Annual Education Stabilization Fund Reporting: ESSER, GEER and EANS Guidance



Office of Federal Programs

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Department of Education & Workforce

Table of Contents

TABLE OF CONTENTS 1

INTRODUCTION 2

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUNDS 4

ESSER I Expenditure Survey 4

ESSER II Expenditure Survey 6

ARP ESSER Expenditure Survey 9

Student, Staff and Building Survey 14

Student and Staffing Data (Separate Survey) 14

Building and Staff Data (Separate Survey) 20

ARP ESSER Future Forward Ohio Survey (formerly ARP ESSER State Related Questions) 21

ESSER II Fund State Activity Grants (UPDATED) 23

ARP ESSER Learning Loss Grants (UPDATED) 24

ARP ESSER Summer Grants (UPDATED) 25

ARP ESSER After School Grants (UPDATED) 26

ARP ESSER Other State Activity Grants 27

GOVERNORS EMERGENCY EDUCATION RELIEF (GEER) FUNDS 28

Governors Emergency Education Relief (GEER) II Funds 28

All GEER II Recipients 28

GEER II LEA Recipients 28

GEER II Other Education- Related Entity Recipients 29

APPENDIX A: DEFINITIONS 31

APPENDIX B: GRANTS THAT ARE NO LONGER REQUIRED TO BE REPORTED 33

Introduction

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[1] of the following list:

- Elementary and Secondary School Emergency Relief (ESSER I) Fund (late liquidated entities ONLY)
- CRSSA Elementary and Secondary School Emergency Relief (ESSER II) Fund
- ESSER II State Activity Grants
    - ESSER II State Activity Supplement
    - Innovative Workforce Incentive Program 2
    - Innovative Workforce Incentive Program
    - Middle Mile ITC
- American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)
- ARP ESSER Learning Loss Grants
    - ARP ESSER Extended Learning and Recovery
    - ARP ESSER RemotEDx Exchange
    - ARP ESSER RemotEDx Support Squad
    - ARP ESSER Student Readiness Supports
    - Battelle for Kids
    - Boys and Girls Club
    - HQIM – Training & Support to ESCs
    - Libraries Accelerating Learning
    - Literacy: Adolescent Literacy
    - Literacy: ESCs to Support Structured Literacy
    - Literacy: Reaching All Students
    - Math HS Pathways
    - Mid-Size Urban Support
    - Ohio Personalized Learning Network (ESC Support)
    - Ohio Personalized Learning Network
    - PBS In-Home Learning

[1] For reporting purposes, if expenditures in the current reporting period are greater than $0.00 and an educational organization has remaining funds, a survey will populate for a grant.

    - Statewide Tutoring – IHE
    - STEM Education
    - Strengths Collaborative (NEW)
- ARP ESSER Summer Program Grants
    - ARP ESSER Summer Program – Create
    - ARP ESSER Summer Program – Expand
- ARP ESSER After School Grants
    - ARP ESSER After School – Create
    - ARP ESSER After School – Expand
- ARP ESSER Miscellaneous State Activity Grants
    - Amplifying Ohio's Pathways to Graduation
    - ARP ESSER State Activity Supplement
    - Attendance RDL Supports
    - Cleveland Browns Stay in the Game
    - Connectivity Champions
    - Diversifying Educator Pipeline
    - Family & Community Partner Liaisons
    - Harvard Proving Ground Stay in the Game
    - Leading Men Fellowship
    - P-20 Regional Partnerships Workforce
    - Statewide Tutoring Coordinator Grant
    - Whole Child Network and Pilot Projects
- Governor's Emergency Education Relief (GEER) II Fund
    - National Aviation Hall of Fame
    - School Based Health Capital

For those recipients that received the Emergency Assistance to Nonpublic Schools (EANS) program, there will be no survey that to complete to fulfill the required reporting.

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, 2023- June 30, 2024 (State Fiscal Year 2024)**. Expenditure data for subsequent reporting periods will be collected in later surveys.

Elementary and Secondary School Emergency Relief (ESSER) Funds

ESSER I Expenditure Survey

1. *Use of Funds Part 1:* Provide the amount of the LEA expenditures by ESSER I Subgrant fund and **accounting object** 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.
    a. Addressing Physical Health and Safety
        i. Personnel Services- Salaries
        ii. Personnel Services- Benefits
        iii. Purchased Professional and Technical Services
        iv. Purchased Property Services
        v. Other Purchases Services
        vi. Supplies
        vii. Property
        viii. Debt Service and Misc.
        ix. Other Items
    b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)
        i. Personnel Services- Salaries
        ii. Personnel Services- Benefits
        iii. Purchased Professional and Technical Services
        iv. Purchased Property Services
        v. Other Purchases Services
        vi. Supplies
        vii. Property
        viii. Debt Service and Misc.
        ix. Other Items
    c. Mental Health Supports for Students and Staff
        i. Personnel Services- Salaries
        ii. Personnel Services- Benefits
        iii. Purchased Professional and Technical Services
        iv. Purchased Property Services
        v. Other Purchases Services
        vi. Supplies
        vii. Property
        viii. Debt Service and Misc.
        ix. Other Items
    d. Operational Continuity and Other Allowed Uses
        i. Personnel Services- Salaries
        ii. Personnel Services- Benefits

iii. Purchased Professional and Technical Services
iv. Purchased Property Services
v. Other Purchases Services
vi. Supplies
vii. Property
viii. Debt Service and Misc.
ix. Other Items

2. *Use of Funds Part 2:* Provide the amount of the LEA expenditures by ESSER Subgrant fund and **activity** for the current reporting period. Report any expenditure ONLY ONCE in the table below. Please use the most appropriate and most specific applicable activity for each expenditure.
    a. Addressing Physical Health and Safety
        i. Building and facilities upgrades and maintenance, including ventilation systems and new construction
        ii. Assistance with meals for students
        iii. Cleaning and/or sanitization supplies
        iv. Temporary classroom space to support social distancing
        v. Temporary or additional transportation services to support social distancing to and from school
        vi. 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
        vii. 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
    b. Meeting Students' Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports
        i. Extended learning and/or summer learning
        ii. Tutoring
        iii. 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
        iv. Universal screening, academic assessments, and intervention data systems, such as early Conducted by: OMB No. 1810-0749 Expires

5/31/2025 U.S. Department of Education warning systems and/or opportunities to learn data systems
   v. 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
   vi. Early Childhood Programs
   vii. Hardware and software
   viii. Wi-Fi, broadband, or other connectivity
   ix. Curriculum adoption and learning materials
   x. Core staff capacity building / training to increase instructional quality and advance equity
   xi. Investments in talent pipelines for teachers and/or classified staff
c. Mental Health Supports for Students and Staff
   i. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families
d. Operational Continuity and Other Allowed Uses
   i. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
   ii. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965
   iii. Any activity not described above that is authorized by the Individuals with Disabilities Education Act
   iv. Any activity not described above that is authorized by the Adult Education and Family Literacy Act
   v. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
   vi. 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

3. *Use of Funds:* What are the planned uses of remaining ESSER I funds? All categories must sum to 100% of 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 Staff
      iv. Operational Continuity and Other Uses
      v. Not Yet Planned for Specific Use

ESSER II Expenditure Survey

1. *Use of Funds Part 1:* Provide the amount of the LEA expenditures by ESSER II Subgrant fund and **accounting object** 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.

a. Addressing Physical Health and Safety
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items
c. Mental Health Supports for Students and Staff
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items
d. Operational Continuity and Other Allowed Uses
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items

2. *Use of Funds Part 2:* Provide the amount of the LEA expenditures by ESSER Subgrant fund and **activity** for the current reporting period. Report any expenditure ONLY ONCE in the table below. Please use the most appropriate and most specific applicable activity for each expenditure.
    a. Addressing Physical Health and Safety
        i. Building and facilities upgrades and maintenance, including ventilation systems and new construction
        ii. Assistance with meals for students
        iii. Cleaning and/or sanitization supplies
        iv. Temporary classroom space to support social distancing
        v. Temporary or additional transportation services to support social distancing to and from school
        vi. 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
        vii. 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
    b. Meeting Students' Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports
        i. Extended learning and/or summer learning
        ii. Tutoring
        iii. 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
        iv. Universal screening, academic assessments, and intervention data systems, such as early Conducted by: OMB No. 1810-0749 Expires 5/31/2025 U.S. Department of Education warning systems and/or opportunities to learn data systems
        v. 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
        vi. Early Childhood Programs
        vii. Hardware and software
        viii. Wi-Fi, broadband, or other connectivity
        ix. Curriculum adoption and learning materials

x. Core staff capacity building / training to increase instructional quality and advance equity
xi. Investments in talent pipelines for teachers and/or classified staff

c. Mental Health Supports for Students and Staff
    i. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families

d. Operational Continuity and Other Allowed Uses
    i. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
    ii. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965
    iii. Any activity not described above that is authorized by the Individuals with Disabilities Education Act
    iv. Any activity not described above that is authorized by the Adult Education and Family Literacy Act
    v. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
    vi. 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

3. *Use of Funds:* What are the planned uses of remaining ESSER I funds? All categories must sum to 100% of 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 Staff
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use

ARP ESSER Expenditure Survey

1. *Use of Funds Part 1:* Provide the amount of the LEA expenditures by ARP ESSER Subgrant fund and **accounting object** 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.
    a. Addressing Physical Health and Safety
        i. Personnel Services- Salaries
        ii. Personnel Services- Benefits
        iii. Purchased Professional and Technical Services
        iv. Purchased Property Services
        v. Other Purchases Services
        vi. Supplies

vii. Property
viii. Debt Service and Misc.
ix. Other Items

b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items

c. Mental Health Supports for Students and Staff
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items

d. Operational Continuity and Other Allowed Uses
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items

2. *Use of Funds Part 2 (Please note that part 2 is for the TOTAL ARP Expenditure amount including BOTH learning Loss and Non-Learning Loss Expenditures):* Provide the amount of the LEA expenditures by ESSER Subgrant fund and **activity** for the current reporting period. Report any expenditure ONLY ONCE in the table below. Please use the most appropriate and most specific applicable activity for each expenditure.
    a. Addressing Physical Health and Safety
        i. Building and facilities upgrades and maintenance, including ventilation systems and new construction

ii. Assistance with meals for students
iii. Cleaning and/or sanitization supplies
iv. Temporary classroom space to support social distancing
v. Temporary or additional transportation services to support social distancing to and from school
vi. 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
vii. 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

b. Meeting Students' Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports
   i. Extended learning and/or summer learning
   ii. Tutoring
   iii. 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
   iv. Universal screening, academic assessments, and intervention data systems, such as early Conducted by: OMB No. 1810-0749 Expires 5/31/2025 U.S. Department of Education warning systems and/or opportunities to learn data systems
   v. 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
   vi. Early Childhood Programs
   vii. Hardware and software
   viii. Wi-Fi, broadband, or other connectivity
   ix. Curriculum adoption and learning materials
   x. Core staff capacity building / training to increase instructional quality and advance equity
   xi. Investments in talent pipelines for teachers and/or classified staff

c. Mental Health Supports for Students and Staff
   i. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families

d. Operational Continuity and Other Allowed Uses
    i. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
    ii. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965
    iii. Any activity not described above that is authorized by the Individuals with Disabilities Education Act
    iv. Any activity not described above that is authorized by the Adult Education and Family Literacy Act
    v. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
    vi. 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

3. *Use of Funds:* What are the planned uses of remaining ESSER I funds? All categories must sum to 100% of 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 Staff
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use

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 expenditure per activity)

3. *Use of Funds:* Provide the amount of the LEA expenditures towards the 20% learning loss set aside 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.
    a. Addressing Physical Health and Safety
        i. Personnel Services- Salaries
        ii. Personnel Services- Benefits
        iii. Purchased Professional and Technical Services
        iv. Purchased Property Services
        v. Other Purchases Services
        vi. Supplies
        vii. Property
        viii. Debt Service and Misc.
        ix. Other Items

b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items
c. Mental Health Supports for Students and Staff
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items
d. Operational Continuity and Other Allowed Uses
    i. Personnel Services- Salaries
    ii. Personnel Services- Benefits
    iii. Purchased Professional and Technical Services
    iv. Purchased Property Services
    v. Other Purchases Services
    vi. Supplies
    vii. Property
    viii. Debt Service and Misc.
    ix. Other Items

4. 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

5. 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)

Student, Staff and Building Survey

The following information is requested from local education agencies (LEAs) that received ESSER I, ESSER II, ARP ESSER and related state activity funds. Provide information applicable to July 1, 2023 – June 30, 2024.

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, ARP ESSER and any state activity grants.

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** supported with any ESSER funds. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds.
    a. Special educators and related service personnel
    b. Paraprofessionals
    c. Bilingual or English as a second language educators
    d. School counselors, schools psychologists, and/or social workers
    e. Nurses
    f. Short term contractors
    g. Classroom educators, not covered by previous categories
    h. Support personnel, not covered by previous categories
    i. 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.

    a. Evidence-based summer learning or summer enrichment programs
        i. Is this program available to all students? Y/N
            1. If no, indicate the number of students this program serves at full capacity
        ii. Total unique headcount of students that participated in this activity
        iii. 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.
            1. Students with one or more disabilities
            2. Low-income students
            3. English learners
            4. Students in foster care
            5. Migratory students
            6. Students experiencing homelessness

7. American Indian or Alaska Native
8. Asian
9. Black or African American
10. Hispanic/Latino
11. Native Hawaiian or Other Pacific Islander
12. White
13. Two or more races
14. Other student subpopulation (please specify)

b. Evidence-based afterschool programs

i. Is this program available to all students? Y/N
   1. If no, indicate the number of students this program swerves at full capacity

ii. Total unique headcount of students that participated in this activity

iii. 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.
   1. Students with one or more disabilities
   2. Low-income students
   3. English learners
   4. Students in foster care
   5. Migratory students
   6. Students experiencing homelessness
   7. American Indian or Alaska Native
   8. Asian
   9. Black or African American
   10. Hispanic/Latino
   11. Native Hawaiian or Other Pacific Islander
   12. White
   13. Two or more races
   14. Other student subpopulation (please specify)

c. Extended Instructional Time (including extended school day or school week or school year)

i. Is extended instructional time in place at all schools within the LEA? Y/N
   1. If yes, skip to item d, evidence-based high-dosage tutoring
   2. If no, indicate the unique headcount of students enrolled in schools within the LEA with mandatory extended instructional time

ii. Indicate the number of students from each student group enrolled in schools with extended instructional time:
    1. Students with one or more disabilities
    2. Low-income students
    3. English learners
    4. Students in foster care
    5. Migratory students
    6. Students experiencing homelessness
    7. American Indian or Alaska Native
    8. Asian
    9. Black or African American
    10. Hispanic/Latino
    11. Native Hawaiian or Other Pacific Islander
    12. White
    13. Two or more races
    14. Other student subpopulation (please specify)

d. Evidence-based high dosage tutoring during the school day

i. Is this program available to all students? Y/N
    1. If no, indicate the number of students this program serves at full capacity
ii. Total unique headcount of students that participated in this activity
iii. 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.
    1. Students with one or more disabilities
    2. Low-income students
    3. English learners
    4. Students in foster care
    5. Migratory students
    6. Students experiencing homelessness
    7. American Indian or Alaska Native
    8. Asian
    9. Black or African American
    10. Hispanic/Latino
    11. Native Hawaiian or Other Pacific Islander
    12. White
    13. Two or more races
    14. Other student subpopulation (please specify)

e. Early childhood education program expansion or enhancement

i. Did this LEA expand or enhance its early childhood program? Mark Y/N to each below.
    1. Expand Y/N
    2. Enhance Y/N
        a. If yes, how many *additional* students were funded with ESSER funds in the most recent school year? Please include students or slots that were fully and partially funded with ESSER funds.

ii. Total unique headcount of students enrolled in an early childhood education program within the LEA

iii. Indicate the number of students from each student group enrolled in an early childhood education program within the LEA below.
    1. Students with one or more disabilities
    2. Low-income students
    3. English learners
    4. Students in foster care
    5. Migratory students
    6. Students experiencing homelessness
    7. American Indian or Alaska Native
    8. Asian
    9. Black or African American
    10. Hispanic/Latino
    11. Native Hawaiian or Other Pacific Islander
    12. White
    13. Two or more races
    14. Other student subpopulation (please specify)

f. Full-Service Community Schools[2]

i. How many new or additional full-service community schools were launched using these funds in this LEA?

ii. How many current full-service community schools received additional services and/or support using these funds?

iii. What is the total enrollment in full-service community schools supported with ESSER funds within this LEA?

g. Purchasing educational technology

i. Was educational technology purchased for all students? Y/N

[2] 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.

1. If no, indicate the number of students for whom educational technology was purchased

ii. 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.

1. Students with one or more disabilities
2. Low-income students
3. English learners
4. Students in foster care
5. Migratory students
6. Students experiencing homelessness
7. American Indian or Alaska Native
8. Asian
9. Black or African American
10. Hispanic/Latino
11. Native Hawaiian or Other Pacific Islander
12. White
13. Two or more races
14. Other student subpopulation (please specify)

BUILDING AND STAFF DATA (SEPARATE SURVEY)

1. *Access to Select Staff:* For school year 2023-2024, 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 or English as a second language educators
    c. School counselors, social workers or school psychologists
    d. Nurses

2. *Full- Time Equivalent Positions:* Provide the number of full-time equivalent (FTE) positions for the LEA as of September 30, 2024. (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.)
    a. Full-time equivalent (FTE) positions as of September 30, 2018 (Pre-populated from data provided in prior year reporting if applicable)
    b. Full-time equivalent (FTE) positions as of September 30, 2019 (Pre-populated from data provided in prior year reporting if applicable)

c. Full-time equivalent (FTE) positions as of March 30, 2020 (Pre-populated from data provided in prior year reporting if applicable)
d. Full-time equivalent (FTE) positions as of September 30, 2020 (Pre-populated from data provided in prior year reporting if applicable)
e. Full-time equivalent (FTE) positions as of September 30, 2021 (Pre-populated from data provided in prior year reporting if applicable)
f. Full-time equivalent (FTE) positions as of September 30, 2022 (Pre-populated from data provided in prior year reporting if applicable)
g. Full-time equivalent (FTE) positions as of September 30, 2023

ARP ESSER Future Forward Ohio Survey (formerly ARP ESSER State Related Questions)

Addressing Physical Health/Safety – Capital Expenditure Improvements

1. Did the LEA use funds to (check all that apply):
    a. Improve existing space
    b. Build new space
    c. N/A

Meeting Academic and Social-Emotional Learning (SEL) Needs

1. Did the LEA use funds to meet *literacy* needs?
    a. Yes
    b. No
2. If yes, did the LEA use funds to invest in (check all that apply):
    a. Curriculum
    b. Teacher professional development
    c. Tutoring
    d. Intervention program
    e. Other (please explain)
3. Did the LEA use funds to meet *math* needs?
    a. Yes
    b. No
4. If yes, did the LEA use funds to invest in (check all that apply):
    a. Curriculum
    b. Teacher professional development
    c. Tutoring
    d. Intervention program
    e. Other (please explain)
5. Did the LEA use funds to meet *social-emotional learning (SEL)* needs?
    a. Yes
    b. No
6. If yes, were SEL needs met (check all that apply):
    a. In the classroom
    b. Outside of the classroom

Meeting Mental Health Needs

1. Did the LEA partner with community organizations to address mental health needs?
    a. Yes
    b. No
2. Did the LEA have a mechanism for assessing the effectiveness of interventions/programming in meeting mental health needs?
    a. Yes
    b. No

20% Set-Aside

Summer Learning

1. Did the LEA partner with community organizations to provide summer learning?
    a. Yes
    b. No
2. What strategies were incorporated into summer learning? Check all that apply.
    a. Tutoring
    b. Hands-on/project-based learning
    c. Teacher instruction
    d. Enrichment activities
    e. Other (please explain)
3. How did the LEA assess the effectiveness of summer learning? Check all that apply.
    a. Student assessments
    b. Student surveys
    c. Parent surveys
    d. Staff observations
    e. Other (please explain)
4. What were the greatest challenges in implementing summer programming? Check all that apply.
    a. Student attendance
    b. Transportation
    c. Staffing
    d. Other (please explain)

After School

1. Did the LEA partner with community organizations to provide after school learning?
    a. Yes
    b. No
2. What strategies were incorporated into after school learning? Check all that apply.
    a. Tutoring
    b. Hands-on/project based learning
    c. Teacher instruction
    d. Enrichment activities
    e. Other (please explain)
3. How did the LEA assess the effectiveness of after school learning? Check all that apply.

a. Student assessments
b. Student surveys
c. Parent surveys
d. Staff observations
e. Other (please explain)

4. What were the greatest challenges in implementing after school programming? Check all that apply.
    a. Student attendance
    b. Transportation
    c. Staffing
    d. Other (please explain)

Tutoring

1. If providing tutoring, what implementation model(s) were used? Check all that apply.
    a. Hired tutors
    b. Utilized teachers
    c. Contracted with vendors
    d. ESC partnership
    e. Community partner
    f. Peer tutors
    g. Other (please explain)
2. Which of the following describes the LEA's tutoring programming? Check all that apply.
    a. In-person
    b. Online
    c. Before school
    d. During school
    e. After school
    f. On average, students receive tutoring three times or more each week
    g. Tutoring generally occurs in groups of four or less
    h. Tutors have training in effective tutoring practices
3. What were the greatest challenges in implementing tutoring? Check all that apply.
    a. Funding
    b. Securing tutors
    c. Selecting a tutoring program
    d. Scheduling tutoring during the school day
    e. Student attendance
    f. Other (please explain)

ESSER II Fund State Activity Grants (UPDATED)

The Ohio Department of Education will begin reporting ALL ESSER II State Activity Grants in bulk this year. If an organization receives more than one of the below grants, the required information will be collected in totality to reduce the burden on grantees. This includes:

- ESSER II State Activity Supplement
- Innovative Workforce Incentive Program Grant

- Innovative Workforce Incentive Program Grant 2
- Middle Mile ITC

Provide information applicable to July 1, 2023 – June 30, 2024. Note, there is a separate survey for student and staff data that will also need to be completed.

1. *Uses of Funds:* 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. Operational Continuity and Other Uses
2. *Use of Funds:* What are the planned uses of remaining funds? All categories must sum to 100% of 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 Staff
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use
3. *Full- Time Equivalent Positions:* Provide the number of full-time equivalent (FTE) positions for the organization as of September 30, 2023. (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).

ARP ESSER Learning Loss Grants (UPDATED)

The Department will begin reporting ALL ARP ESSER Learning Loss Grants in bulk this year. If an organization receives more than one of the below grants, the required information will be collected in totality to reduce the burden on grantees. This includes:

- ARP ESSER Extended Learning and Recovery
- ARP ESSER RemotEDx Exchange
- ARP ESSER RemotEDx Support Squad
- ARP ESSER Student Readiness Supports
- Battelle for Kids
- Boys and Girls Club
- HQIM – Training & Support to ESCs
- Libraries Accelerating Learning
- Litteracy: Adolescent Literacy
- Literacy: ESCs to Support Structured Literacy
- Literacy: Reaching All Students
- Math HS Pathways
- Mid-Size Urban Support
- Ohio Personalized Learning Network (ESC Support)
- Ohio Personalized Learning Network

- PBS In-Home Learning
- Statewide Tutoring – IHE
- STEM Education
- Strengths Collaborative (NEW)

Provide information applicable to the July 1, 2023 – June 30, 2024 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. Operational Continuity and Other Uses

2. *Use of Funds:* What are the planned uses of remaining funds? All categories must sum to 100% of 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 Staff
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use

3. *Full- Time Equivalent Positions:* Provide the number of full-time equivalent (FTE) positions for the organization as of September 30, 2023. (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).

ARP ESSER Summer Grants (UPDATED)

The Department will begin reporting ALL ARP ESSER Summer Grants in bulk this year. If an organization receives more than one of the below grants, the required information will be collected in totality to reduce the burden on grantees. This includes:

- ARP ESSER Summer Program – Create
- ARP ESSER Summer Program – Expand

Provide information applicable to the July 1, 2023 – June 30, 2024 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. Operational Continuity and Other Uses

2. *Use of Funds:* What are the planned uses of remaining funds? All categories must sum to 100% of 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 Staff
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use

3. *Full- Time Equivalent Positions:* Provide the number of full-time equivalent (FTE) positions for the organization as of September 30, 2023. (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).

ARP ESSER After School Grants (UPDATED)

The Department will begin reporting ALL ARP ESSER After School Grants in bulk this year. If an organization receives more than one of the below grants, the required information will be collected in totality to reduce the burden on grantees. This includes:

- ARP ESSER After School – Create
- ARP ESSER After School – Expand

Provide information applicable to the July 1, 2023 – June 30, 2024 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. Operational Continuity and Other Uses

2. *Use of Funds:* What are the planned uses of remaining funds? All categories must sum to 100% of 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 Staff
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use

3. *Full- Time Equivalent Positions:* Provide the number of full-time equivalent (FTE) positions for the organization as of September 30, 2023. (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).

ARP ESSER Other State Activity Grants

The Department will begin reporting ALL ARP ESSER Other State Activity Grants in bulk this year. If an organization receives more than one of the below grants, the required information will be collected in totality to reduce the burden on grantees. This includes:

- Amplifying Ohio's Pathways to Graduation
- ARP ESSER State Activity Supplement
- Attendance RDL Supports
- Cleveland Browns Stay in the Game
- Connectivity Champions
- Diversifying Educator Pipeline
- Family & Community Partner Liaisons
- Harvard Proving Ground Stay in the Game
- Leading Men Fellowship
- P-20 Regional Partnerships Workforce
- Statewide Tutoring Coordinator Grant
- Whole Child Network and Pilot Projects

Provide information applicable to the July 1, 2023 – June 30, 2024 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. Operational Continuity and Other Uses

2. *Use of Funds:* What are the planned uses of remaining funds? All categories must sum to 100% of 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 Staff
        iv. Operational Continuity and Other Uses
        v. Not Yet Planned for Specific Use

3. *Full- Time Equivalent Positions:* Provide the number of full-time equivalent (FTE) positions for the organization as of September 30, 2023. (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).

Governors Emergency Education Relief (GEER) Funds

Governors Emergency Education Relief (GEER) II Funds

ALL GEER II RECIPIENTS

The following information is requested from all GEER II, School Based Health Capital and National Aviation Hall of Fame recipients. Provide information applicable to the July 1, 2023 – June 30, 2024 reporting period.

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

GEER II LEA RECIPIENTS

The following information is requested from local education agencies (LEAs) that received GEER II or School Based Health Capital funds. Provide information applicable to July 1, 2023 – June 30, 2024 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:

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 minimizing the spread of infectious diseases
    e. Extended learning time opportunities
    f. Other: please describe
    g. Not yet determined

GEER II OTHER EDUCATION- RELATED ENTITY RECIPIENTS

The following information is requested from other education-related entities that received GEER II or National Aviation Hall of Fame funds. Provide information applicable to the July 1, 2023 – June 30, 2024 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 yes (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

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.

Appendix B: Grants that are No Longer Required to be Reported

There are several grants that were reported on in past years but are now closed and have no new expenditures to report as of FY24. These grants, listed below, will not be shown as tiles on any organization's dashboard, regardless of if they received the grant.

- ESSER I State Activity Grants
    - Connectivity Champions to Expand Access
    - ESSER ESC Family Engagement Liaisons
    - Bus Driver Training 2022
    - Extended Learning and Recovery
    - Face Masks for Schools
    - RemotEDx Exchange
    - RemotEDx Industry Recognized Credentials
    - RemotEDx Networked Learning Community
    - RemotEDx OCER Department Match
    - RemotEDx Subgrants Non-Profit Community Learning Partners
    - RemotEDx Support Squad
    - State Technology Support Grant
    - Student Readiness Supports
- Governor's Emergency Education Relief (GEER) I Grants
    - GEER I
    - GEER Mental Health
    - GEER Nonprofit
    - GEER FASFA21
    - GEER FASFA22
    - COSI