

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support 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.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name: Next Charter School → Cell C18 Must be Input for Formulas to
- 2) District ID Number: 740 → Autopopulates upon Selection
- 3) SAU Number: 401 → Autopopulates upon Selection
- 4) Date of Publication: 1/27/2023
- 5) Approver Name - (Superintendent / Head of School): Emily Whalen, Director
- 6) Email & Telephone: ewhalen@nextcharterschool.org, 603-437-6398

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

www.nextcharterschool.org

- 2) The plan is in an understandable and uniform format (please choose one):

Yes - Description Required

Description:

The plan is a PDF document that can be viewed by any user on any device.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

All of our families are proficient in English.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

Yes, if an individual with a disability requests an alternate format, we will accommodate their request.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

Next solicited input from students, parents, staff member, and board members via two electronic surveys, one administered in June, 2021 and one in August, 2021. In addition, Next met with all students and parents in June, 2021. Next also discussed these plans in our public school board meeting in August and invited students, staff and parents to participate or send questions/concerns in advance.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

Next reviewed the feedback received from stakeholders and drafted a plan that was shared publicly and discussed in detail at a public school board meeting.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

Next staff meets with families regularly to seek feedback about our school. These meetings continued throughout the pandemic. Staff members met remotely or outdoors with families while in-person learning was suspended. In addition, the director sent out surveys to students at the end of the 2020-2021 school year and the beginning of the 2021-2022 school year.

i) Number of total responses: 14 students completed the Spring 2021 survey 32 students completed Fall 2021 survey (out of 80 total students)

ii) Uses consulted on: Students, staff and parents were asked about return to school procedures, including masking, vaccines, and in person learning. They were given the option to make recommendation about how the funds could be used to make school improvements.

iii) Description of feedback received: In the 2020-2021 survey, students identified that increasing physical space, adding additional support staff were their priorities.

Please indicate how consultation was:

2) Inclusive: All students were encouraged to fill out the survey.

3) Widely advertised and available: The survey was emailed to students and parents. Advisors and administrators encouraged students to fill out the survey.

4) Ongoing: The survey was administered at the end of Spring 2021 and again in Fall of 2021. A needs assessment survey was also sent out to students staff and families in the fall of 2022 and the spring of 2022.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Next staff meets with families regularly to seek feedback about our school. These meetings continued throughout the pandemic. Staff members met remotely or outdoors with families while in-person learning was suspended. In addition, families were encouraged to complete surveys about Next and the return to school plan at the end of the 2020-2021 school year and the beginning of the 2021-2022 school year.

i) Number of total responses: 25 parents filled out the survey in Fall 2021. 11 parents filled out the survey in spring of 2021.

ii) Uses consulted on: The survey asked for feedback about how to safely return to school, including social distancing practices, cleaning practices, facilities use, masking, sanitizing and air quality.

iii) Description of feedback received: The three most common responses were: 1. Increasing the physical space of the building/adding more space. 2. Improving/increasing social-emotional activities for students. 3. Adding academic programs, especially ones that would support students with disabilities.

Please indicate how consultation was:

2) Inclusive: All next families were encouraged to fill out the survey. We did not receive requests to offer accommodations or provide the survey in an alternate format, but we would have agreed to those requests if we had received them. For meetings with families, we offered to meet virtually.

3) Widely advertised and available: The survey was emailed to families in our weekly newsletter. Staff members contact families to schedule meetings by phone, email and text.

4) Ongoing: Surveys were conducted multiple times. Families meet with student advisors 7 times each year to discuss Next.

c. School and district administrators, including special education administrators (please choose one):

Yes - Description Required

1) Description:

We have only one administrator. Our administrator conducted surveys, met with families and worked to provide consistent leadership during the pandemic. The administrator used feedback from staff and students to best decide how to use our ESSER funds. The administrator met with the Derry Cooperative School District Leadership team, including the director of student services.

i) Number of total responses: 1

ii) Uses consulted on: Air handler devices to improve air quality and increased staffing levels to reduce class size.

iii) Description of feedback received: The director wrote our activities into the grant and used the ESSER money to keep our school open and functioning.

Please indicate how consultation was:

2) Inclusive: The administrator did not need accommodations.

3) Widely advertised and available: Only one administrator

4) Ongoing: The director met regularly with staff members and other stakeholders throughout the duration of this grant.

d. Teachers, principals, school leaders, other educators, school staff, and their unions (please choose one):

Yes - Description Required

1) Description:

Teachers were regularly consulted during this period. Teachers were surveyed and given opportunities to share input during regular staff meetings, and meetings specific to ESSER activities. Teachers were invited to participate in the August 2021 School Board Meeting.

i) Number of total responses: All staff members participated in virtual and in-person meetings.

ii) Uses consulted on: Staff members were consulted about use of technology, air purifiers, return to school plan and staffing issues.

iii) Description of feedback received: Teachers were supportive of ESSER activities.

Please indicate how consultation was:

2) Inclusive: Teachers had multiple opportunities to provide input in multiple settings.

3) Widely advertised and available: Next staff communicate regularly through email, text, calls, virtual meetings and in-person.

4) Ongoing: Staff members continued to meet and provide input throughout the pandemic.

e. Tribes, if applicable (please choose one):

No

1) Description:

NA

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

f. Civil rights organizations, including disability rights organizations (please check one):

Yes - Description Required

1) Description:

The previous director worked closely with special education staff from the Derry Cooperative School district. These conversations were frequent but casual.

- i) Number of total responses: 1*
- ii) Uses consulted on: Additional staffing to reduce class sizes and air handler system.*
- iii) Description of feedback received: Special Ed staff agreed that reducing class sizes would benefit students with disabilities.*

Please indicate how consultation was:

- 2) Inclusive:** We invited special education staff members from the Derry SAU to participate in these conversations.
- 3) Widely advertised and available:** Special education staff members working in our school building were invited to fill out the survey.
- 4) Ongoing:** The survey was completed twice but has since been closed.

- g. 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 (please choose one):

Yes - Description Required

1) Description:

We have a homeless liason on staff who participated in many discussions related to this grant.

- i) Number of total responses: 1*
- ii) Uses consulted on: Additional teaching staff, tutoring.*
- iii) Description of feedback received: The homeless liason was in support of the activities submitted by the director.*

Please indicate how consultation was:

- 2) Inclusive:** The homeless liason was able to actively participate in these discussions and fill out the online survey.
- 3) Widely advertised and available:** The staff member was regularly encouraged to participate and provide feedback throughout the duration of the grant.
- 4) Ongoing:** The homeless liason continued to provide feedback throughout the duration of the grant.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please choose one):

Yes - Description Required

1) Description:

The director had casual conversations with the executive director of the Upper Room about how to allocate resources in ways that would promote student success

- i) Number of total responses: 1*
- ii) Uses consulted on: Additional teaching staff to reduce class sizes, vape detectors to improve school attendance and reduce vaping activity.*
- iii) Description of feedback received: The ED of TUR was in support of these activities.*

Please indicate how consultation was:

- 2) Inclusive:** The ED of TUR did not need accomodations to participate in these conversations.
- 3) Widely advertised and available:** The ED could reach out and engage with the director about these topics at any time.
- 4) Ongoing:** These conversations are ongoing.

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

No

1) Description:

This is not applicable to high schools.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

- 2) Inclusive:**

3) Widely advertised and available:

4) Ongoing:

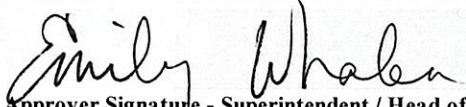
1. Project Information Project Name: [Redacted] Client: [Redacted]	2. Project Objectives Primary Objective: [Redacted] Secondary Objective: [Redacted]	3. Project Scope In-Scope: [Redacted] Out-of-Scope: [Redacted]	4. Project Organization Sponsor: [Redacted] Steering Committee: [Redacted]	5. Project Schedule Start Date: [Redacted] End Date: [Redacted]															6. Project Budget Total Budget: [Redacted]	7. Project Risks High Risk: [Redacted]	8. Project Status Current Status: [Redacted]
				9. Project Deliverables Deliverable 1: [Redacted]	10. Project Milestones Milestone 1: [Redacted]	11. Project Resources Resource 1: [Redacted]	12. Project Communication Communication Plan: [Redacted]	13. Project Quality Quality Assurance: [Redacted]	14. Project Change Management Change Control: [Redacted]	15. Project Procurement Procurement Plan: [Redacted]	16. Project Stakeholder Management Stakeholder Register: [Redacted]	17. Project Risk Management Risk Register: [Redacted]	18. Project Performance Performance Metrics: [Redacted]	19. Project Reporting Reporting Schedule: [Redacted]	20. Project Closure Closure Checklist: [Redacted]	21. Project Lessons Learned Lessons Learned: [Redacted]	22. Project Archiving Archiving Plan: [Redacted]	23. Project Final Review Final Review: [Redacted]			

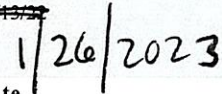
Section 1: General Information																								Section 2: Financial Summary				Section 3: Operational Data				Section 4: Compliance & Reporting			
Part A: Identification												Part B: Performance												Part C: Totals		Part D: Status									
ID	Name	Type	Status	Category	Sub-Category	Code	Version	Created	Modified	Owner	Group	Revenue	Expenses	Profit	Growth	Units	Hours	Efficiency	Quality	Compliance	Audit	Report	Review	Total	Average	Max	Min	Pass	Fail						
001	Alpha	Product	Active	Electronics	Smartphones	ABC123	1.0	2023-01-15	2023-06-01	John	Team A	1000	500	500	10%	10000	2000	95%	98%	100%	100%	100%	100%	10000	1000	10000	0	100%	0%						
002	Beta	Service	Active	Software	SaaS	DEF456	2.0	2023-02-20	2023-07-15	Jane	Team B	2000	1000	1000	20%	5000	1000	90%	92%	100%	100%	100%	100%	20000	2000	20000	0	100%	0%						
003	Gamma	Hardware	Discontinued	Peripherals	Keyboards	GHI789	1.5	2022-03-10	2023-03-31	Mike	Team C	500	250	250	-5%	10000	2000	85%	88%	100%	100%	100%	100%	5000	500	5000	0	100%	0%						
004	Delta	Cloud	Active	Infrastructure	Storage	JKL012	3.0	2023-04-05	2023-08-20	Alice	Team D	3000	1500	1500	15%	15000	3000	92%	95%	100%	100%	100%	100%	30000	3000	30000	0	100%	0%						
005	Epsilon	Mobile	Active	Wearables	Smartwatches	MNO345	1.2	2023-05-12	2023-09-05	Bob	Team E	800	400	400	8%	8000	1600	90%	93%	100%	100%	100%	100%	8000	800	8000	0	100%	0%						
006	Zeta	IoT	Active	Smart Home	Security	PQR678	1.1	2023-06-18	2023-10-10	Charlie	Team F	600	300	300	12%	6000	1200	88%	91%	100%	100%	100%	100%	6000	600	6000	0	100%	0%						
007	Eta	AI	Active	Machine Learning	Analytics	STU901	1.0	2023-07-25	2023-11-15	Diana	Team G	400	200	200	18%	4000	800	95%	97%	100%	100%	100%	100%	4000	400	4000	0	100%	0%						
008	Theta	AR/VR	Active	Immersive Tech	Headsets	VWX234	1.0	2023-08-30	2024-01-05	Eve	Team H	300	150	150	22%	3000	600	90%	93%	100%	100%	100%	100%	3000	300	3000	0	100%	0%						
009	Iota	Blockchain	Active	Digital Assets	Cryptocurrency	YZA567	1.0	2023-09-10	2024-02-01	Frank	Team I	200	100	100	25%	2000	400	85%	88%	100%	100%	100%	100%	2000	200	2000	0	100%	0%						
010	Kappa	Quantum	Active	Next-Gen	Computing	BCD890	1.0	2023-10-01	2024-03-15	Grace	Team J	100	50	50	30%	1000	200	80%	83%	100%	100%	100%	100%	1000	100	1000	0	100%	0%						
011	Lambda	Space	Active	Aerospace	Launch Services	EFG123	1.0	2023-11-15	2024-04-01	Henry	Team K	50	25	25	35%	5000	1000	75%	78%	100%	100%	100%	100%	5000	500	5000	0	100%	0%						
012	Mu	Autonomous	Active	Robotics	Manufacturing	HIJ456	1.0	2023-12-01	2024-05-15	Ivy	Team L	70	35	35	40%	7000	1400	70%	73%	100%	100%	100%	100%	7000	700	7000	0	100%	0%						
013	Nu	Biotech	Active	Healthcare	Medical Devices	KLM789	1.0	2024-01-10	2024-06-01	Jack	Team M	60	30	30	45%	6000	1200	65%	68%	100%	100%	100%	100%	6000	600	6000	0	100%	0%						
014	Xi	Energy	Active	Renewable	Solar Panels	NOP012	1.0	2024-02-05	2024-07-15	Karen	Team N	80	40	40	50%	8000	1600	60%	63%	100%	100%	100%	100%	8000	800	8000	0	100%	0%						
015	Omicron	Automotive	Active	EVs	Electric Cars	QRS345	1.0	2024-03-01	2024-08-15	Leo	Team O	90	45	45	55%	9000	1800	55%	58%	100%	100%	100%	100%	9000	900	9000	0	100%	0%						
016	Pi	Marine	Active	Naval	Submarines	TUV678	1.0	2024-04-01	2024-09-15	Mia	Team P	10	5	5	60%	10000	2000	50%	53%	100%	100%	100%	100%	10000	1000	10000	0	100%	0%						
017	Rho	Aerospace	Active	Spacecraft	Orbiters	WXY901	1.0	2024-05-01	2024-10-15	Noah	Team Q	5	2.5	2.5	65%	5000	1000	45%	48%	100%	100%	100%	100%	5000	500	5000	0	100%	0%						
018	Sigma	Defense	Active	Missiles	Ballistic	ZAB234	1.0	2024-06-01	2024-11-15	Olivia	Team R	3	1.5	1.5	70%	3000	600	40%	43%	100%	100%	100%	100%	3000	300	3000	0	100%	0%						
019	Tau	Space	Active	Space Stations	Orbiting	BCD567	1.0	2024-07-01	2025-01-15	Peter	Team S	2	1	1	75%	2000	400	35%	38%	100%	100%	100%	100%	2000	200	2000	0	100%	0%						
020	Upsilon	Space	Active	Spacecraft	Landers	EFG890	1.0	2024-08-01	2025-02-15	Quinn	Team T	1	0.5	0.5	80%	1000	200	30%	33%	100%	100%	100%	100%	1000	100	1000	0	100%	0%						
021	Phi	Space	Active	Spacecraft	Orbiters	HIJ123	1.0	2024-09-01	2025-03-15	Rachel	Team U	1	0.5	0.5	85%	1000	200	25%	28%	100%	100%	100%	100%	1000	100	1000	0	100%	0%						
022	Chi	Space	Active	Spacecraft	Orbiters	KLM456	1.0	2024-10-01	2025-04-15	Sam	Team V	1	0.5	0.5	90%	1000	200	20%	23%	100%	100%	100%	100%	1000	100	1000	0	100%	0%						
023	Psi	Space	Active	Spacecraft	Orbiters	NOP789	1.0	2024-11-01	2025-05-15	Tyler	Team W	1	0.5	0.5	95%	1000	200	15%	18%	100%	100%	100%	100%	1000	100	1000	0	100%	0%						
024	Omega	Space	Active	Spacecraft	Orbiters	QRS012	1.0	2024-12-01	2025-06-15	Uma	Team X	1	0.5	0.5	100%	1000	200	10%	13%	100%	100%	100%	100%	1000	100	1000	0	100%	0%						

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov


Approver Signature - Superintendent / Head of School


Date

Emily Whalen

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address 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, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities 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.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

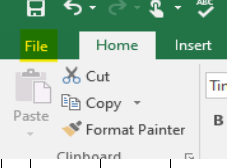
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(iv) Be made publicly available on the LEA's website.

Please follow these steps once all tabs of your Districts Excel workbook are completed.

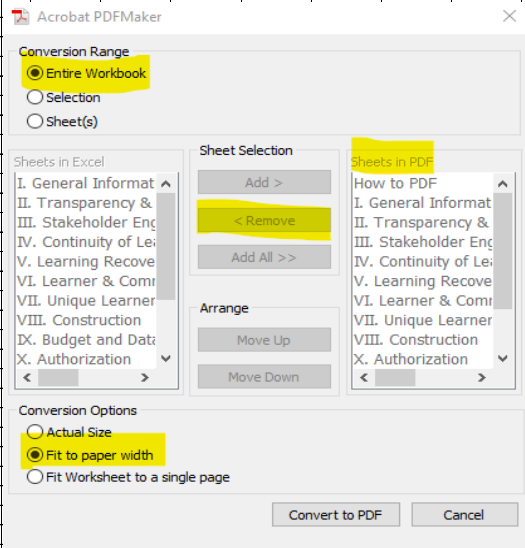
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i) Print the "V. Authorization" tab from Excel file
 - ii) Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)