CARES-ESSER LEA Annual Reporting
Anticipated Federal Requirements as of Nov. 19, 2020

Under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the US Department of Education (USED) is required to complete an annual collection of data pertaining to the uses of funds under the Elementary and Secondary School Emergency Relief (ESSER) fund. To fulfill this requirement, local educational agencies (LEAs) that received a CARES-ESSER allocation will be required to submit annual reporting data to OSSE. The information will be reviewed by USED to ensure that ESSER funds are used in accordance with section 18003(d) of the CARES Act and will be shared with the public to promote transparency regarding the allocation and uses of funds.

The below guidance, developed by OSSE, provides anticipated information on what will be required from LEAs in the CARES-ESSER annual reporting to OSSE. This guidance is based on the ESSER Data Collection questions draft that USED has released for public comment. As soon as the reporting requirements are finalized by USED, OSSE will update this guidance and provide a reporting template to LEAs.

Anticipated LEA CARES-ESSER Annual Report Due Dates:

Annual Report	Applicable Reporting Period	Date Due to OSSE
First LEA CARES-ESSER Report	March 13, 2020 – Sept. 30, 2020	Jan. 13, 2021
Second LEA CARES-ESSER Report	Oct. 1, 2020- Sept. 30, 2021	Jan. 12, 2022
Third LEA CARES-ESSER Report	Oct. 1, 2021- Dec. 31, 2022	Jan. 11, 2023

Anticipated LEA Reporting Requirements:

1. **LEA Expenditure Data:** LEAs will be required to report their CARES-ESSER Expenditures during the reporting period by the Use of Funds categories in the table below. DCPS will also be required to report the amount expended on equitable services for nonpublic school students and teachers.

   For the First Annual Report, OSSE will compile the amounts expended by category based on FY20 EGMS Reimbursements. OSSE will send this information to LEAs to validate in December after all FY20 reimbursement requests are submitted.

Activities by Uses of Funds categories	Total Amount Expended by Activity*
Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment.	$ -
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.**	$ -
Providing **mental health services and supports.**	$ -
Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases.	$ -
Summer learning and supplemental afterschool programs.	$ -
Other (uses of funds not included above). If yes, please describe:_____	$ -
TOTAL AMOUNT EXPENDED	**$ -**

* Please respond to the categories in the order they are presented. If funds were used for multiple activities, include them in the first category that applies.

Equitable Services (DCPS only): Total amount expended by the LEA on equitable services for Nonpublic School students and teachers.	$ -

2. **Purchasing Educational Technology**: LEAs that used CARES-ESSER funds for educational technology purchases will be required to answer the following questions:

Did the LEA use CARES-ESSER funds to provide home Internet access for any students?	**Yes/No**

If yes, what types of home Internet services were provided by the district using CARES-ESSER funds? Internet Service type:	**Select all that apply**
Mobile hotspots with paid data plans	
Internet connected devices with paid data plans	
District pays for the cost of home Internet subscription for student	
District provides home Internet access through a district-managed wireless Network	
Other (specify)	

Did the LEA use CARES-ESSER funds to provide dedicated learning devices to any students? For the purposes of this survey, include desktop, laptop, and tablet computers (including Chromebooks and iPads). Do not include smartphone devices.	**Yes/No**

*** This is tentative guidance. The U.S. Department of Education has not finalized reporting requirements.***

Grade level*	Students with dedicated device purchased with CARES-ESSER funds (Numerator)	Students enrolled on Sept. 30, 2020 (Denominator)	Proportion of students with an LEA-provided device
Elementary			<numerator/denominator>
Secondary			<numerator/denominator>

*"Elementary" is defined as "a school classified as elementary by state and local practice and composed of any span of grades not above grade 8" and "Secondary" is defined as "a school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included."

3. **Student Participation and Engagement:** If the LEA used CARES-ESSER funds to develop, initiate and/or implement remote learning, please mark all methods used to document student participation and engagement during remote learning: (check all that apply for 50 percent or more of the students within the grade level in the LEA).

Grade level*	Methods	Select all that apply
Elementary	Submission of assignments	
	Participation in assessments	
	Tracking student logins to online learning platforms	
	Participation in individual coaching or check ins	
	Participation in email, text or other electronic communication	
	Participation in help lines or hot lines for help with remote learning.	
	Participation in synchronous online classes	
	Other	
Secondary	Submission of assignments	
	Participation in assessments	
	Tracking student logins to online learning platforms	
	Participation in individual coaching or check ins	
	Participation in email, text or other electronic communication	
	Participation in help lines or hot lines for help with remote learning.	
	Participation in synchronous online classes	
	Other	

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4. **Full-Time Equivalent (FTE) Positions:** Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity as of the listed reporting dates. (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)

FTE positions as of September 30, 2018	FTE positions as of September 30, 2019	FTE positions as of March 13, 2020	FTE positions on September 30, 2020

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