ESSER and GEER Required Reporting for LEAs SFY-2021

Start of Block: Introduction

1 PURPOSE

In compliance with the U.S. Department of Education, each LEA that received ESSER and/or GEER funding from USBE is required to complete the following reporting package. This reporting requirement is due to the Utah State Board of Education by May 10, 2022 at 5:00 PM MST. **Failure to respond to the survey by the stated due date may result in corrective action and potential withholding of state funds.**

 If you would like to download a full copy of the reporting tool to prepare your responses, you may do so here: CARES Required Reporting for LEAs 2020: Survey Planning Document [update attachment].

Click "NEXT" to continue to the survey.

End of Block: Introduction

Start of Block: Definitions

2 DEFINITIONS - Expenditure

The Department of Education has provided the following guidance as it relates to the definition of **expenditure**.

An expenditure is incurred by the LEA when the SEA makes a reimbursement for that expenditure with specific funds; the date of the reimbursement determines the appropriate reporting period.

The following examples walk through how and where expenditures should be reported in ESSER reporting periods. In all examples, the state fiscal year (SFY) ends on June 30.

 ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

Annual Report	Applicable Reporting Period
Year 2 Annual Report	October 1, 2020 - End of State Fiscal Year 2021
Year 3 Annual Report	State Fiscal Year 2022
Year 4 Annual Report	State Fiscal Year 2023*

ESSER II under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
Year 3 Annual Report	State Fiscal Year 2023
Year 4 Annual Report	State Fiscal Year 2024*

ARP ESSER under the American Rescue Plan (ARP) Act

Annual Report	Applicable Reporting Period
Year 1 Annual Report	State Fiscal Year 2021
Year 2 Annual Report	State Fiscal Year 2022
Year 3 Annual Report	State Fiscal Year 2023
Year 4 Annual Report	State Fiscal Year 2024
Year 5 Annual Report	State Fiscal Year 2025*

GEER I under the Governers Emergency Education Relief Fund

Annual Report	Applicable Reporting Period
Year 2 Annual Report	October 1, 2020 - End of State Fiscal Year 2021
Year 3 Annual Report	State Fiscal Year 2022

Example 1: An LEA pays for an ESSER-eligible good or service on May 31, 2021 and submits the expenditure to the SEA for reimbursement on June 21, 2021. The LEA receives the reimbursement from the SEA on June 29, 2021.
This expenditure should be included in the SFY 21 APR. The SEA reimbursed the expenditure with ESSER funds between July 1, 2020 and June 30, 2021, or SFY 2021.

Example 2: AN LEA pays for an ESSER-eligible good or service on June 20, 2021 and submits the expenditure to the SEA for reimbursement on July 1, 2021. The LEA receives the reimbursement from the SEA on July 10, 2021.
This expenditure should be included in the SFY 22 APR. The SEA reimbursed the expenditure with ESSER funds between July 1, 2021 and June 30, 2022, or SFY 2022.

Example 3: An LEA pays for an ESSER-eligible good or service on September 15, 2020 and submits the expenditure to the SEA for reimbursement on September 28, 2020. The LEA

receives the reimbursement from the SEA's CARES fund on October 15, 2020. This transaction was NOT included in the Year 1 ESSER Annual Report.

This expenditure should be included in the SFY 21 APR. The SEA reimbursed the expenditure with CARES ESSER funds between October 1, 2020 and June 30, 2021, or SFY 2021.

Example 4: An LEA pays for an ESSER-eligible good or service on March 14, 2020 and submits the expenditure to the SEA for reimbursement with CRRSA (or ARP) funds on July 5, 2021. The LEA receives reimbursement on July 15, 2021.

This expenditure should be included on the SFY 22 APR, as the SEA reimbursed the expenditure between July 1, 2021 and June 30, 2022, or SFY 2022.

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3 DEFINITION - Planned Uses of Funds

The Department of Education has defined **Planned Uses of Funds** as "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."

End of Block: Definitions

Start of Block: Note on ARP ESSER and GEER II Funds

Note ARP ESSER and GEER II funds will not be included in this survey as the state of Utah did not award any LEAs with these funds in the outlined federal reporting period. LEAs will be reporting on these funds next year and should be prepared to answer similar questions to the ones in this survey.

End of Block: Note on ARP ESSER and GEER II Funds

Start of Block: LEA Name

Q1 Please select the name of your LEA.

▼ Advantage Arts Academy (2) ... Weilenmann School Of Discovery, Inc (321)

End of Block: LEA Name

Start of Block: ESSER I (CARES Act) SEA 10% Reserve Base Funding

Q2 Did your LEA receive an award from ESSER I (CARES Act) SEA 10% Reserve Base Funding?

If you are unsure, please visit our map of LEA ESSER and GEER Awards to see which awards your LEA received.

○ Yes (1)

○ No (2)

Skip To: End of Block If Did your LEA receive an award from ESSER I (CARES Act) SEA 10% Reserve Base Funding?If you are un... = No

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Q3 LEA Reported Uses for ESSER I (CARES Act) SEA 10% Reserve Base Funding

Please respond "yes" or "no" to if your LEA used ESSER I (CARES Act) SEA 10% Reserve Base Funding for any of the following use cases.

Please note, that this request is specific to the federal reporting period of October 1, 2020 - June 30, 2021.

*As defined by the US Department of Education "For the purposes of this reporting, Social Emotional Learning (SEL) support is conducted by non-licensed practitioners or professionals and Mental Health services are conducted by licensed practitioners or professionals, including psychologists and psychotherapists."

	Yes (1)	No (2)
1. Addressing Physical Health and Safety (10)	○	○
2. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)* (11)	○	○
3. Mental Health Supports for Students and Staff (12)	○	○
4. Operational Continuity and Other Uses (17)	○	○

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Q4 LEA Planned Uses of Remaining ESSER I (CARES Act) SEA 10% Reserve Base Funding

How does LEA plan to use remaining ESSER I (CARES Act) SEA 10% Reserve funds (% of remaining Funds)?

Enter % Remaining Funds Planned for each, categories must sum to 100% of remaining funds.
1. Addressing Physical Health and Safety : _____ (10)
2. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) : _____ (11)
3. Mental Health Supports for Students and Staff : _____ (12)
4. Operational Continuity and Other Uses : _____ (17)
5. Not Yet Planned for Specific Use : _____ (19)
Total : _____

End of Block: ESSER I (CARES Act) SEA 10% Reserve Base Funding

Start of Block: ESSER II (CRRSA) SEA 10% Reserve Base Funding

Q5 Did your LEA receive an award from ESSER II (CRRSA) SEA 10% Reserve Base Funding?

If you are unsure, please visit our map of [LEA ESSER and GEER Awards](#) to see which awards your LEA received.

○ Yes (1)

○ No (2)

Skip To: End of Block If Did your LEA receive an award from ESSER II (CRRSA) SEA 10% Reserve Base Funding?If you are unsur... = No

Q6 LEA Reported Uses for ESSER II (CRRSA) SEA 10% Reserve Base Funding

Please respond "yes" or "no" to if your LEA used ESSER II (CRRSA) SEA 10% Reserve Base Funding for any of the following use cases.

Please note, that this request is specific to the federal reporting period of July 1, 2020 - June 30, 2021.

*As defined by the US Department of Education "For the purposes of this reporting, Social Emotional Learning (SEL) support is conducted by non-licensed practitioners or professionals and Mental Health services are conducted by licensed practitioners or professionals, including psychologists and psychotherapists."

	Yes (1)	No (2)
1. Addressing Physical Health and Safety (10)	○	○
2. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)* (11)	○	○
3. Mental Health Supports for Students and Staff (12)	○	○
4. Operational Continuity and Other Uses (17)	○	○

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Q7 LEA Planned Uses of Remaining ESSER II (CRRSA) SEA 10% Reserve Base Funding

How does LEA plan to use remaining ESSER II (CRRSA) SEA 10% Reserve funds (% of remaining Funds)?

 Enter % Remaining Funds Planned for each, categories must sum to 100% of remaining funds.
1. Addressing Physical Health and Safety : _____ (10)
2. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) : _____ (11)
3. Mental Health Supports for Students and Staff : _____ (12)
4. Operational Continuity and Other Uses : _____ (17)
5. Not Yet Planned for Specific Use : _____ (19)
Total : _____

End of Block: ESSER II (CRRSA) SEA 10% Reserve Base Funding

Start of Block: ESSER I (CARES Act) Mandatory Subgrants to LEAs

Q8 Did your LEA receive a Mandatory Subgrant from ESSER I (CARES)?

If you are unsure, please visit our map of [LEA ESSER and GEER Awards](#) to see which awards your LEA received.

○ Yes (1)

○ No (2)

Skip To: End of Block If Did your LEA receive a Mandatory Subgrant from ESSER I (CARES)?If you are unsure, please visit ou... = No

Q9 LEA Reported Use of Funds for ESSER I (CARES Act) Mandatory Grant Funding

Provide the total amount expended by activity for the **ESSER I (CARES Act)** Mandatory Grant for the period of **10/01/2020 - 06/30/2021**.

Note: Report any expenditure ONLY ONCE in the table below; All cells in each column should sum to the total expended by the LEA in this reporting period. Please use the most appropriate and most specific applicable expenditure category/object for each expenditure. Please respond to the categories in the order they are presented, as they are not mutually exclusive. If activities or expenditures are applicable to multiple categories, include them ONLY in the first category that applies.

*As defined by the US Department of Education "For the purposes of this reporting, Social Emotional Learning (SEL) support is conducted by non-licensed practitioners or professionals and Mental Health services are conducted by licensed practitioners or professionals, including psychologists and psychotherapists."

	Addressing Physical Health and Safety (1)	Meeting Students' Academic, Social, Emotional and Other Needs (Excluding Mental Health Supports)* (2)	Mental Health Supports for Students and Staff (3)	Operational Continuity and Other Allowed Uses (4)
a. Personnel Services - Salaries (1)				
b. Personnel Services - Benefits (2)				

c. Purchased Professional and Technical Services (3)			
d. Purchased Property Services (4)			
e. Other Purchased Services (5)			
f. Supplies (6)			
g. Property (7)			
h. Debt Service and Misc (8)			
i. Other Items (9)			
Total			

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Q10 **LEA Planned Uses of Remaining ESSER I (CARES Act) Mandatory Funding**

How does LEA plan to use remaining ESSER I (CARES Act) Mandatory Funding (% of remaining Funds)?

Enter % Remaining Funds Planned for each, categories must sum to 100% of remaining funds.
1. Addressing Physical Health and Safety : _____ (10)
2. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) : _____ (11)
3. Mental Health Supports for Students and Staff : _____ (12)
4. Operational Continuity and Other Uses : _____ (17)
5. Not Yet Planned for Specific Use : _____ (19)
Total : _____

End of Block: ESSER I (CARES Act) Mandatory Subgrants to LEAs

Start of Block: ESSER II (CRRSA) Mandatory Subgrants to LEAs

Q11 **Did your LEA receive a Mandatory Subgrant from ESSER II (CRRSA)?**

 If you are unsure, please visit our map of [LEA ESSER and GEER Awards](#) to see which awards your LEA received.

◯ Yes (1)

◯ No (2)

Skip To: End of Block If Did your LEA receive a Mandatory Subgrant from ESSER II (CRRSA)?If you are unsure, please visit o... = No

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Q12 **LEA Reported Use of Funds for ESSER II (CRRSA) Mandatory Grant Funding**

Provide the total amount expended by activity for the **ESSER II (CRRSA)** Mandatory Grant for the period of **07/01/2020 - 06/30/2021**.

Note: Report any expenditure ONLY ONCE in the table below; All cells in each column should sum to the total expended by the LEA in this reporting period. Please use the most appropriate and most specific applicable expenditure category/object for each expenditure.
(Please respond to the categories in the order they are presented, as they are not mutually exclusive. If activities or expenditures are applicable to multiple categories, include them ONLY

in the first category that applies.)

*As defined by the US Department of Education "For the purposes of this reporting, Social Emotional Learning (SEL) support is conducted by non-licensed practitioners or professionals and Mental Health services are conducted by licensed practitioners or professionals, including psychologists and psychotherapists."

	Addressing Physical Health and Safety (1)	Meeting Students' Academic, Social, Emotional and Other Needs (Excluding Mental Health Supports)* (2)	Mental Health Supports for Students and Staff (3)	Operational Continuity and Other Allowed Uses (4)
a. Personnel Services - Salaries (1)				
b. Personnel Services - Benefits (2)				
c. Purchased Professional and Technical Services (3)				
d. Purchased Property Services (4)				

e. Other Purchased Services (5)				
f. Supplies (6)				
g. Property (7)				
h. Debt Service and Misc (8)				
i. Other Items (9)				
Total				

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Q13 LEA Planned Uses of Remaining ESSER II (CRRSA) Mandatory Funding

How does LEA plan to use remaining ESSER II (CRRSA) Mandatory Funding (% of remaining Funds)?
 Enter % Remaining Funds Planned for each, categories must sum to 100% of remaining funds.

1. Addressing Physical Health and Safety : _____ (10)
2. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) : _____ (11)
3. Mental Health Supports for Students and Staff : _____ (12)
4. Operational Continuity and Other Uses : _____ (17)
5. Not Yet Planned for Specific Use : _____ (19)
Total : _____

End of Block: ESSER II (CRRSA) Mandatory Subgrants to LEAs

Start of Block: All ESSER Grants

Q14 Maintaining Safe In-Person Instruction

Did the LEA expend ESSER funds on any of the items below in the current reporting period?

 Note: ESSER refers to ESSER I and ESSER II awards, both SEA reserve subgrants and mandatory subgrants
 Current reporting period means October 1, 2020 - June 30 2021 for ESSER I and July 1, 2020 - June 30, 2021 for ESSER II.

Please respond "yes" or "no" to indicate whether the LEA expended ESSER funds on each of the items below:

	Yes (1)	No (2)
a. Promoting vaccinations (1)	○	○
b. Consistent and correct mask use (2)	○	○
c. Physical distancing (3)	○	○
d. Screening testing to promptly identify cases, clusters, and outbreaks (4)	○	○
e. Ventilation (5)	○	○
f. Handwashing and respiratory etiquette (6)	○	○
g. Staying home when sick and getting tested (7)	○	○
h. Contact tracing (10)	○	○
i. Cleaning and disinfection (11)	○	○
j. Provide home internet access (13)	○	○

Q15 **If yes, what types of home Internet services were provided by the LEA using ESSER funds?**

Note: ESSER refers to ESSER I, ESSER II, and ARP ESSER, both SEA reserve subgrants and mandatory subgrants)

	Yes (1)	No (2)
a. Mobile hotspots with paid data plans (1)	○	○
b. Internet connected devices with paid data plans (2)	○	○
c. LEA pays for the cost of home Internet subscription for student (3)	○	○
d. LEA provides home Internet access through a LEA-managed wireless network (4)	○	○
e. Other (Please specify) (8)	○	○

Q16 **Reengaging Student Activities**

Did the LEA seek to reengage students with poor attendance or participation?

○ Yes (1)

○ No (2)

Q17 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.

Mark Y/N for each

	Yes (1)	No (2)
a. Direct outreach to families (1)	○	○
b. Engaging the school district homeless liaison (2)	○	○
c. Partnering with community-based organizations (3)	○	○
d. Offering home internet service and/or devices (4)	○	○
e. Implementing new curricular strategies to improve student engagement (5)	○	○
f. Offering credit recovery and/or acceleration strategies (6)	○	○
g. Other (please describe): (7)	○	○

Q18 Hiring and Retention

Indicate the total number of these specific positions supported with any of the ESSER funds for the following positions for the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds.

 Note: ESSER refers to ESSER I and ESSER II funds and includes both SEA Reserve awards and mandatory subawards

Provide the FTE supported with ESSER funds in the applicable reporting period only.

If none, enter 0.

Example: An LEA employed 4 paraprofessional FTE for their state fiscal year. Each FTE cost the LEA $50,000 in salary and benefits. $120K of ESSER was applied toward these salaries and benefits; the remainder was covered with other grants and funding. The LEA should report 3 paraprofessionals FTE supported with ESSER funds; Two positions were fully covered ($50k x 2 = $100k); and a third paraprofessional was partially supported with ESSER funds ($20k of $50k). Note, stipends are also considered support, along with benefits and salaries.

	Total Amount Expended for these staff (for all ESSER funds) (1)	Number of positions supported with ESSER funds (2)
a. Special educators and related service personnel (1)		
b. Paraprofessionals (2)		
c. Bilingual or English as a second language educators (3)		
d. School counselors, school psychologists and/or social workers (4)		
e. Nurses (5)		
f. Short term contractors (6)		

g. Classroom educators, not covered by previous categories (7)		
h. Support personnel, not covered by previous categories (8)		
i. Administrative staff, not covered by previous categories (9)		

Q19 Allocation of ESSER Resources within LEA

Did the LEA allocate some portion of ESSER funds to schools in this reporting period?

Note: ESSER refers to ESSER I and ESSER II funds and includes both SEA Reserve awards and mandatory subawards.

○ Yes (1)

○ No (2)

Display This Question:

If Allocation of ESSER Resources within LEA   Did the LEA allocate some portion of ESSER funds to sc... = Yes

Q20 **Allocation of ESSER Resources within LEA** Indicate the criteria used to allocate funds to schools within the LEA.

	Yes (1)	No (2)
a. Flat amount per school or per pupil (1)	○	○
b. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners (2)	○	○
c. 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 (3)	○	○
d. Measure(s) of lost instructional time ("learning loss") (4)	○	○
e. Stakeholder or community input (5)	○	○
f. Title I status (6)	○	○
g. Other data (please specify) (7)	○	○

Q21 **Activities by Subpopulations**

How did this LEA use ESSER (ESSER I and/or ESSER II) funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID-19 pandemic?

Note: ESSER refers to ESSER I and/or ESSER II funds and includes both mandatory subawards and SEA Reserve awards.

	Yes (1)	No (2)
1. Evidence-based summer learning or summer enrichment programs (1)	○	○
2. Evidence-based afterschool programs (2)	○	○
3. Extended Instructional Time (including extended school day or school week or school year) (3)	○	○
4. Evidence-based high dosage tutoring (4)	○	○
5. Early childhood education program expansion or enhancement (5)	○	○
6. Purchasing educational technology (6)	○	○
7. Full Service Community Schools (7)	○	○

Carry Forward Selected Choices from "Activities by Subpopulations   How did this LEA use ESSER (ESSER I and/or ESSER II) funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID-19 pandemic?   Note: ESSER refers to ESSER I and/or ESSER II funds and includes both mandatory subawards and SEA Reserve awards. "

X→

Q22 **Activities by Subpopulations**

From the activities provided in previous question, is the program available to all students?

	Yes (1)	No (2)
1. Evidence-based summer learning or summer enrichment programs (x1)	○	○
2. Evidence-based afterschool programs (x2)	○	○
3. Extended Instructional Time (including extended school day or school week or school year) (x3)	○	○
4. Evidence-based high dosage tutoring (x4)	○	○
5. Early childhood education program expansion or enhancement (x5)	○	○
6. Purchasing educational technology (x6)	○	○
7. Full Service Community Schools (x7)	○	○

Carry Forward Selected Choices from "Activities by SubpopulationsFrom the activities provided in previous question, is the program available to all students?"

X→

Q23
Activities by Subpopulations

From the activities in the prior question marked as not available to all students, indicate the number of students this program serves at full capacity.

○ 1. Evidence-based summer learning or summer enrichment programs (1)

_____

○ 2. Evidence-based afterschool programs (2)

_____

○ 3. Extended Instructional Time (including extended school day or school week or school year) (3) _____

○ 4. Evidence-based high dosage tutoring (4)

_____

○ 5. Early childhood education program expansion or enhancement (5)

_____

○ 6. Purchasing educational technology (6)

_____

○ 7. Full Service Community Schools (7)

_____

Carry Forward Selected Choices from "Activities by SubpopulationsFrom the activities provided in previous question, is the program available to all students?"

X→

Q24
Activities by Subpopulations

From the activities in the prior question marked as available to all students, indicate the total unique headcount of students that participated in this activity.

○ 1. Evidence-based summer learning or summer enrichment programs (1)

_____

○ 2. Evidence-based afterschool programs (2)

_____

○ 3. Extended Instructional Time (including extended school day or school week or school year) (3) _____

○ 4. Evidence-based high dosage tutoring (4)

_____

○ 5. Early childhood education program expansion or enhancement (5)

_____

○ 6. Purchasing educational technology (6)

_____

○ 7. Full Service Community Schools (7)

_____

Display This Question:

If If Activities by SubpopulationsFrom the activities provided in previous question, is the program available to all students? 1. Evidence-based summer learning or summer enrichment programs - Yes Is Selected

Q25 Activities by Subpopulations - Evidence-based summer learning or summer enrichment programs

For programs available to all students as selected in prior question **Evidence-based summer learning or summer enrichment programs**, 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.

If none, enter 0.

Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Note: Students **may** be counted in multiple rows. The sum of rows a-n need not equal the total headcount previously reported.

Note: The number of participating students must be less than or equal to the number of enrolled eligible students for each subgroup.

	# Enrolled eligible students at LEA in subgroup (1)	# Eligible students in subgroup participating (2)
a. Students with one or more disabilities (Q154_1)		
b. Low-income students (Q154_2)		
c. English learners (Q154_3)		
d. Students in foster care (Q154_4)		
e. Migratory students (Q154_5)		

f. Students experiencing homelessness (Q154_6)		
g. American Indian or Alaska Native (Q154_7)		
h. Asian (Q154_8)		
i. Black or African American (Q154_9)		
j. Hispanic/Latino (Q154_10)		
k. Native Hawaiian or Other Pacific Islander (Q154_11)		
l. White (Q154_12)		
m. Two or more races (Q154_13)		
n. Other student subpopulation (Please specify): (Q154_14)		

Display This Question:

If If Activities by SubpopulationsFrom the activities provided in previous question, is the program available to all students? 2. Evidence-based afterschool programs - Yes Is Selected

Q26 Activities by Subpopulations - Evidence-based afterschool programs

For programs available to all students as selected in prior question **Evidence-based afterschool programs**, 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.

If none, enter 0.

Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Note: Students **may** be counted in multiple rows. The sum of rows a-n need not equal the total headcount previously reported.

Note: The number of participating students must be less than or equal to the number of enrolled eligible students for each subgroup.

	# Enrolled eligible students at LEA in subgroup (1)	# Eligible students in subgroup participating (2)
a. Students with one or more disabilities (Q154_1)		
b. Low-income students (Q154_2)		
c. English learners (Q154_3)		
d. Students in foster care		

(Q154_4)		
e. Migratory students (Q154_5)		
f. Students experiencing homelessness (Q154_6)		
g. American Indian or Alaska Native (Q154_7)		
h. Asian (Q154_8)		
i. Black or African American (Q154_9)		
j. Hispanic/Latino (Q154_10)		
k. Native Hawaiian or Other Pacific Islander (Q154_11)		
l. White (Q154_12)		

m. Two or more races (Q154_13)		
n. Other student subpopulation (Please specify): (Q154_14)		

Display This Question:

If If Activities by SubpopulationsFrom the activities provided in previous question, is the program available to all students? 3. Extended Instructional Time (including extended school day or school week or school year) - Yes Is Selected

Q27 Activities by Subpopulations - Extended Instructional Time

For programs available to all students as selected in prior question **Extended Instructional Time (including extended school day or school week or school year)**, 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.

If none, enter 0.

Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Note: Students **may** be counted in multiple rows. The sum of rows a-n need not equal the total headcount previously reported.

Note: The number of participating students must be less than or equal to the number of enrolled eligible students for each subgroup.

	# Enrolled eligible students at LEA in subgroup (1)	# Eligible students in subgroup participating (2)
a. Students with one or more disabilities (Q154_1)		
b. Low-income students (Q154_2)		
c. English learners (Q154_3)		

d. Students in foster care (Q154_4)		
e. Migratory students (Q154_5)		
f. Students experiencing homelessness (Q154_6)		
g. American Indian or Alaska Native (Q154_7)		
h. Asian (Q154_8)		
i. Black or African American (Q154_9)		
j. Hispanic/Latino (Q154_10)		
k. Native Hawaiian or Other Pacific Islander (Q154_11)		
l. White (Q154_12)		

m. Two or more races (Q154_13)		
n. Other student subpopulation (Please specify): (Q154_14)		

Display This Question:

If If Activities by SubpopulationsFrom the activities provided in previous question, is the program available to all students? 4. Evidence-based high dosage tutoring - Yes Is Selected

Q28 Activities by Subpopulations - Evidence-based high dosage tutoring

 For programs available to all students as selected in prior question **Evidence-based high dosage tutoring**, 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.

If none, enter 0.

Evidence-based- 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.

Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Note: Students may be counted in multiple rows. The sum of rows a-n need not equal the total headcount previously reported.

Note: The number of participating students must be less than or equal to the number of enrolled eligible students for each subgroup.

	# Enrolled eligible students at LEA in subgroup (1)	# Eligible students in subgroup participating (2)
a. Students with one or more disabilities (Q154_1)		
b. Low-income students (Q154_2)		
c. English learners (Q154_3)		
d. Students in foster care (Q154_4)		
e. Migratory students (Q154_5)		

f. Students experiencing homelessness (Q154_6)		
g. American Indian or Alaska Native (Q154_7)		
h. Asian (Q154_8)		
i. Black or African American (Q154_9)		
j. Hispanic/Latino (Q154_10)		
k. Native Hawaiian or Other Pacific Islander (Q154_11)		
l. White (Q154_12)		
m. Two or more races (Q154_13)		
n. Other student subpopulation (Please specify): (Q154_14)		

Display This Question:

If If Activities by SubpopulationsFrom the activities provided in previous question, is the program available to all students? 5. Early childhood education program expansion or enhancement - Yes Is Selected

Q29 Activities by Subpopulations - Early childhood education program expansion or enhancement

For programs available to all students as selected in prior question **Early childhood education program expansion or enhancement**, 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.

If none, enter 0.

Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Note: Students may be counted in multiple rows. The sum of rows a-n need not equal the total headcount previously reported.

Note: The number of participating students must be less than or equal to the number of enrolled eligible students for each subgroup.

	# Enrolled eligible students at LEA in subgroup (1)	# Eligible students in subgroup participating (2)
a. Students with one or more disabilities (Q154_1)		
b. Low-income students (Q154_2)		
c. English learners (Q154_3)		

d. Students in foster care (Q154_4)		
e. Migratory students (Q154_5)		
f. Students experiencing homelessness (Q154_6)		
g. American Indian or Alaska Native (Q154_7)		
h. Asian (Q154_8)		
i. Black or African American (Q154_9)		
j. Hispanic/Latino (Q154_10)		
k. Native Hawaiian or Other Pacific Islander (Q154_11)		
l. White (Q154_12)		

m. Two or more races (Q154_13)		
n. Other student subpopulation (Please specify): (Q154_14)		

Display This Question:

If Activities by Subpopulations How did this LEA use ESSER (ESSER I and/or ESSER II) funds to supp... = 7. Full Service Community Schools [Yes]

Q30 Activities by Subpopulations - Full Service Community Schools

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.

If none, enter 0.

For programs available to all students as selected in prior question

○ 1. How many new or additional full-service community schools were launched using these funds in this LEA? (1) _____

○ 2. How many current full-service community schools received additional services and/or support using these funds? (2) _____

○ 3. What is the total enrollment in full-service community schools supported with ESSER funds within this LEA? (3) _____

Q31 Activities by Subpopulations - Purchasing educational technology

For programs available to all students as selected in prior question **Purchasing educational technology**, 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.

If none, enter 0.

Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Note: Students may be counted in multiple rows. The sum of rows a-n need not equal the total headcount previously reported.

Note: The number of participating students must be less than or equal to the number of enrolled eligible students for each subgroup.

	# Enrolled eligible students at LEA in subgroup (1)	# Eligible students in subgroup participating (2)
a. Students with one or more disabilities (Q154_1)		
b. Low-income students (Q154_2)		
c. English learners (Q154_3)		
d. Students in foster care (Q154_4)		
e. Migratory students (Q154_5)		
f. Students experiencing		

homelessness (Q154_6)		
g. American Indian or Alaska Native (Q154_7)		
h. Asian (Q154_8)		
i. Black or African American (Q154_9)		
j. Hispanic/Latino (Q154_10)		
k. Native Hawaiian or Other Pacific Islander (Q154_11)		
l. White (Q154_12)		
m. Two or more races (Q154_13)		
n. Other student subpopulation (Please specify): (Q154_14)		

Please note that this word file is for LEA planning. All responses must be submitted to the Qualtrics tool by May 10, 2022 by 5:00 PM.

Q32 Activities by Subpopulations - Total LEA Student Enrollment by Demographic Group
Indicate the total number of enrolled students within the LEA by each student group below. Students should be counted in all student groups to which they belong. Please use the same methodology to identify student counts as used to report enrollment data to EdFacts.

If none, enter 0.

	Count Enrolled Students at LEA (1)
a. Students with one or more disabilities (Q154_1)	
b. Low-income students (Q154_2)	
c. English learners (Q154_3)	
d. Students in foster care (Q154_4)	
e. Migratory students (Q154_5)	
f. Students experiencing homelessness (Q154_6)	
g. American Indian or Alaska Native (Q154_7)	

h. Asian (Q154_8)	
i. Black or African American (Q154_9)	
j. Hispanic/Latino (Q154_10)	
k. Native Hawaiian or Other Pacific Islander (Q154_11)	
l. White (Q154_12)	
m. Two or more races (Q154_13)	
n. Other student subpopulation (Please specify): (Q154_14)	
Total *Unique* Headcount of Enrolled Students (note: the total unique headcount does not need to equal the sum of rows a-n, as a student may be counted in multiple rows.) (Q163_15)	

Q33 Full-Time Equivalent (FTE) Positions

Provide the number of full-time equivalent (FTE) positions for the LEA as of September 30, 2021.

(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)

○ Full-time equivalent (FTE) positions on September 30, 2021 (1)

_____

Q34 Access to Select Staff - Full-Time Equivalent (FTE) Positions by School

Please indicate if you are a single-school LEA.
Single-school LEAs will enter school level FTE information directly into survey tool.
LEAs with multiple schools will utilize a file upload.

○ LEA has only one school (1)

○ LEA has more than one school (4)

✱

Q35 Access to Select Staff - Full-Time Equivalent (FTE) Positions by School

Use the template (link here) to report select FTE Positions by School. Please upload completed spreadsheet with your response.

Provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2020.

For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2020-21 school year.

(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.)

Q36 Access to Select Staff - Full-Time Equivalent (FTE) Positions by School

Provide the count of FTE staff in this LEA, regardless of funding source, as of September 30, 2020.

If none, enter 0.

(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.)

	Special educators and related service personnel, including paraprofessionals (8)	Bilingual educators or English as a second language educators (9)	School counselors, social workers or school psychologists (10)	Nurses (11)
Count FTE (7)				

End of Block: All ESSER Grants

Start of Block: GEER

Q37 **Did your LEA receive an award from GEER I (Cares Act) Funds?**

If you are unsure, please visit our map of LEA ESSER and GEER Awards to see which awards your LEA received.

○ Yes (1)

○ No (2)

Skip To: End of Block If Did your LEA receive an award from GEER I (Cares Act) Funds?If you are unsure, please visit our m... = No

Q38 LEA Reported Uses for GEER I (Cares Act) Award

Please note, that this request is specific to the federal reporting period of October 1, 2020 - June 30, 2021. Please respond "yes" or "no" to the following possible uses for GEER Award.

	Yes (1)	No (2)
1. Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment. (1)	○	○
2. 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 (2)	○	○
3. Providing mental health services and supports. (3)	○	○
4. Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases. (4)	○	○
5. Extended learning time opportunities, including tutoring, summer learning, and supplemental (5)	○	○
6. Other (uses of funds not included above). If yes, please describe: (6)	○	○

Q39 **LEA Reported Uses for GEER I (Cares Act) Award**

Which students and staff were served with these funds?

○ a. Students and staff in both Title I and Non-Title I Schools (1)

○ b.Only students and staff in Title I Schools (2)

Display This Question:

If LEA Reported Uses for GEER I (Cares Act) Award Please note, that this request is specific to the...
= 1. Purchasing educational technology (including hardware, software, and connectivity), which may
include assistive technology or adaptive equipment. [Yes]

Q40 **LEA Reported Use of GEER I Award for Home Internet**

Did your LEA use GEER I award to provide home Internet access for any students?

Please note, this request is specific to the federal reporting period of October 1, 2020 - June 30, 2021. Please respond "yes" or "no".

○ Yes (1)

○ No (2)

Display This Question:

If LEA Reported Use of GEER I Award for Home Internet   Did your LEA use GEER I award to
provide hom... = Yes

Q41 LEA Reported Use of GEER I Award for Home Internet

If yes, what types of home Internet services were provided by the district using GEER I award?

Please note, that this request is specific to the federal reporting period of October 1, 2020 - June 30, 2021. Please respond "yes" or "no" to the following internet service types.

	Yes (1)	No (2)
Mobile hotspots with paid data plans (1)	○	○
Internet connected devices with paid data plans (2)	○	○
LEA pays for the cost of home Internet subscription for student (3)	○	○
LEA provides home Internet access through a district-managed wireless network (4)	○	○
Other; If yes, please specify: (5)	○	○

Q42 LEA Reported Schools Served by GEER I (Cares Act) Award

In the table below, indicate the number of public K-12 schools that received GEER I funds or services paid for with GEER I funds in this reporting period. Also indicate the number of non-public K-12 schools, if any, that received services paid for with GEER I funds:

Please note, that this request is specific to the federal reporting period of October 1, 2020 - June 30, 2021.

Please do not leave any field blank, and enter "0" if the use case is not applicable.

○ Number of public K-12 schools that received GEER I (Cares Act) funds or services during the October 1, 2020 - June 30, 2021 period? (1)

_____

○ Number of non-public K-12 schools that received services paid with GEER I (Cares Act) funds during the October 1, 2020 - June 30 30, 2021 period? (2)

_____

✱

Q43 LEA Planned Uses of Remaining GEER I (Cares Act) Funding

How does LEA plan to use remaining GEER I (Cares Act) SEA 10% Reserve funds (% of remaining Funds)?

Enter % Remaining Funds Planned for each, categories must sum to 100% of remaining funds.
1. Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment. : _____ (1)
2. Activities focused specifically 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. : _____ (2)
3. Providing mental health services and supports. : _____ (3)
4. Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases. : _____ (4)
5. Extended learning time opportunities, including tutoring, summer learning, and supplemental afterschool programs. : _____ (5)
6. Other (uses of funds not included above). If yes, please describe: : _____ (6)
7. Not Yet Determined : _____ (7)
Total : _____

End of Block: GEER

Start of Block: State of Utah Reporting

Q44 State of Utah Reporting: Utah Legislature

The following questions have been posed by staff and leaders with the Utah State Legislature. These questions are specific to ESSER or GEER funding that has been awarded to K-12 LEAs through the Utah State Board of Education.

Q45 Training for Teachers and Staff

Did the LEA use ESSER or GEER funding for training teachers and staff due to needs related to COVID-19?

○ Yes (1)

○ No (2)

Display This Question:
   If Training for Teachers and Staff   Did the LEA use ESSER or GEER funding for training teachers and... = Yes

Q46 Training for Teachers and Staff: Cost

If yes, please report the total amount of ESSER or GEER funding that has been spent thus far to provide professional learning and training to teachers and staff due to needs related to COVID-19?

_____

Q47 Optional: Narrative for State Policymakers
 Each LEA will have the opportunity to provide a narrative related to their implementation of ESSER or GEER funding for state consideration. This is optional and allows LEAs to provide feedback. Examples could include innovative use of ESSER or GEER funding, etc.

_____

_____

_____

_____

_____

End of Block: State of Utah Reporting

Start of Block: ULEAD Reporting

48 ULEAD Reporting

The following questions have been posed by staff and leaders with Utah Leading through Effective, Actionable and Dynamic (ULEAD) Education. These questions are specific to ESSER or GEER funding that has been awarded to K-12 LEAs through the Utah State Board of Education.

Q49 Which investment(s) do you believe will be the most effective in meeting the current learning needs of students?

_____

_____

_____

_____

_____

Q50 Which investment(s) would you describe as innovative?

_____

_____

_____

_____

_____

Q51 Do you have an actionable recommendation for a demographically similar school in the state?

_____

_____

_____

_____

_____

Q52 Have any of the new investments (district/school level) led to new efficiencies going forward?

_____

_____

_____

_____

_____

End of Block: ULEAD Reporting

Start of Block: Thank You

53 If you would like a copy of your responses for your records, please include that information here. You will receive an email from "noreply@qemailserver.com" so check your junk-mail if you do not see it in your inbox upon submission.

○ Name (1) _____

○ Title (2) _____

○ Email Address (7) _____

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54 You are done! Click the BACK button to go back and review your responses. Click the NEXT button to finalize and submit.   Once you click NEXT, you will not be able to go back and change or update your responses.

End of Block: Thank You