

**INSTRUCTIONS FOR SUBMITTING THE  
ELEMENTARY AND SECONDARY  
SCHOOL EMERGENCY RELIEF (ESSER)  
FUNDING STATUS REPORT FOR NON-LEA  
ENTITIES  
FISCAL YEAR 2023-24**

January 17, 2025



**Pennsylvania  
Department of Education**

**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

607 South Drive  
Harrisburg, PA 17120

[www.pa.gov/agencies/education.html](http://www.pa.gov/agencies/education.html)



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## Table of Contents

|   |    |
|---|----|
| Introduction .....  | 4  |
| School Entities Required to Complete ESSER Report Submission.....         | 4  |
| Required Data .....   | 4  |
| Template .....  | 5  |
| Instructions .....  | 5  |
| Section 1 – Non-LEA Entity Information.....                               | 5  |
| Section 2 –ESSER SEA Reserve Allocations to Non-LEA Entities .....        | 5  |
| Section 3 –Number of FTE Positions .....                                  | 7  |
| Saving and Submission .....   | 7  |
| Appendices .....  | 9  |
| Appendix A: Definitions .....   | 9  |
| Appendix B: Examples of ESSER Expenditures/Planned Uses by Category ..... | 11 |

## Introduction

The U.S. Department of Education (USDE) requires all entities receiving Elementary and Secondary School Emergency Relief (ESSER) funds to report on the use of the ESSER funds. The Pennsylvania General Assembly allocated American Rescue Plan (ARP) Act ESSER funds to certain entities that provide educational programs to neglected, delinquent, and at-risk youth (Non-LEA Entities) through Act 24 of 2021 (Act 24). These ARP ESSER funds were part of the ESSER SEA Reserve Allocation.

Act 24 defined how the ARP ESSER SEA Reserve Allocations were distributed. For more information on ESSER SEA Reserve Allocations to Non-LEA Entities for ARP ESSER, including allocation amounts, see Appendix A. Note that Non-LEA Entities did not receive ESSER funds under any other Federal or State law.

The Non-LEA ESSER Funding Status Report (ESSER Report) seeks to assess the expenditures of ESSER funds during fiscal year 2023-24, identify the interventions and activities implemented with ESSER funds, and understand planned uses of funds in fiscal year 2024-25.

**The ESSER Report is due to PDE by Friday, March 7, 2025 to [ra-edarpepper@pa.gov](mailto:ra-edarpepper@pa.gov).** Completion and submission of this report is a condition of continued receipt of ESSER funds.

## School Entities Required to Complete ESSER Report Submission

Non-LEA Entities that received ESSER funding are required to submit a status report and are advised to follow instructions for submitting the ESSER Report within this document. School districts (SDs), charter schools (CSs), intermediate units (IUs), career and technical education centers (CTCs), approved private schools (APs), private residential rehabilitative institutions (PRRIs), and chartered schools for the deaf and blind that received ESSER funding are also required to submit the ESSER Report and are advised to follow the LEA ESSER Reporting Instructions.

## Required Data

The report should be completed based on expenditures made during the 2023-24 fiscal year which occurred July 1, 2023 through June 30, 2024 and planned expenditures for the 2024-25 fiscal year.

**Note: Do not include data regarding the use of Governor's Emergency Education Relief (GEER) Funds, Emergency Assistance to Nonpublic Schools (EANS) Funds, ARP IDEA Funds, ARP Homeless Children and Youth (ARP-HCY) Funds, and/or any other federal, state, or local funds.**

## Template

Non-LEA Entities can access the Excel reporting template for year 5, designated by v5 in the heading, via the [PIMS Excel Reporting Tools web page](#) and are advised to submit as soon as possible, but no later than March 7, 2025 to [ra-edarpesser@pa.gov](mailto:ra-edarpesser@pa.gov).

## Instructions

The following instructions detail how to enter data into each section and subsection of the reporting template. Supplementary information is provided via links and appendices. Definitions can be found in Appendix A.

### Section 1 – Non-LEA Entity Information

Section 1 should be completed to identify the LEA and provide appropriate contact information.

1. Select your institution from the drop-down menu on the right.
2. AUN automatically populates when the institution name is selected.
3. Your Non-LEA Entity's total ESSER Allocation is pre-populated.
4. The reporting period 2023-2024 is pre-populated.
5. Enter the name of the ESSER Reporting Point of Contact.
6. Enter the phone number of the ESSER Reporting Point of Contact.
7. Enter the email address of the ESSER Reporting Point of Contact.

### Section 2 –ESSER SEA Reserve Allocations to Non-LEA Entities

Section 2 should be completed to report total awards and expenditures, along with allowable uses, of the ESSER SEA Reserve Allocations under ARP ESSER. Carefully review the table below and the link to allocation amounts provided within the table to ensure that your Non-LEA Entity is entering the appropriate ESSER SEA Reserve Allocation in the report.

#### SEA Reserve Allocations to Non-LEA Entities

|                                | <b>ARP ESSER SEA Reserve II<br/>(2.5% set-aside)</b>                     |
|--------------------------------|--|
| <b>Total Allocation</b>        | \$19.9 million for programs for delinquent, neglected, and at-risk youth |
| <b>Agency, process</b>         | PDE, eGrants   |
| <b>Eligible LEAs</b>           | Programs for delinquent, neglected, and at-risk youth                    |
| <b>Link to LEA Allocations</b> | <a href="#">LEA Allocations</a>  |

|                                  |   |
|----------------------------------|---|
| <b>Timeline for Use of Funds</b> | March 13, 2020 through September 30, 2024 |
|----------------------------------|---|

2.1a ARP ESSER SEA Reserve Awards to Non-LEA Entities

1. Enter the amount awarded from the ARP SEA Reserve Fund to your Non-LEA Entity for the following:

d. Other SEA Reserve Award

*Note: The total should match what was entered in 1.1.3.*

2. Enter the total amount expended from the ARP SEA Reserve Fund by your Non-LEA Entity in the current reporting period for the following:

d. Other SEA Reserve Award

2.1b ARP ESSER SEA Reserve Awards to Non-LEA Entities-Other Use

1. The total amount reserved by your Non-LEA Entity from the ARP ESSER SEA Reserve-Other automatically populates.

2. Enter the total amount expended by your Non-LEA Entity from the ARP ESSER SEA Reserve-Other:

3. Select Y/N regarding your Non-LEA Entity's usage of ARP ESSER SEA Reserve Funds in this reporting period on:

a. Addressing Physical Health and Safety

b. Meeting Students' Academic, Social, Emotional, and Other Needs (excludes mental health supports)

c. Mental Health Supports for Students and Staff

d. Operational Continuity and Other Uses

*Note: See Appendix C for examples of expenditures that should be counted within the expenditure categories listed above.*

2.1c Planned Uses of Remaining ARP ESSER SEA Reserve Awards- Other Use

1. Enter the total amount of ARP ESSER SEA Reserve Expenditures for your Non-LEA Entity in prior reporting periods.

2. The remaining ARP ESSER SEA Reserve Funds-Other Use automatically calculates based on 2.1a1d, 2.1a2d, and 2.1c1.

3. Enter the percentage of remaining ARP ESSER SEA Reserve Funds- Other Use planned for each category:

- a. Addressing Physical Health and Safety
- b. Students' Academic, Social, Emotional, and Other Needs (excludes mental health supports)
- c. Mental Health Supports for Students and Staff
- d. Operational Continuity and Other Uses
- e. Not Yet Planned for Specific Use

*Note: The total for 3a through 3e automatically calculates and must equal 100%. See Appendix C for examples of planned uses that should be counted within the main expenditure categories listed above.*

## Section 3 –Number of FTE Positions

This section outlines the number of Full time equivalent (FTE) positions in the Non-LEA Entity.

3.1 Provide the number of FTE positions employed in the Non-LEA Entity as of each reporting date.

Enter the number of FTE Positions employed as of each of the listed reporting dates below.

*Note: 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. The template includes the FTE that was supplied by the non-LEA in prior years for each date.*

1. September 30, 2018
2. September 30, 2019
3. March 13, 2020
4. September 30, 2020
5. September 30, 2021
6. September 30, 2022
7. September 30, 2023
8. September 30, 2024\*

\*Subgrantees will provide the FTE information for September 30 of the most current year in each annual performance report.

## Saving and Submission

Refer to general instructions found on the first tab within the ESSER Report template for saving the report. After saving the file submit the report via email by Friday, March 7, 2025 to [radarpesser@pa.gov](mailto:radarpesser@pa.gov).





# Appendices

## Appendix A: Definitions

The definitions included below have been provided by USDE.

**ARP** - American Rescue Plan Act of 2021

**ARP ESSER** - Elementary and Secondary School Emergency Relief fund authorized under section 2001 of the American Rescue Plan Act of 2021

**Awarded** - An SEA awards funds when it makes a subgrant to an LEA or, in the case of the SEA Reserve, when it enters into a subgrant or contract with a subrecipient.

**CARES (ESSER I)** - Coronavirus Aid, Relief, and Economic Security Act

**CRRSA (ESSER II)** - Coronavirus Response and Relief Supplemental Appropriations

**DUNS#**- A DUNS number is a unique nine-character number used to identify your organization.

**ESSER I** - Elementary and Secondary School Emergency Relief fund authorized under Section 18003 of Division B of the Coronavirus Aid Relief, and Economic Security (CARES) Act

**ESSER II** - Elementary and Secondary School Emergency Relief fund authorized under Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

**Evidence-based** - The ARP Act defines the term “evidence-based” as having the meaning in section 8101(21) of the ESEA. Accordingly, “evidence-based” includes several tiers of evidence. Specifically, “evidence-based,” when used with respect to an SEA, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  - Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”);
  - Moderate evidence from at least one well-designed and well-implemented quasi experimental study (“tier 2”); or
  - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”).

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based.

**Expended** - The actual spending of money, an outlay. For purposes of this reporting, reimbursements that are made in the current reporting period that reimburse expenditures made prior to the start of the reporting period and on or after March 13, 2020, are considered “expenditures” for this reporting period.

**LEA** - Local Educational Agency, which includes school districts (SDs), charter schools (CSs), intermediate units (IUs), career and technical education centers (CTCs), approved private schools (APs), private residential rehabilitative institutions (PRRIs), and chartered schools for the deaf and blind.

**NCES#**- NCES School District ID: This field displays the 7-digit school identification number. The first 2 digits of the 7-digit school district ID identify the state and the last 5 identify the district ID. Put together, they make a 7-digit unique ID code for each school district.  
(<https://nces.ed.gov/ccd/districtsearch/index.asp>)

**Planned Uses of Funds** - Remaining funds that have been earmarked or budgeted for specific purposes are considered “Planned Uses” of Remaining Funds. The Department acknowledges these plans may change; please provide the State’s most current information regarding budgeted or earmarked uses of remaining funds.

**Qualified Educator** - For the purposes of this document “qualified” means an educator has met all requirements to earn a State license or certification in the area they are assigned to teach (and does not include substitute or provisional license or certification).

**Remaining Funds** - The balance remaining after all expenditures through the end of the reporting period have been subtracted from the total award.

**SEA** - State Educational Agency

**SEA Reserve funds** - An SEA may reserve 10 percent or less of its ESSER I and II grants (the “SEA Reserve”), to address emergency needs as determined by the SEA resulting from COVID-19, which may be addressed through the use of subgrants or contracts, and up to ½ of 1 percent of its total ESSER I and II award for administrative costs, which must come from the SEA reserve. An SEA must reserve at least 7 percent of its ARP ESSER award for mandatory set-asides for evidence-based interventions, as described below, and up to 3 percent for emergency needs as determined by the SEA (the “SEA Reserve”). An SEA may also reserve up to ½ of 1 percent of its total ARP ESSER award for administrative costs, which must come from the 3 percent for emergency needs.

**State**– The 50 States, the District of Columbia, and the Commonwealth of Puerto Rico

**Unique Entity ID (SAM)**- A new unique entity identifier (UEI) is assigned and visible to entities that are already registered in SAM (<https://sam.gov/content/home>). Entities that register in SAM for the first time will obtain their UEI as part of the registration process. (More information can be found here: [GSAFSD Tier 0 Knowledge Base - How can I view my Unique Entity ID or entity registration record?](#))

## Appendix B: Examples of ESSER Expenditures/Planned Uses by Category

| Addressing Physical Health and Safety  | Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)   | Mental Health Supports for Students and Staff   | Operational Continuity and Other Allowed Uses   |
|--|---|---|---|
| Building and facilities upgrades and maintenance, including ventilation systems and new construction | Extended learning and/or summer learning  | Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families | Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act         |
| Assistance with meals for students   | High-dosage intensive tutoring  |   | Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965 |
| Cleaning and/or sanitization supplies  | Additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, LGBTQ+ students, migratory students, students experiencing homelessness, youth in |   | Any activity not described above that is authorized by the Individuals with Disabilities Education Act    |

| Addressing Physical Health and Safety  | Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)  | Mental Health Supports for Students and Staff | Operational Continuity and Other Allowed Uses   |
|--|--|---|---|
|  | foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA   |   |   |
| Temporary classroom space to support social distancing   | Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems   |   | Any activity not described above that is authorized by the Adult Education and Family Literacy Act  |
| Temporary or additional transportation services to support social distancing to and from school  | Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as the foster care services |   | Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006   |
| Capacity-building to improve disaster preparedness and response efforts, including coordination with State, local, Tribal, and territorial public health departments, and other relevant agencies to improve coordinated responses to prevent, | Early Childhood Programs   |   | Other activities not described above that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency |

| Addressing Physical Health and Safety   | Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) | Mental Health Supports for Students and Staff | Operational Continuity and Other Allowed Uses |
|---|---|---|---|
| prepare for, and respond to COVID-19  |   |   |   |
| Other health protocols not listed above and aligned to guidance from the Centers for Disease Control and Prevention (CDC) such as: vaccines for staff and/or students, COVID-19 testing for staff and/or students, contact tracing, masks | Hardware and software   |   |   |
|   | Wi-Fi, broadband, or other connectivity   |   |   |
|   | Curriculum adoption and learning materials  |   |   |
|   | Core staff capacity building / training to increase instructional quality and advance equity      |   |   |
|   | Investments in talent pipelines for teachers and/or classified staff                              |   |   |