

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/bills/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:	<div>Winnacunnet Cooperative</div>	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	<div>581</div>	→ Autopopulates upon Selection
3) SAU Number:	<div>21</div>	→ Autopopulates upon Selection
4) Date of Publication:	<div>1/4/2023</div>	
5) Approver Name - (Superintendent / Head of School):	<div>William McGowan</div>	
6) Email & Telephone:	<div><div>wmcgowan@warriors.winnacunnet.org</div><div>603-926-3395</div></div>	

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:

<https://www.winnacunnet.org/cares-esser-funding/>

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

Yes - Description Required

Description:

Yes, issued on the template provided.

- 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:

Provided in English, if needed ESL staff can provide written translations.

- 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:

Upon request, will be provided in an alternative format.

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:

The development of the plan to use ARP Esser Funds involved input from all stakeholders. The plan developed identified four potential areas: Facilities, Staffing, Technology, and Equipment. Specific input for each area was discussed and received from the various constituents via surveys, faculty and staff meetings, meetings with school administration, and school board meetings. The initial plan included a timeline for implementation as well as a plan, based on ARP ESSER funding amounts, for future incorporation into the operating budget. These budget related discussions included administration, school board

- 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):

Somewhat - Description Required

Description:

Throughout the entire process, as input was received, regular updates were provided to parents and students via a principal's message, to the school board members and public at school board meetings, and posted on the school's website at <https://www.winnacunnet.org/cares-esser-funding/>

- 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:

Student Council, school board presentations. Future updates will be shared, feedback will be incorporated.

- i) Number of total responses: 1100 student body responses*
- ii) Uses consulted on: Academic support and SEL strategies*
- iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.*

Please indicate how consultation was:

2) Inclusive: Yes, all students were included and invited to participate.

3) Widely advertised and available: Yes, all meeting times are posted and all information is posted on the school website.

4) Ongoing: Yes, all future updates and changes will be shared and feedback received will be incorporated.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

School board presentations, email correspondence. Future updates will be shared, feedback will be incorporated.

- i) Number of total responses: Information was provided to all families.*
- ii) Uses consulted on: Overall projects and funding amounts were discussed.*
- iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.*

Please indicate how consultation was:

2) Inclusive: All parents were informed through weekly principal's message.

3) Widely advertised and available: Yes, all meeting times are posted and all information is posted on the website.

4) Ongoing: Yes, all future updates will be shared and feedback will be incorporated.

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

Yes - Description Required

1) Description:

Shared with the school administrative team and SAU administrative team.

- i) Number of total responses: There were 20 responses received.
- ii) Uses consulted on: The overall plan and funding amounts were discussed.
- iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) Inclusive: Yes, all school and district administrators were notified and participated.

3) Widely advertised and available: Yes, communicated to all via email, personal correspondence and all information is available on the website.

4) Ongoing: Yes, all future updates will be shared and feedback received will be incorporated.

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

Yes - Description Required

1) Description:

Department meetings, faculty meetings, school-wide PD, email correspondence.

- i) Number of total responses: There were 150 responses received.
- ii) Uses consulted on: The overall plan and funding amounts were discussed.
- iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) Inclusive: Yes, all teachers, principals and other educators were notified and participated.

3) Widely advertised and available: Yes, communicated to all via email, personal correspondence and all information is available on the website.

4) Ongoing: Yes, all future updates will be shared and feedback received will be incorporated.

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

No

1) Description:

There are no tribes in the area.

- i) Number of total responses: N/A please see response in description above.
- ii) Uses consulted on: N/A please see response in description above.
- iii) Description of feedback received: N/A please see response in description above.

Please indicate how consultation was:

2) Inclusive: N/A please see response in description above.

3) Widely advertised and available: N/A please see response in description above.

4) Ongoing: N/A please see response in description above.

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

No

1) Description:

Civil rights organizationsn including disability rights organizations were not contacted.

- i) Number of total responses: N/A please see response in description above.
- ii) Uses consulted on: N/A please see response in description above.
- iii) Description of feedback received: N/A please see response in description above.

Please indicate how consultation was:

2) Inclusive: N/A please see response in description above.

3) Widely advertised and available: N/A please see response in description above.

4) Ongoing: N/A please see response in description above.

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:

Regular meetings/discussions with the Special education department and homeless liaison.

- i) Number of total responses: There were 15 responses received.
- ii) Uses consulted on: The overall plan and funding amounts were discussed.
- iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) Inclusive: Yes, all stakeholders were notified and participated.

3) Widely advertised and available: Yes, communicated to all via email, personal correspondence and all information is available on the website.

4) Ongoing: Yes, all future updates will be shared and feedback received will be incorporated.

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

No

1) Description:

There are no community-based organizations that provide before- or after-school programs.

- i) Number of total responses: N/A please see response in description above.
- ii) Uses consulted on: N/A please see response in description above.
- iii) Description of feedback received: N/A please see response in description above.

Please indicate how consultation was:

2) Inclusive: N/A please see response in description above.

3) Widely advertised and available: N/A please see response in description above.

4) Ongoing: N/A please see response in description above.

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:

Winnacunnet is a high school, so there is limited partnerships with early childhood education providers.

- i) Number of total responses: N/A please see response in description above.
- ii) Uses consulted on: N/A please see response in description above.
- iii) Description of feedback received: N/A please see response in description above.

Please indicate how consultation was:

2) Inclusive: N/A please see response in description above.

3) Widely advertised and available: N/A please see response in description above.

4) Ongoing: N/A please see response in description above.

Name of Entity <i>Note: Please select entity name from pre-populated dropdown listing.</i>	UEI (SAM#) <i>Note: Upon entity selection, UEI will automatically populate.</i>	NCES ID#	Total ARP ESSER Mandatory Subgrant Amount Awarded to LEA	Total Mandatory Subgrant Amount Expended in Current Reporting Period (07/01/2021-06/30/2022) <i>Note: Please do not include the mandatory set aside for learning loss which is captured later. Please be advised that the sum of Columns H, R, AR, and AL should equal the total amount expended in Column G. The subcategories for each category cannot exceed the expended amount listed in the preceding column.</i>	Amount Expended by Activity																																
					Addressing Physical Health and Safety										Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)										Mental Health Supports for Students and Staff												
					Amount Expended Addressing Physical Health and Safety <i>Note: Pre-populated upon inputs to corresponding cells.</i>	a. Personnel Services – Salaries	b. Personnel Services – Benefits	c. Purchased Professional and Technical Services	d. Purchased Property Services	e. Other Purchased Services	f. Supplies	g. Property	h. Debt Service and Miscellaneous	i. Other Items	Amount Expended Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) <i>Note: Pre-populated upon inputs to corresponding cells.</i>	j. Personnel Services – Salaries	k. Personnel Services – Benefits	l. Purchased Professional and Technical Services	m. Purchased Property Services	n. Other Purchased Services	o. Supplies	p. Property	q. Debt Service and Miscellaneous	r. Other Items	Amount Expended on Mental Health Supports for Students and Staff <i>Note: Pre-populated upon inputs to corresponding cells.</i>	s. Personnel Services – Salaries	t. Personnel Services – Benefits	u. Purchased Professional and Technical Services	v. Purchased Property Services	w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items	Amount Expended on Operational Continuity and Other Allowed Uses <i>Note: Pre-populated upon inputs to corresponding cells.</i>	bb. Personnel Services – Salaries	cc. Personnel Services – Benefits
Woodloch	055448799999	1299999	\$3,750,000.00	\$97,492.79	\$23,759.29	\$15,737.25	\$2,560.88	\$40.80	\$9.41	\$63.63	\$1,431.63	\$2,878.19	\$28.57	\$8.93	\$64,394.05	\$18,047.39	\$6,034.14	\$247.36	\$63.52	\$10.59	\$22,693.24	\$11,095.18	\$5,583.60	\$619.03	\$4,010.96	\$1,364.93	\$550.58	\$23.18	\$920.18	\$244.36	\$33.44	\$51.55	\$784.02	\$38.72	\$5,328.49	\$1,419.68	\$713.68
Winnacumet Cooperative	R762EN83415	3307230	\$1,306,611.52	\$65,516.60	\$33,423.20			\$18,500.00	\$14,300.00				\$623.20	\$32,093.40			\$9,995.00			\$21,500.00			\$598.40	\$0.00										\$0.00			

Operational Continuity and Other Allowed Uses							Total Mandatory Subgrant Amount Expended Toward Required Set-Aside to Address Learning Loss in Current Reporting Period (7/1/2021-06/30/2022)	Amount Expended Toward Required Set-Aside to Address the Impact of Learning Loss by Activity																																		
dd. Purchased Professional and Technical Services	ee. Purchased Property Services	ff. Other Purchased Services	gg. Supplies	hh. Property	ii. Debt Service and Miscellaneous	jj. Other Items	Note: This amount should be at least 20% of your total ARP ESSER award amount by the end of the grant period, 9/30/2024	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									
								Amount expended toward required set-aside Note: Pre-populated upon inputs to corresponding cells.	a. Personnel Services – Salaries	b. Personnel Services – Benefits	c. Purchased Professional and Technical Services	d. Purchased Property Services	e. Other Purchased Services	f. Supplies	g. Property	h. Debt Service and Miscellaneous	i. Other Items	Amount expended toward required set-aside Note: Pre-populated upon inputs to corresponding cells.	j. Personnel Services – Salaries	k. Personnel Services – Benefits	l. Purchased Professional and Technical Services	m. Purchased Property Services	n. Other Purchased Services	o. Supplies	p. Property	q. Debt Service and Miscellaneous	r. Other Items	Amount expended toward required set-aside Note: Pre-populated upon inputs to corresponding cells.	s. Personnel Services – Salaries	t. Personnel Services – Benefits	u. Purchased Professional and Technical Services	v. Purchased Property Services	w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items	Amount expended toward required set-aside Note: Pre-populated upon inputs to corresponding cells.	bb. Personnel Services – Salaries	cc. Personnel Services – Benefits	dd. Purchased Professional and Technical Services	ee. Purchased Property Services
\$333.37	\$609.71	\$52.86	\$814.17	\$1,334.82	\$37.97	\$12.23	\$1,937,150.45	\$475,185.82	\$314,744.99	\$71,217.63	\$815.93	\$188.25	\$1,272.54	\$28,632.69	\$57,563.77	\$571.48	\$178.54	\$1,275,175.74	\$360,947.82	\$120,682.88	\$4,847.13	\$1,270.32	\$211.67	\$453,724.01	\$221,762.82	\$111,531.27	\$97.82	\$80,218.99	\$27,298.55	\$11,011.55	\$463.55	\$18,403.55	\$4,887.20	\$668.75	\$1,031.07	\$15,680.47	\$774.30	\$106,569.90	\$28,393.55	\$14,273.55	\$6,667.44	\$12,194.12
\$64,398.70							\$64,398.70	\$46,163.00	\$13,234.94	\$3,800.00	\$1,200.76							\$0.00	\$0.00								\$0.00								\$0.00							

Other Allowed Uses					Remaining ARP ESSER Mandatory Subgrant Funds <i>Note: Remaining funding should be allocated by percentage across categories and should total 100%.</i>	Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage <i>Note: Categories must sum to 100%</i>					The total amount reserved by the LEA to address the impact of the learning loss	Total expenditures of ARP ESSER LEA Learning Loss Reserve in this reporting period	Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss set-aside requirement of ARP ESSER funds													LEA to Also Complete Columns DH to DJ			
ff. Other Purchased Services	gg. Supplies	hh. Property	ii. Debt Service and Miscellaneous	jj. Other Items		% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	% Remaining Funds Planned for Mental Health Supports for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses	% Remaining Funds Not Yet Planned for Specific Use			a. Summer learning or summer enrichment	b. Afterschool programs	c. Extended instructional time (school day, school week, or school year)	d. Tutoring	e. Additional classroom teachers	f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening academic assessments and intervention data systems, such as early warning systems and/or opportunity to learn data system.	j. 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 foster care services	k. Early childhood programs	l. Curriculum adoption and learning materials	m. Core staff capacity building/training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	n. Other	n. Description of other activities (1500 character limit)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (3,000 character limit)	Total ARP ESSER Allocation (as of 01/13/2023)
\$1,057.29	\$16,283.49	\$26,696.45	\$759.41	\$244.60	\$1,715,356.76	40	25	10	5	20	\$750,000.00	\$1,937,150.45	FALSE	TRUE	FALSE	TRUE	TRUE	TRUE	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	FALSE	N/A	Description of how activities impacted underserved student groups	\$3,750,000.00	\$2,034,643.24
					\$1,176,696.22	70	16	7	0	7	\$261,322.30	\$64,398.70	TRUE	FALSE	TRUE	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	FALSE	N/A	Staffing to address student academic needs included expanded summer school classes, academic support classes during the day. The Bridge program provides students the opportunity to recover credit – to date students have recovered over 325 academic credits, putting them back on track to graduate with their class. The Behavioral Support Center has implemented more supportive ways to handle student discipline issues. The 504 Adjustment Counselor assists students with their social and emotional needs.	\$1,306,611.52	\$54,057.22	

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

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;

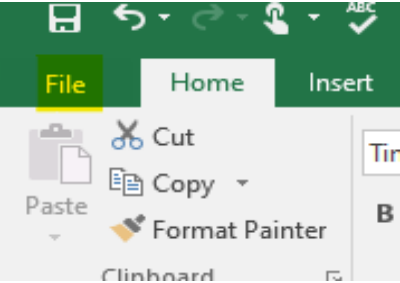
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

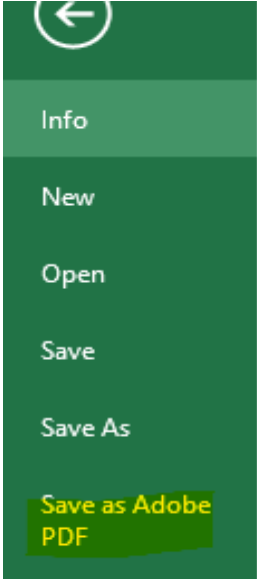
(iv) Be made publicly available on the LEA's website.

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

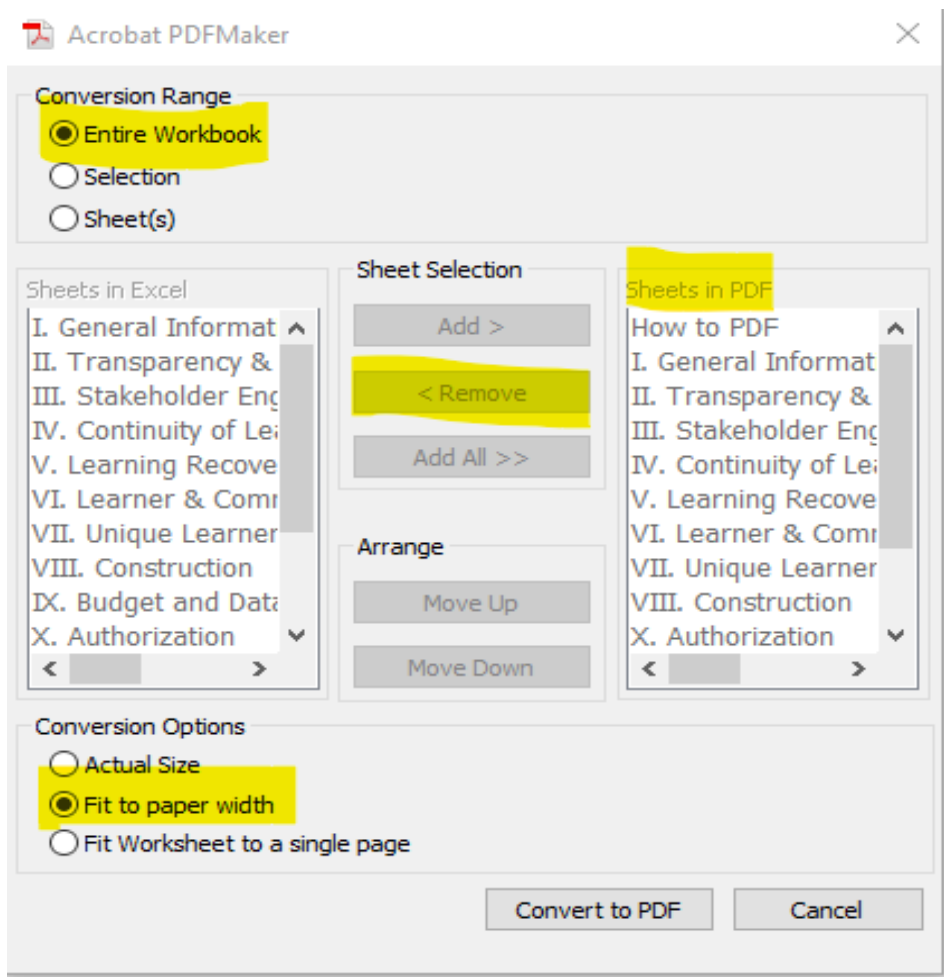
1) Go to File:



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 ESSSER 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 ESSSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)