (GEER) Fund, and the Emergency Assistance to Nonpublic Schools (EANS) program.

Educational organizations that received one or more ESSER, GEER and/or EANS subawards must annually report on the uses of those funds in accordance with the grant assurances signed by the organization until all funds have been liquidated.

Grant recipients will be responsible for providing the requested information only for the grants they have received of the following list:

- Elementary and Secondary School Emergency Relief (ESSER I) Fund
- ESSER I State Activity Grants including Connectivity Champions to Expand Access, ESC Family Engagement Liaisons, Extended Learning and Recovery, Face Masks for Schools (Health/Hygiene Training), RemotEDx Exchange, RemotEDx Support Squad, RemotEDx Networked Learning Community, RemotEDx OCER Department Match, RemotEDx OCER Philanthropy Ohio, RemotEDx Subgrants Non-profit, RemotEDx Industry Recognized Credentials and Student Readiness Supports I.
- Elementary and Secondary School Emergency Relief (ESSER II) Fund
- American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)
- Governor's Emergency Education Relief (GEER) I Fund
- GEER- Mental Health
- GEER- Nonprofit Grants
- GEER FASFA 21

For those receipients that received the Emergency Assistance to Nonpublic Schools (EANS) program, there will be no data collection for this first annual report as funds were obligated outside of the reporting period. To assist receipients with future reporting, EANS has still been included to show what data may be requested in the future.

In preparation for the data collection survey, grant recipients are encouraged to review the requirements for each of the grants received and begin collecting any applicable data. These requirements are based on current guidance from the U.S. Department of Education. The data collection survey will be based on these requirements and any additional guidance from the U.S. Department of Education.

Please note that for each grant, different information may be requested depending on the grant recipient organization type. When reviewing the requirements, please be mindful of whether the questions are applicable for the grants your organization received and your organization type.

In this data collection, expenditure data is only requested for the reporting period **July 1, 2020- June 30, 2021** for most grants. ESSER I reporting period is **October 1, 2020- June 30, 2021**. Expenditure data for subsequent reporting periods will be collected in later surveys.

The following is a listing of the requirements by grant and organization type.

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Elementary and Secondary School Emergency Relief (ESSER) Fund

ESSER Local Education Agency (LEA) Recipients

The following information is requested from local education agencies (LEAs) that received ESSER I, ESSER II and ARP ESSER funds. Provide information applicable to the October 1, 2020 – June 30, 2021 reporting period for ESSER I. Provide information applicable to the July 1, 2020 – June 30, 2021 for ESSER II and ARP ESSER.

There are a series of questions that have been broken out as it pertains to ESSER I, ESSER II and ARP ESSER. To reduce redundancy, these questions will only be requested once of each grant recipient. Note, for these questions ESSER refers to ESSER I, ESSER II, and ARP ESSER.

STUDENT AND STAFFING DATA (SEPARATE SURVEY)

1. *Maintaining Safe In-Person Instruction:* Did this LEA expend ESSER funds on any of the items below in the current reporting period (Y/N):
    a. Promoting vaccination
    b. Consistent and correct mask use
    c. Physical distancing
    d. Screening testing to promptly identify cases, clusters, and outbreaks

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

2. *Providing Internet Access:* Did this LEA use ESSER to provide home Internet access for any students in the current reporting period? (Y/N)
    a. If yes, what types of home Internet services were provided by the district using ESSER funds? Internet Service type (Y/N):
        i. Mobile hotspots with paid data plans
        ii. Internet connected devices with paid data plans
        iii. District pays for the cost of home Internet subscription for student
        iv. District provides home Internet access through a district-managed wireless network
        v. Other (Please specify): _____

3. *Re-engaging Students Activities:* Did the LEA seek to reengage students with poor attendance or participation? (Y/N)
    a. If yes, 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. (Y/N)
        i. Direct outreach to families
        ii. Engaging the school district homeless liaison
        iii. Partnering with community-based organizations
        iv. Offering home internet service and/or devices
        v. Implementing new curricular strategies to improve student engagement
        vi. Offering credit recovery and/or acceleration strategies
        vii. Other (please describe): 1500 character limit

4. *Hiring and Retention:* Indicate the total amount expended for these staff and indicate the number of these specific positions support with any ESSER funds. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds.

Hiring and Retention	Total Amount Expended	Number of the following positions
Staff Hiring and Retention		___Special educators and related service personnel ___Paraprofessionals ___Bilingual or English as a second language educators ___School counselors, school psychologists and/or social workers ___Nurses ___Short term contractors ___Classroom educators, not covered by previous categories ___Support personnel, not covered by previous categories

		___Administrative staff, not covered by previous categories

5. *Allocation of ESSER Resources:* Did this LEA allocate some portion of ESSER funds to schools in this reporting period? (Y/N)
    a. If yes, 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 i and ii below.
        i. Flat amount per school or per pupil
        ii. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners
        iii. 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
        iv. Measure(s) of lost instructional time ("learning loss")
        v. Stakeholder or community input
        vi. Title I status
        vii. Other data (please specify): 1500 character limit

6. *Activities by Subpopulation:* Did this LEA use ESSER (ESSER I, ESSER II or ARP ESSER) funds to support learning recovery or acceleration for subpopulations who were disproportionately impacted by the COVID-19 pandemic? Note, if this LEA provided an activity or support to all students and additional or supplemental services/activities targeted to subpopulations, please answer yes to the activity "for all students" and also select the subpopulation for whom additional support/access was provided. Provide a response for each method/intervention.

Methods/Intervention	Capacity and Participation
a. Evidence-based summer learning or summer enrichment programs	Is this program available to all students? Y/N Indicate the number of students this program serves at full capacity: _____ Total unique headcount of students that participated in this activity: _____ 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. __Students with one or more disabilities __Low-income students __English language learners __Students in foster care __Migratory students __Students experiencing homelessness __American Indian/Alaska Native __Asian/Pacific Islander

	__Hispanic __Black, non-Hispanic __White, non-Hispanic __Other student subpopulation (please specify):_____
b. Evidence-based afterschool programs	Is this program available to all students? Y/N Indicate the number of students this program serves at full capacity: _____ Total unique headcount of students that participated in this activity: _____ 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. __Students with one or more disabilities __Low-income students __English language learners __Students in foster care __Migratory students __Students experiencing homelessness __American Indian/Alaska Native __Asian/Pacific Islander __Hispanic __Black, non-Hispanic __White, non-Hispanic __Other student subpopulation (please specify):_____
c. Extended Instructional Time (including extended school day or school week or school year)	Is this program available to all students? Y/N Indicate the number of students this program serves at full capacity: _____ Total unique headcount of students that participated in this activity: _____ 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. __Students with one or more disabilities __Low-income students __English language learners __Students in foster care __Migratory students __Students experiencing homelessness __American Indian/Alaska Native __Asian/Pacific Islander __Hispanic __Black, non-Hispanic __White, non-Hispanic __Other student subpopulation (please specify):_____
d. Evidence-based high dosage tutoring during the school day	Is this program available to all students? Y/N

	Indicate the number of students this program serves at full capacity: _____ Total unique headcount of students that participated in this activity: _____ 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. __Students with one or more disabilities __Low-income students __English language learners __Students in foster care __Migratory students __Students experiencing homelessness __American Indian/Alaska Native __Asian/Pacific Islander __Hispanic __Black, non-Hispanic __White, non-Hispanic __Other student subpopulation (please specify):_____
e. Early childhood education program expansion or enhancement	Is this program available to all students? Y/N Indicate the number of students this program serves at full capacity: _____ Total unique headcount of students that participated in this activity: _____ 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. __Students with one or more disabilities __Low-income students __English language learners __Students in foster care __Migratory students __Students experiencing homelessness __American Indian/Alaska Native __Asian/Pacific Islander __Hispanic __Black, non-Hispanic __White, non-Hispanic __Other student subpopulation (please specify):_____

f. Full-Service Community Schools[1]	How many new or additional full-service community schools were launched using these funds in this LEA? _____ How many current full-service community schools received additional services and/or support using these funds? _____ What is the total enrollment in full-service community schools supported with ESSER funds within this LEA? ____
g. Purchasing educational technology	Was educational technology purchased for all students? Y/N If no, indicate the number of students for whom educational technology was purchased _____ 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. __Students with one or more disabilities __Low-income students __English language learners __Students in foster care __Migratory students __Students experiencing homelessness __American Indian/Alaska Native __Asian/Pacific Islander __Hispanic __Black, non-Hispanic __White, non-Hispanic __Other student subpopulation (please specify):_____

BUILDING AND STAFF DATA (SEPARATE SURVEY)

1. *Access to Key Staff:* For school year 2020-2021, please provide the count of FTE staff assigned to serve each school in this LEA regardless of funding source. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served.
    a. Special educators and related service personnel, including paraprofessionals
    b. Bilingual educators
    c. School counselors, social workers or school psychologists
    d. Nurses

[1] 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.

2. *Full- Time Equivalent Positions:* Provide the number of full-time equivalent (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.)

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 from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	

ESSER I, ESSER II AND ARP ESSER QUESTIONS

1. *Use of Funds:* Provide the amount of the LEA expenditures by ESSER Subgrant fund and expenditure category for the current reporting period. Report any expenditure ONLY ONCE. Please use the most appropriate and most specific applicable expenditure category/object for each expenditure.

Activities	Expended ESSER I	Expended ESSER II	Expended ARP ESSER	Expended toward required set-aside (amount is exclusive from previous column, report expenditure only in one of the two ARP ESSER columns)
Addressing Physical Health and Safety	Auto-calculate	Auto-calculate	Auto-calculate	Auto-calculate
Personnel Services-Salaries				
Personnel Services-Benefits				
Purchased Professional and Technical Services				
Purchased Property Services				
Other Purchases Services				
Supplies				
Property				
Debt Service and Misc.				
Other Items				
Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Auto-calculate	Auto-calculate	Auto-calculate	Auto-calculate
Personnel Services-Salaries				
Personnel Services-Benefits				
Purchased Professional and Technical Services				

Purchased Property Services				
Other Purchases Services				
Supplies				
Property				
Debt Service and Misc.				
Other Items				
Mental Health Supports for Students and Staff	Auto-calculate	Auto-calculate	Auto-calculate	Auto-calculate
Personnel Services-Salaries				
Personnel Services-Benefits				
Purchased Professional and Technical Services				
Purchased Property Services				
Other Purchases Services				
Supplies				
Property				
Debt Service and Misc.				
Other Items				
Operational Continuity and Other Allowed Uses	Auto-calculate	Auto-calculate	Auto-calculate	Auto-calculate
Personnel Services-Salaries				
Personnel Services-Benefits				
Purchased Professional and Technical Services				
Purchased Property Services				
Other Purchases Services				
Supplies				
Property				
Debt Service and Misc.				
Other Items				

2. *Use of Funds:* What are the planned uses of remaining ESSER I, ESSER II and ARP ESSER funds? Note: this question will be asked separately per each grant. All categories much sum to 100% fo remaining funds.
    a. % Remaining funds planned for:
        i. Addressing Physical Health and Safety
        ii. Meeting Students' Academic, Social, Emotional and Other Needs
        iii. Mental Health Supports for Student and Stadd
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use

ARP ESSER QUESTIONS ONLY- 20% SET-ASIDE FOR LEARNING LOSS

1. Total amount reserved (must be at least 20% of total award)
2. Total expended of the reserve (calculated field based on expentidure per activity)
3. Which activities or interventions did the LEA count towards the LEA's mandatory 20% set-aside, which respond to students' academic, social, and emotional needs and address the disproportionate impact of Covid-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care (Y/N; if Y, provide the amount expended)
    a. Summer learning or summer enrichment
    b. Afterschool programs
    c. Extended instructional time (school day, school week, or school year)
    d. Tutoring
    e. Additional classroom teachers
    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
    g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families
    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)
    i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.
    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
    k. Early childhood programs
    l. Curriculum adoption and learning materials
    m. Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff
    n. Other (Please specify): 1,500 character limit
4. Please describe how the selected activities or interventions address the disproportionate impact of Covid-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care. (3,000 character limit)

ESSER Fund State Activity Grants

ESSER State Activity LEA Recipients

The following information is requested from local education agencies (LEAs) that received ESSER I state activity funds. Provide information applicable to the October 1, 2020 – June 30, 2021 reporting period.

1. *Uses of Funds:* Pease provide the total amount expended by the LEA in this reporting period. Then select, Y/N for the uses of funds below.
    a. Addressing Physical Health and Safety

b. Meeting Students' Academic, Social and Other Needs
c. Mental Health Supports for Students and Staff
d. Opterational Continuity and Other Uses

2. *Uses of Funds:* Please provide the planned use of remaining funds. Report a percentage remaining funds planned for the following uses.
    a. Addressing Physical Health and Safety
    b. Meeting Students' Academic, Social and Other Needs
    c. Mental Health Supports for Students and Staff
    d. Opterational Continuity and Other Uses

3. *Maintaining Safe In-Person Instruction:* Did this LEA expend ESSER funds on any of the items below in the current reporting period (Y/N):
    a. Promoting vaccination
    b. Consistent and correct mask use
    c. Physical distancing
    d. Screening testing to promptly identify cases, clusters, and outbreaks
    e. Ventilation
    f. Handwashing and respiratory etiquette
    g. Staying home when sick and getting tested
    h. Contact tracing
    i. Cleaning and disinfection

4. *Providing Internet Access:* Did this LEA use ESSER to provide home Internet access for any students in the current reporting period? (Y/N)
    a. If yes, what types of home Internet services were provided by the district using ESSER funds? Internet Service type (Y/N):
        i. Mobile hotspots with paid data plans
        ii. Internet connected devices with paid data plans
        iii. District pays for the cost of home Internet subscription for student
        iv. District provides home Internet access through a district-managed wireless network
        v. Other (Please specify): _____

5. *Hiring and Retention:* Indicate the total amount expended for these staff and indicate the number of these specific positions support with any ESSER funds. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds.

Hiring and Retention	Total Amount Expended	Number of the following positions
Staff Hiring and Retention		___Special educators and related service personnel ___Paraprofessionals ___Bilingual or English as a second language educators ___School counselors, school psychologists and/or social workers ___Nurses ___Short term contractors

		___Classroom educators, not covered by previous categories ___Support personnel, not covered by previous categories ___Administrative staff, not covered by previous categories

6. *Allocation of ESSER Resources:* Did this LEA allocate some portion of ESSER funds to schools in this reporting period? (Y/N)
    a. If yes, 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 i and ii below.
        i. Flat amount per school or per pupil
        ii. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners
        iii. 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
        iv. Measure(s) of lost instructional time ("learning loss")
        v. Stakeholder or community input
        vi. Title I status
        vii. Other data (please specify): 1500 character limit

ESSER State Activity Other Education Related Entity Recipients

The following information is requested from other education related entities that received ESSER I state activity funds. Provide information applicable to the October 1, 2020 – June 30, 2021 reporting period.

1. *Uses of Funds:* Pease provide the total amount expended by the non-LEA in this reporting period. Then select, Y/N for the uses of funds below.
    a. Addressing Physical Health and Safety
    b. Meeting Students' Academic, Social and Other Needs
    c. Mental Health Supports for Students and Staff
    d. Opterational Continuity and Other Uses

2. *Uses of Funds:* Please provide the planned use of remaining funds. Report a percentage remaining funds planned for the following uses.
    a. Addressing Physical Health and Safety
    b. Meeting Students' Academic, Social and Other Needs
    c. Mental Health Supports for Students and Staff
    d. Opterational Continuity and Other Uses

3. *Maintaining Safe In-Person Instruction:* Did this non-LEA expend ESSER funds on any of the items below in the current reporting period (Y/N):
    a. Promoting vaccination
    b. Consistent and correct mask use
    c. Physical distancing

d. Screening testing to promptly identify cases, clusters, and outbreaks
e. Ventilation
f. Handwashing and respiratory etiquette
g. Staying home when sick and getting tested
h. Contact tracing
i. Cleaning and disinfection

4. *Providing Internet Access:* Did this non-LEA use ESSER to provide home Internet access for any students in the current reporting period? (Y/N)
    a. If yes, what types of home Internet services were provided by the non-LEA using ESSER funds? Internet Service type (Y/N):
        i. Mobile hotspots with paid data plans
        ii. Internet connected devices with paid data plans
        iii. District pays for the cost of home Internet subscription for student
        iv. District provides home Internet access through a district-managed wireless network
        v. Other (Please specify): _____

5. *Hiring and Retention:* Indicate the total amount expended for these staff and indicate the number of these specific positions support with any ESSER funds. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds.

Hiring and Retention	Total Amount Expended	Number of the following positions
Staff Hiring and Retention		___Special educators and related service personnel ___Paraprofessionals ___Bilingual or English as a second language educators ___School counselors, school psychologists and/or social workers ___Nurses ___Short term contractors ___Classroom educators, not covered by previous categories ___Support personnel, not covered by previous categories ___Administrative staff, not covered by previous categories

6. *Allocation of ESSER Resources:* Did this non-LEA allocate some portion of ESSER funds to schools in this reporting period? (Y/N)
    a. If yes, how did this non-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 non-LEA allocated funds using a weighted formula of total number of enrollments and total number of enrolled students with disabilities, the non-LEA should mark 'Y' to rows i and ii below.
        i. Flat amount per school or per pupil
        ii. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners

iii. 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
iv. Measure(s) of lost instructional time ("learning loss")
v. Stakeholder or community input
vi. Title I status
vii. Other data (please specify): 1500 character limit

Governors Emergency Education Relief (GEER) I Fund

All GEER I Recipients

The following information is requested from all GEER I recipients. Provide information applicable to the October 1, 2020 – June 30, 2021 reporting period[2].

1. Indicate the number of K-12 schools (public and non-public) that received GEER funds or received services paid for with GEER funds.

School Type	K-12 Schools
Public Schools	
Non-public Schools	

GEER I LEA Recipients

The following information is requested from local education agencies (LEAs) that received GEER I funds. Provide information applicable to the October 1, 2020 – June 30, 2021 reporting period.

1. Provide the amount expended by the LEA.

2. Who is the LEA serving with these funds? (select one)
   a. Students and teachers in both Title I and non-Title I schools; or
   b. Only students and teachers in Title I schools

3. Uses of GEER Funds (Y/N)
   a. Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment.(if select this use of funds, answer additional questions about purchasing additional technology)
   b. Activities focused specifically to addressing the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
   c. Providing mental health services and supports.
   d. Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases.
   e. Extended learning time opportunities including summer learning and supplemental afterschool programs.
   f. Other (uses of funds not included above). If yes, please describe:_____

[2] The U.S. Department of Education released final reporting requirements on 2/11/2022. This section has been updated on 2/15/2022.

4. If selected “purchasing educational technology” as a use of GEER funds, provide the following information.
    a. Did this LEA use GEER funds to provide home internet access for any students? If yes, what types of home internet services were provided by the LEA using GEER funds? Select all that apply.
        i. Mobile hotspots with paid data plans
        ii. Internet connected devices with paid data plans
        iii. LEA pays for the cost of home internet subscription for student
        iv. LEA provides home internet access through a district-managed wireless network
        v. Other; Please specify:_____
5. Provide the percentage remaining GEER I funds that have planned purposes. All categories must sum to 100% of remaining funds.
    a. Purchasing educational technology
    b. Activities focused on addressing the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth
    c. Providing mental health services and supports
    d. Sanitization and minimizning the spread of infectious diseases
    e. Extended learning time opportunities
    f. Other: please describe
    g. Not yet determined

GEER I Institution of Higher Education Recipients

The following information is requested from other institution of higher education that received GEER I funds. Provide information applicable to the October 1, 2020 to June 30, 2021 reporting period.

1. What was the amount of GEER funds expended by the entity?

2. Which populations of students were or will be served by the entity? (select all that apply)
    a. Pre-K
    b. K-12
    c. Post-Secondary

3. Uses of GEER Funds (Y/N)
    a. Provide financial aid grants for students
        i. If Y, number of students who received financial aid grants as a result of GEER I funds
    b. Support distance learning and remote education
    c. Safe school reopening
    d. Providing mental health services and supports
    e. Providing basic needs for students
    f. Purchasing COVID-19 tests, health screening and the healthcare needed to hely students and faculty
    g. Keeping faculty, staff, employees and contractors at full salary levels who were at risk of unemployment
    h. Other: please describe

4. Provide the percentage of planned uses of remaining funds for the populations below. All categories must sum to 100% of remaining funds.
    a. Birth – Pre-Kindergarten
    b. Kindergarten – 12th Grade
    c. Post Secondary Education
    d. Not Yet Determined

5. Provide the percentage of planned uses of remaining funds for the purposes below. All categories must sum to 100% of remaining funds.
    a. Provide financial aid grants for students
    b. Support distance learning and remote education
    c. Safe school reopening
    d. Providing mental health services and supports
    e. Providing basic needs for students
    f. Purchasing COVID-19 tests, health screening and the healthcare needed to hely students and faculty
    g. Keeping faculty, staff, employees and contractors at full salary levels who were at risk of unemployment
    h. Other: please describe
    i. Not yet determined

GEER I Other Education- Related Entity Recipients

The following information is requested from other education-related entities that received GEER funds. Provide information applicable to the October 1, 2020 to June 30, 2021 reporting period.

1. What was the amount of GEER funds expended by the entity?

2. Which populations of students were or will be served by the entity? (select all that apply)
    a. Pre-K
    b. K-12
    c. Post-Secondary

3. Uses of GEER I Funds (Y/N)
    a. Provide direct financial support of students
        i. If Y, number of students who received financial aid grants as a result of GEER I funds
    b. Support distance learning and remote education
    c. Safe school reopening
    d. Address impact of lost instructional time
    e. Other, if yes, please specify

4. Provide the percentage of planned uses of remaining funds for the populations below. All categories must sum to 100% of remaining funds.
    a. Birth – Pre-Kindergarten
    b. Kindergarten – 12th Grade
    c. Post Secondary Education
    d. Not Yet Determined

5. Provide the percentage of planned uses of remaining funds for the purposes below. All categories must sum to 100% of remaining funds.
    a. Provide direct financial support of students
    b. Support distance learning and remote education
    c. Safe school reopening
    d. Address impact of lost instructional time
    e. Other, if yes, please specify
    f. Not yet determined

Emergency Assistance for Nonpublic Schools (EANS) Program

Contracted Educational Service Center (ESC) Recipients

For the first annual report, no data is being requested from ESC recipients as funds were obligated outside of the reporting window. The following information is to be transparent about data that may be requested of recepients for future annual reporting.

1. What services or assistance were or will be provided by the entity to non-public schools? (Select all that apply) If an activity is selected, provide the amount expended from applicable state fiscal year.
    a. Supplies to sanitize, disinfect, and clean school facilities
    b. Supplying personal protective equipment (PPE)
    c. Improving ventilation systems, including windows or portable air purification systems
    d. Training and professional development for staff on sanitization, the use of PPE, and minimizing the spread of infectious diseases
    e. Providing physical barriers to facilitate social distancing
    f. Other materials, supplies, or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety
    g. Expanding capacity to administer coronavirus testing to effectively monitor and suppress the virus
    h. Providing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) to assist students, educators, and other staff with remote or hybrid learning
    i. Redeveloping instructional plans, including curriculum development, for remote or hybrid learning, or to address learning loss
    j. Leasing sites or spaces to ensure safe social distancing
    k. Reasonable transportation costs
    l. Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss

Appendix A Definitions

ARP - American Rescue Plan Act of 2021
ARP EANS - American Rescue Plan Emergency Assistance to Non-Public Schools
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
CRRSAA or CRRSA Act (ESSER II)- Coronavirus Response and Relief Supplemental Appropriations Act, 2021
EANS - Emergency Assistance to Non-Public Schools
EANS Administrative Reserve - funds to administer the services and assistance provided under the program to non- public schools
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
Elementary school- A school classified as elementary by state and local practice and composed of any span of grades not above grade 8.
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
GEER I- Governor's Emergency Education Relief fund authorized under the Coronavirus Aid Relief, and Economic Security (CARES) Act
GEER II- Governor's Emergency Education Relief fund authorized under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)
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
Secondary School- A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.
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.
Subaward - award made by an SEA to a subrecipient for the subrecipient to carry out part of the EANS program. A subaward may be provided through any form of legal agreement, including an agreement that the SEA considers a contract
Obligation - a binding written commitment to obtain the services, work, or products. For rental or lease of real or personal property, the obligation is made when the property is first used. The regulations at 34 C.F.R. § 76.707 govern when an obligation of Federal funds by an SEA occurs.
Reimbursed - amounts provided as reimbursement to a non-public school for allowable costs incurred by the non-public school.