

## Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve an LEA’s plan in order to make the LEA’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

## Instructions

Each LEA must provide descriptions and other information that address each requirement listed below. Throughout this document, questions that refer to an LEA’s ARP ESSER funding are referencing the total allocation to be received by the LEA.

**Responses must be provided within the “ARP ESSER III LEA Information Data Request” Excel template.** Please email Katie Murphy for the Excel template.

Please return your completed ARP ESSER III LEA Information Data Request Excel template to Katie Murphy at [Susan.K.Murphy@doe.nh.gov](mailto:Susan.K.Murphy@doe.nh.gov) on or before Tuesday, June 1, 2021.

- **Please return the template in Excel format.**
- **Do not alter the template.**
- **Do not save the template in another format.**
  
- **If your answer is “0”, please put “0” – do not leave the cell blank.**
- **If a narrative answer does not apply to your school, please indicate this in the cell – do not leave the cell blank.**

Please return the completed template on or before Tuesday, June 1, 2021.

## A. Describing the LEA's Current Status and Needs

The Department recognizes the extraordinary efforts made by LEAs, and educators to support students during the COVID-19 pandemic. In this section, LEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your LEA during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your LEA will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [\*Safer Schools and Campuses Best Practices Clearinghouse\*](#) so that they can be shared with other LEAs.

Answer must be entered into Excel template document.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your LEA as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

Answer must be entered into Excel template document.

3. Identifying Needs of Underserved Students: Describe your LEA's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:

- i. Students from low-income families,
- ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- iv. English learners,
- v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
- vi. Students experiencing homelessness,
- vii. Children and youth in foster care,
- viii. Migratory students, and
- ix. Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction

when offered during school building closures, and LGBTQ+ students).

Answer must be entered into Excel template document.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,<sup>1</sup> chronic absenteeism, student engagement, and social-emotional well-being.

*Complete the table below, adding rows as necessary, or provide a narrative description.*

**Table A1.**

<b>Student group</b>	<b>Highest priority needs</b>
Students from low-income families	Answer must be entered into Excel template document.
Students from each racial or ethnic background used by the LEA for reporting purposes – please provide details for each racial or ethnic group by (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	Answer must be entered into Excel template document.
Students by gender – please provide details for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Answer must be entered into Excel template document.
English learners	Answer must be entered into Excel template document.
Children with disabilities	Answer must be entered into Excel template document.
Students experiencing homelessness	Answer must be entered into Excel template document.
Children and youth in foster care	Answer must be entered into Excel template document.
Migratory students	Answer must be entered into Excel template document.
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	Answer must be entered into Excel template document.

<sup>1</sup> For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA will identify the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.  
**Answer must be entered into Excel template document.**
5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your LEA. This description must include:
- i. A description of to what extent, and how frequently, the LEA collects now and will collect in the future data for all schools in your LEA on:
    - a. Mode of instruction: The number of schools in your LEA that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;  
**Answer must be entered into Excel template document.**
    - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and  
**Answer must be entered into Excel template document.**
    - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.  
**Answer must be entered into Excel template document.**
  - ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a LEA submits this plan. The LEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.  
**Answer must be entered into Excel template document.**
  - iii. To the extent available, a description of the planned operational status and mode of instruction for the LEA and its LEAs for Summer 2021 and for the 2021-2022 school year.

Answer must be entered into Excel template document.

### B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic.

1. **Support for LEAs:** Describe how the LEA will support safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
  - i. How the LEA will support implementation, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

*Complete the table below, adding rows as necessary, or provide a narrative description.*

**Table B1.**

<b>Mitigation strategy</b>	<b>LEA response</b>
Universal and correct wearing of masks	Answer must be entered into Excel template document.
Physical distancing (e.g., including use of cohorts/podding)	Answer must be entered into Excel template document.
Handwashing and respiratory etiquette	Answer must be entered into Excel template document.
Cleaning and maintaining healthy facilities, including improving ventilation	Answer must be entered into Excel template document.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Answer must be entered into Excel template document.
Diagnostic and screening testing	Answer must be entered into Excel template document.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	Answer must be entered into Excel template document.

Mitigation strategy	LEA response
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Answer must be entered into Excel template document.

- ii. Any LEA plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the LEA will use to track, monitor, or enforce their implementation;  
Answer must be entered into Excel template document.
- iii. To what extent the LEA consult with Federal, State, and local health officials. This description should include, if available, whether the LEA have received support for screening testing from their State or local health department based on funding awarded by the CDC; and  
Answer must be entered into Excel template document.
- iv. Any guidance, professional learning, and technical assistance opportunities the LEA will make available.  
Answer must be entered into Excel template document.

### C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, LEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. LEA Consultation: Consistent with the ARP ESSER requirements, describe how the LEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
  - i. students;
  - ii. families;
  - iii. Tribes (if applicable);
  - iv. civil rights organizations (including disability rights organizations);
  - v. school and district administrators (including special education administrators);
  - vi. superintendents;
  - vii. charter school leaders (if applicable);
  - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
  - ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.  
Answer must be entered into Excel template document.

2. Coordinating Funds: Describe to what extent the LEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

- i. How the LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

*Complete the table below or provide a narrative description.*

**Table C1.**

<b>Funding source</b>	<b>Prior/current LEA uses (including funding amounts, if applicable)</b>	<b>Planned LEA uses (including funding amounts, if applicable)</b>
ESSER I (CARES Act)	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
GEER I (CARES Act)	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
ESSER II (CRRSA Act)	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
GEER II (CRRSA Act)	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the LEAs, including whether the LEA is able to track obligations.

Answer must be entered into Excel template document.

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the

COVID-19 pandemic, the extent to which the LEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.<sup>2</sup>

Answer must be entered into Excel template document.

**D. Supporting the Educator Workforce**

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, LEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the LEA is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

*Complete the table below, changing or adding additional rows as needed, or provide a narrative description.*

**Table D1.**

Area	Data on shortages and needs	Narrative description
Special educators and related service personnel and paraprofessionals	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
Bilingual educators	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.

<sup>2</sup> Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER LEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

<b>Area</b>	<b>Data on shortages and needs</b>	<b>Narrative description</b>
English as a second language educators	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
STEM educators	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
CTE educators	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
Early childhood educators	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
School counselors	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
Social workers	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
Nurses	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.
School psychologists	Answer must be entered into Excel template document.	Answer must be entered into Excel template document.

- ii. Describe how the LEA will identify the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.  
**Answer must be entered into Excel template document.**
  
- iii. Describe the actions the LEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the LEA will further expand the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).  
**Answer must be entered into Excel template document.**

2. Staffing to Support Student Needs: Describe the extent to which the LEA has developed or will develop strategies in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).  
**Answer must be entered into Excel template document.**

### **E. Monitoring and Measuring Progress**

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, LEAs will describe how they are building capacity at the LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an LEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the LEA will ensure its capacity to collect data on reporting requirements. Describe the LEA's capacity and strategy to collect data (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the LEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the LEA levels), on issues that may include the following:
  - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;  
**Answer must be entered into Excel template document.**
  - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);  
**Answer must be entered into Excel template document.**
  - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);  
**Answer must be entered into Excel template document.**
  - iv. Jobs created and retained (by position type);  
**Answer must be entered into Excel template document.**
  - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and

Answer must be entered into Excel template document.

- vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Answer must be entered into Excel template document.

- 2. Monitoring and Internal Controls: Describe how the LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA’s plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the LEA’s current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the LEA will provide technical assistance in the anticipated areas of greatest need.

Answer must be entered into Excel template document.

### Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Answer must be entered into Excel template document.

**Table 1**

In the most recent time period available, indicated if your LEA offered each mode of instruction or learning model described below? Each row should account for your LEA, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
School buildings open with both remote/online and in-person instruction (hybrid)	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
School buildings open with full-time	# - Answer must be	# - Answer must be entered into	# - Answer must be entered into	# - Answer must be entered into

in-person instruction	entered into Excel template document.	Excel template document.	Excel template document.	Excel template document.
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To the extent data are available, please complete the above table for 1) all schools in the LEA, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

**Table 2**

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your LEA?

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
White, not Hispanic	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Black or African American, not Hispanic	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Hispanic, of any race	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.

<b>Number of students</b>	<b>Total enrollment</b>	<b>Remote or online only</b>	<b>Both remote/online and in-person instruction (hybrid)</b>	<b>Full-time in-person instruction</b>
Asian, not Hispanic	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
American Indian or Alaskan Native, not Hispanic	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Native Hawaiian or Pacific Islander, not Hispanic	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Two or more races, not Hispanic	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Race/Ethnicity information not available	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
English learners	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Children with disabilities	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Students experiencing homelessness	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Children and youth in foster care	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.
Migratory students	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.	# - Answer must be entered into Excel template document.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

