



Department of
Education

Technical Application Guide:

Elementary and Secondary School
Emergency Relief Fund (ESSER Fund)
Application Guide

Tennessee Department of Education | May 2020





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Introduction

The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) provides an economic stimulus to individuals, businesses, and schools. The U.S. Department of Education (ED) has identified key focus areas for CARES funding, as well as reporting and data collection aligned with these areas. While these are one-time funds, they should continue to align with your district plan. The majority of the funds (80–85%) should be used to plan for re-opening in the fall and addressing student learning gaps. Allowable uses of funds for Local Education Agencies (LEAs) include but are not limited to*:

1. **Purchasing Education Technology:** such as purchasing hardware and/or software and addressing connectivity issues to support online/distance learning
2. **Providing Summer Learning and Supplemental After School Programs:** such as providing opportunities for learning acceleration based on student need/learning gaps, including online/distance learning
3. **Planning for Long-Term Closures:** such as providing meals to eligible students, conducting professional development opportunities to provide education services during closures, and providing guidance for carrying out requirements under IDEA; and/or planning to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements
4. **Addressing the Unique Needs of Special Populations:** such as providing guidance for carrying out requirements under IDEA, providing teletherapy service for students, and providing virtual instructional tools and resources designed to support English language development
5. **Providing Mental Health Supports:** such as conducting wellness checks, providing professional development for teachers, conducting teletherapy sessions with students, counseling and mental health supports, and conducting training for school personnel on suicide prevention, trauma, and related topics.
6. **Conducting Other Necessary Activities:** such as taking necessary steps to maintain the operation of services, continuing to employ staff, coordinating activities, or providing principals and school leaders necessary resources. *Note: Items in this category will require a more detailed rationale/support.*

** Including allowable uses of funds authorized under ESEA, CTE, IDEA, Adult Education, and McKinney-Vento.*

The department will determine LEA allocations based on each LEA's FY19 Title I poverty counts. The ESSER Fund application must be completed by each LEA to receive the allocated funding. The application must be reviewed and approved by the state educational agency (SEA), the Tennessee Department of Education (department). The ESSER Fund is federal education funding, and therefore the fiscal regulations of Education Department General Administrative Regulations (EDGAR) and Office of Management and Budget (OMB) Guidance apply to implementation including but not limited to procurement, record keeping, and disposition.

The ESSER Fund application can be accessed through the department's online grants management system, ePlan (<https://eplan.tn.gov>). LEAs use ePlan to access state Basic Education Program (BEP) and federal funds (formula and competitive), develop required LEA and school plans, upload compliance documents, and submit funding reimbursement requests.

This guide provides ePlan users with instructions and best practices for the accurate completion of the ESSER Fund application to ensure availability of funds by late June 2020.



ePlan User Access

LEA users who work on the ESSER Fund application must have LEA-level user access in ePlan. The [ePlan User Access Form for LEA Users](#) is available in the **TDOE Resources** section of ePlan in the folder titled *User Access Forms*. Email completed forms to ePlan.Help@tn.gov. **TDOE Resources** is accessible without logging into ePlan.

Below are the roles and the order of the status levels specific to the ESSER Fund application process.

ePlan Role	ePlan Function
LEA ESSER Director (Users with the Consolidated Director role were automatically assigned this new role) LEA Fiscal Representative LEA Authorized Representative	Click Draft Started (or Revision Started for revisions) Respond to application questions, enter budgets
LEA Consolidated Update (Other LEA project directors)	Respond to application questions and enter budgets
LEA ESSER Director	Click Draft Completed (or Revision Completed for revisions)
LEA Fiscal Representative (CFO or treasurer)	Click LEA Fiscal Representative Approved (or LEA Fiscal Representative Not Approved) (also may request funds after ESSER Fund application is approved)
TDOE ESSER Application Director (FPO & OCFO project directors)	Click FPO Leadership Approved (or FPO Leadership Not Approved)
LEA Authorized Representative (Director of schools)	Click LEA Authorized Representative Approved (or LEA Authorized Representative Not Approved)

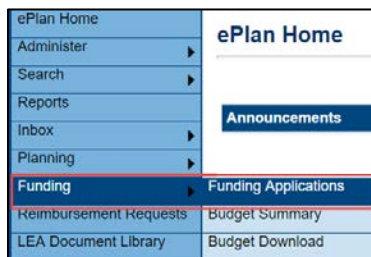
After each status change, ePlan automatically sends a notification email to all users in the LEA who have the ePlan role of the next step in the process. For example, after the *LEA Consolidated Director* clicks *Draft Completed*, ePlan automatically sends an email to all users in the LEA who have the role of *LEA Fiscal Representative*. Once the LEA receives the notification email that the ESSER Fund application has been *FPO Leadership Approved*, LEAs must complete the last step, *LEA Authorized Representative Approved*, for allocations to become available for reimbursement.



ESSER Fund Application Access

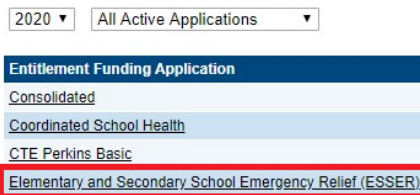
The ESSER Fund application is not visible to LEAs for a new funding year until the department loads allocations.

To navigate to the ESSER Fund application from the ePlan homepage, hover your mouse over the **Funding** tab on the left menu bar, and select **Funding Applications**.

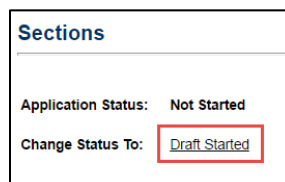


Select the desired fiscal year (2021) in the upper left corner of the screen. Funding applications are stored in ePlan according to the **state fiscal year**. For example, 2021 indicates the 2020–21 school year.

Click **Elementary and Secondary School Emergency Relief (ESSER) application** to access the application.



Once the department starts the draft, users with the following access may edit the application: (1) *LEA Consolidated Director*, (2) *LEA Fiscal Representative*, and (3) *LEA Authorized Representative*.





General Functionality in All Programs in the ESSER Fund Application

Budget Expectations

Indicate full-time equivalents (FTEs) for all staff paid with grant funds within the budget narratives and match the FTEs within all other sections of the grant application. Items and amounts budgeted must be reasonable and necessary for the implementation of grant activities.

Major Function Codes

When placing expenditures within the budgets for all grants, use the following guidelines:

- **71100—Regular Instructional Program:** Expenditures for the **direct instruction of students (pre-K-12)** in this major function (i.e., salaries and benefits for teachers and educational assistants; contracted services to provide direct instruction; and supplies, materials, and equipment used in direct instruction)
- **71150—Alternative Instruction Program:** Expenditures for **direct instruction of students (pre-K-12)** in an alternative instructional setting
- **71300—Career and Technical Education:** Expenditures for instructional activities that provide students with the opportunity to develop knowledge, skills, and attitudes needed for employment in an occupational area; activities include training both in the classroom and in a supervised work environment
- **72110—Attendance:** Expenditures for attendance services are activities designed to improve student attendance at school, which attempt to prevent or to solve student problems involving the home, the school, and the community. Attendance also records and reports student information to the state for funding and other statistical needs. Major categories include personnel, benefits, supplies and materials, and other charges.
- **72120—Health Services:** Expenditures to provide **physical and mental health services** that are not direct instruction, including medical and nursing services (i.e., salaries and benefits for providing support for instructional programs in health matters; contracted services for health services for students; supplies, materials, equipment to support health educators; and professional development [PD] costs)

Support Services/Alternative Instruction Program

- **72210—Support Services/Regular Instruction Program:** Expenditures for assisting instructional staff in direct instruction for students (in grades pre-K-12); this includes activities such as curriculum development, instructional media, coaching, child development, and staff professional development (PD) (i.e., salaries and benefits for staff providing instructional support services; contracted services for support services; supplies, materials, equipment related to staff support services; and PD costs).

NOTE: Administrative expenditures for ESEA programs are typically included in 72210.

- **72220—Support Services/Special Education Program:** Expenditures for assisting instructional staff in **planning, developing, and evaluating** the process of providing learning opportunities to **students with special needs** (pre-K–12 or ages 3–21). This includes activities such as curriculum development, instructional media, coaching, child development, and staff PD (i.e., salaries and benefits for staff providing instructional support services; contracted services for support services; supplies, materials, equipment related to staff support services; and PD)
NOTE: *If it is a single contract with one provider (e.g., LeBonheur) for occupational therapy and physical therapy services, include in 72220.*
- **72230—Support Services/Vocational Education Programs:** Expenditures for career and technical education instructional staff support include activities to assist in planning, developing, and evaluating the process of providing learning experiences that allow students to develop the knowledge, skills, and attitudes needed for employment in an occupational area. These activities include curriculum development, techniques of instruction, child development and understanding, and staff training.
- **72250—Education Technology:** Expenditures for technology services designed to provide internet and other technical services to support instruction, attendance, health, administration, testing, and other areas. Major categories include personnel, benefits, supplies, materials, and other expenses such as internet connectivity.
- **72410—Office of the Principal:** Expenditures include activities concerned with directing and managing the operation of a particular school. Such activities include those performed by the principal, assistant principals, and other assistants while they supervise all operations of the school, evaluate staff, assign duties to staff, supervise and maintain the records of the school, and coordinate school instructional activities with those of the total school system. These activities also include the work of secretarial and clerical staff in support of the teaching and administrative duties.
- **72610—Operation of Plant:** Expenditures include activities concerned with keeping the physical plant clean and ready for daily use. These activities include operating the heating, lighting, and ventilating systems, and repairing and replacing equipment (e.g., vacuum cleaners, buffers, etc.).
- **72710—Transportation:** Expenditures include activities concerned with conveying students for regular, vocational, and special educational instruction, as provided by state and federal law. This includes trips between home and school and trips to school activities. Transportation includes operation expenses for system-owned vehicles involved in the transportation function. Vehicle servicing, maintenance, and contracts for transporting services should also be recorded in this category.
- **73100—Food Service:** Expenditures include activities concerned with providing meals to students and staff in a school or school system. This service area includes the supervision of a staff whose responsibility is to prepare and serve regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.
- **73300—Community Service:** Expenditures include activities concerned with providing community services to students, staff, or community participants. This includes expenditures for system staff participating in community organizations such as leadership, family resource centers, Families First, extended school programs, and community-sponsored activities.
- **73400—Early Childhood Education:** Expenditures include activities that address the educational, health, and social service needs of preschoolers who are three and four years of age to prepare them for kindergarten. Early childhood instructional support includes teachers, assistants, and others assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for the preschools. Expenditures for instructing students and funds that are expended to instruct teachers should be recorded in the program.
- **99100—Transfers Out: Indirect Cost:** Expenditures for use with administration, personnel, and other variable costs incurred by the LEA Effort

Object Codes

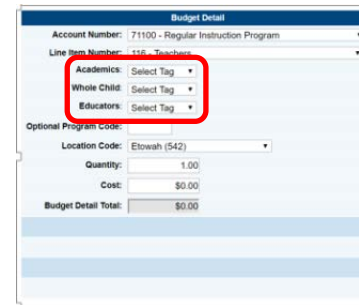
- **100—Personnel Services:** Amounts paid to employees of the LEA
- **200—Employee Benefits:** Amounts paid on behalf of employees for benefits; LEAs must budget benefits within the function in which the corresponding salary is recorded
- **300—Contracted Services:** Amounts paid for services rendered by individuals and/or companies who are not employed by the LEA
- **400—Supplies & Materials:** Amounts paid for items that consumed, worn out, or deteriorated through use (consumables) such as classroom teaching supplies, office supplies, etc.
- **500—Other Charges:** Amounts paid for goods and services not falling into any other object code classification; funds carried over to the next fiscal year must be budgeted in 599
- **524—In-Service/Staff Development Services:** Amounts paid in relation to PD, including travel expenditures, must be budgeted in this object code. Amounts paid for substitute teachers for personnel attending PD activities cannot be budgeted here.
- **700—Capital Outlay:** Amounts for equipment items having a useful life of more than one year and a unit cost of \$5,000 or more; these items required prior department approval

Budget Tags

Budget tags are a required step in the FY21 ESSER Fund application to allow reviewers to cross reference the amount in budget for each focus area on the program details page and the budget page. Additionally, the budget narrative will directly be to the right of the line items instead of below the line items.

Tags will identify the **identified focus area** of a budget item without overly relying on the budget narratives and can be used to indicate how the money addresses a specific strategy or initiative.

The FY21 ESSER Fund application budget page will have tags available for the **focus areas as outlined in the department's ESSER Fund application to the U.S. Department of Education**. The **Focus Area** budget tags are shown in the table below.



The screenshot shows a 'Budget Detail' form with the following fields: Account Number (71100 - Regular Instruction Program), Line Item Number (110 - Teachers), Academics (Select Tag), Whole Child (Select Tag), Educators (Select Tag), Optional Program Code, Location Code (Etowah (542)), Quantity (1.00), Cost (\$0.00), and Budget Detail Total (\$0.00). The three dropdown menus are highlighted with a red box.

Focus Areas
Purchasing Education Technology
Summer/Supplemental Learning
Planning for Long-Term Closures
Unique Needs of Special Populations
Mental Health Supports
Other Necessary Activities

LEAs may only assign **one budget tag** to a budget line item. Tags are required to complete this funding application. To use the **budget tag** options for each line item, complete the following:

- Add the new line item,
- **Select** the appropriate **focus area**, and
- **Click update** or **create** and move to the next **budget item**.

LEAs must assign a **secondary tag** to a budget line item to identify the school type. School type tags are required to complete this funding application. School type tag options are: **Charter School, Non-Public School, or Traditional Public School**.

Budgeting in ePlan

The ePlan process for entering the ESSER Fund application budget is consistent with all other grants in ePlan. Each LEA must have a department-approved budget in ePlan before requesting reimbursement.

Title I-A
Budget
Budget Overview
Program Details

- To access a budget, click the **Budget** link from the *Sections page*.
- ePlan auto-calculates the budget totals as budget items are entered. ePlan deducts the budgeted amounts from the awarded allocation.
- Once complete, confirm that the amount in the *Remaining* area is \$0.00.

Transfers Out and Indirect Cost

Indirect cost represents the expenses of doing business that cannot clearly link to a specific grant, contract, project function, or activity, but are necessary for the general operation of the organization and the activities it performs. These costs cannot attribute directly to any grant because the time and effort spent are not measurable. LEAs may choose to budget for indirect cost for the ESSER Fund application. Indirect cost is available on each **Budget Page** in account number *99100 – Transfers Out*.

	Account Number	Total
Modify	71100 - Regular Instruction Program	\$100,000.00
Modify	71150 - Alternative Instruction Program	\$0.00
Modify	72120 - Health Services	\$0.00
Modify	72130 - Other Student Support	\$0.00
Modify	72210 - Support Services/Regular Instruction Program	\$70,000.00
Modify	72250 - Education Technology	\$0.00
Modify	73100 - Food Service	\$0.00
Modify	99100 - Transfers Out	\$0.00
	Total	\$170,000.00
	Adjusted Allocation	\$997,000.00
	Remaining	\$827,000.00

ePlan provides automated information regarding the maximum amount permitted for indirect cost within each grant.

- Eligible funds budgeted in all accounts are totaled at the top of the **Budget Page** on the **Total Contributing to Indirect Cost** line.
- Each LEA has an individualized, agreed-upon indirect cost rate that is preloaded into ePlan each year.
- Users cannot exceed the **Maximum Allowed for Indirect Cost**. If the total amount budgeted in account number 99100 is more than the maximum allowed for indirect cost, the LEA receives a validation error and cannot submit the application.

Related Documents

The ESSER Fund application has a page that provides links to upload external related documents, known as *Related Documents*. Headers indicate if the document is required or optional. If a document is required, ePlan prevents submission of the application without an upload.

The *Document Template* column provides links to download templates or forms for application items, if applicable. If *N/A* appears in this column, there is no required template for that specific item. Upload content in any format.

- Download the document template (if applicable), complete the document, and click the **Upload New** link to begin the upload.
- Click the **Choose File** button to browse for the document.
- Upload the document and type a name for the document.
- Click **Create** to upload the document.

For the ESSER Fund application, the following documents are indicated as required or optional to be uploaded:

- **Affirmation of Timely and Meaningful Consultation** (optional)

- **Equitable Services Proportionate Share Spreadsheet** (optional)
- **Intent to Participate Form** (optional)

Program Details Pages

The ESSER Fund application has an associated **Program Details** page. This page requires information regarding the program(s) implemented with grant funds. ePlan applications provide a variety of text entry options. Narrative boxes are boxes that allow formatting, including bolding, numbering, and font manipulation. Paste information such as text, tables, pictures, and graphs into narrative boxes. Text boxes are meant for a more concise response and do not allow as much formatting flexibility. Note that some text boxes have character limits. It is still possible to paste text into a text box; however, the text may not hold its original formatting.

Revisions

After approval of the ESSER Fund application, the LEA may revise the application to amend one or more budget or program items.

- To begin a revision, users with a role of *LEA ESSER Fund Director, LEA Fiscal Representative or LEA Authorized Representative* may click **Revision Started** at the top of the *Sections* page.

When the ESSER Fund application is in **Revision Started** status, users may make edits to all programs in the application as needed.

The application process flows in the same manner as the original submission. Until full approval, budget changes do not move into the reimbursement screens.

- Access changes made to an approved application are from the *Sections* page.
- Users may view any changes made to the application as part of a revision on the generated **Details** link in the **Revision** column on the *Sections* page.

To view the original application or a prior revision, from the dropdown menu on the Funding Application screen, choose the menu item for *All Approved Applications*.

The page displays all former revisions (approved only). Note that if there is a current application in progress (not approved), it does not appear in this list. After reviewing prior revisions, remember to return the dropdown selection to **All Active Applications**.

Sections Page

Access each individual section of the ESSER Fund application from the *Sections Page*. For easy navigation, users may return to the *Sections* page by going to the **Funding** tab on the ePlan blue menu bar and selecting **Sections**.

To submit the ESSER Fund application when complete, click the **Messages** link on the *Sections* page in the column labeled *Validation*. This link provides an overview of the validations that ePlan is running behind the scenes.

Application Status: **LEA Authorized Representative Approved**

Change Status To: Revision Started
 or
 FER Draft Started

Description (View Sections Only View All Pages)	Revision	Validation	Print Select Items
All	Details	Messages	Print
[-] Cover Page			Print
Cover Page			Print
[-] History Log			Print
History Log			Print
Create Comment			
[-] Allocations	Details		Print
Allocations	Details		Print
Remaining \$827,000.00			

Funding Applications	
Alamo (171) Public District - FY 2017	
2017 ▾	All Approved Applications ▾
	All Active Applications
	All Approved Applications
	Last Approved Applications
Entitlement	Revision
Consolidated	4
Consolidated	3
Consolidated	2
Consolidated	1
Consolidated	0

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
[-] Cover Page		Print
Cover Page		Print

Items marked *Warning* are validations that users are not required to address prior to submitting the ESSER Fund application. Examples of warnings are not uploading an optional related document or budgeting an entire allocation.

Items marked *Error* are incorrect, and users **must** address each one before submitting the ESSER Fund application.

- Click on the link to the left of the word *Error* to go to the identified page to make corrections. If the LEA does not address all *Error* validations, ePlan will not allow a user to submit the application.

Examples of errors are (1) budgeting for more than the allocation, (2) budgeting more indirect cost than is allowable, (3) not budgeting in a section where there is an allocation, (4) not uploading a required related document, and (5) not responding to a required question.

- Once the user clears all errors, the user with *LEA ESSER Fund Director* access must click **Draft Completed** at the top of the *Sections* page.
- This generates an email to the *LEA Fiscal Representative* who must review the draft and click **LEA Fiscal Representative Approved** (or **Not Approved**) at the top of the *Sections* page.

When an application is submitted in the status of **LEA Fiscal Representative Approved**, an email notification is sent to the LEA's FPO Divisional Coordinator. A map listing current FPO Divisional Coordinators is available in the **TDOE Resources** section of ePlan.

Printing in ePlan

Users may print or download a PDF from the *Sections* page.

- To print the entire application, click the **Print** link across from the word *All* at the top of the *Sections* page. Note that a print request does not include any uploaded related documents.
- To print a single page, click on the **Print** link across from the name of the page.
- To print an entire section, click on the **Print** link to the far right of the section name. In the example below, the user is printing the entire **Program Details** section of the ESSER Fund application.

Description (View Sections Only View All Pages)	Validation	Print
All	Messages	<input checked="" type="checkbox"/> Select Items
[-] Cover Page		<input type="checkbox"/>
Cover Page		<input type="checkbox"/>
[-] History Log		<input type="checkbox"/>
History Log		<input type="checkbox"/>

- To choose multiple pages, check the **Print Select Items** box at the top of the print column to select more than one page. The **Print** links appear as checkboxes. Select all text boxes for the desired print request.
- Select the checkboxes and click **Print** at the top of the column.
- The **Print Request** screen pops up. If necessary, Users may rename their print job here.
- Click **Print**.
- The **Generating Document** screen appears. The system takes 20–30 seconds to generate the print job. For larger files, expect an email from the ePlan system when the file is ready to download.
- After ePlan generates the print file, click **Return to Funding Applications**.
- A PDF generates and appears at the top of the page from the **TDOE Resources** menu item in ePlan. The PDF link remains in **TDOE Resources** for five (5) days. Users may use the **Delete** links to remove any print jobs if desired.

TDOE Resources			
Below is your list of Print Requests.			
Print Request Name	Request Date	Expiration Date	Delete
My LEA Contacts Page	4/23/2020 2:28:48 PM	4/28/2020 2:28:48 PM	Delete

ESSER Fund Checklist

LEAs must review the ESSER Fund Application Checklist for general checklist comments from each application reviewer, if applicable, and for the program section.

- After the LEA submits the application, the department reviews the application and marks each section as *OK*, *Not Applicable*, or *Attention Needed*. If the application contains no items that are marked as *Attention Needed*, the application is approvable.
- If the application contains items that are marked as *Attention Needed*, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked *Attention Needed* and make the necessary changes to those items. Only the checked items in the sections marked *Attention Needed* need correction. Each section marked *Attention Needed* also has a place where the department may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA resubmits the application for approval. If the department determines that the area is correct, *Attention Needed* will be changed to *OK* by FPO leadership. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of *Not Approved*.
- Applications that contain no items that are marked *Attention Needed* will be approved.

Each section will be designated with one of these statuses:

- **Not Reviewed:** No review occurred.
- **OK:** The section has no corrections and is approvable.
- **Coordinator Reviewed:** The section has been reviewed by the coordinator.
- **Attention Needed:** The section has items that need to have corrections completed.

Cover Page

An LEA user must enter the following information:

- The LEA ID number and LEA name
- The LEA official address, phone number, and LEA website address
- Contact information for the director of schools and ESSER Fund application Point of Contact

If any information on this page changes within the school year, an LEA user must update this page.

History Log

The *History Log* documents status changes along with the name of the user who prompted the change and the date of the change. Use it to review who submitted or reviewed an application or the date when it last approved or returned.

- Users may place a note in the *History Log* by clicking on the **Create Comment** link. Use **Create Comment** with caution, as comments remain part of the application's permanent record and are viewable on the public approved applications.
- To create a comment, click on **Create Comment**. A narrative box appears. The user may type or paste a comment in the narrative box. Once the comment is complete, click **Save and Go To > Current Page** at the top of the screen to save.



Data Collection and Planning

Answer each of the following narrative questions completely and thoroughly.

Data Collection and Planning

Data Collection: To better understand each LEA's use of ESSER Fund funds, provide data in the tables below for each of the following grade spans: K–2, 3–5, 6–8, and 9–12. For LEAs that do not serve a particular grade span, check the N/A box above the table.

School Work

	ELA	Math	Science	Social Studies	Physical Education	Art
Did your LEA distribute work to be completed?	No, Optional, Required, or Mix	No, Optional, Required, or Mix	No, Optional, Required, or Mix	No, Optional, Required, or Mix	No, Optional, Required, or Mix	No, Optional, Required, or Mix
If optional, required, or mixed, enter number of hours of work expected weekly:	0, 1-5, 6-10, or more than 10	0, 1-5, 6-10, or more than 10	0, 1-5, 6-10, or more than 10	0, 1-5, 6-10, or more than 10	0, 1-5, 6-10, or more than 10	0, 1-5, 6-10, or more than 10
Was work completion tracked for students?	Yes or No	Yes or No	Yes or No	Yes or No	Yes or No	Yes or No
What percentage of work was returned from students? (Estimate.)	0, 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100	0, 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100	0, 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100	0, 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100	0, 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100	0, 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100
What method was used to share instructional materials with students during spring closures?	Packets/Paper Copies, Digital/Mixed Media, Both	Packets/Paper Copies, Digital/Mixed Media, Both	Packets/Paper Copies, Digital/Mixed Media, Both	Packets/Paper Copies, Digital/Mixed Media, Both	Packets/Paper Copies, Digital/Mixed Media, Both	Packets/Paper Copies, Digital/Mixed Media, Both

Well Checks

	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100")	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100")	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100")	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100")
Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100")	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100", "NA")	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100", "NA")	(Drop down: "0", "1-10", "11-20", "21-30", "31-40", "41-50", "51-60", "61-70", "71-80", "81-90", "91-99", "100", "NA")
In the above question, "regular" means:	(Drop down: "daily", "2-4 times per week", "weekly", "bi-weekly", "monthly", "NA/no regular interactions")	(Drop down: "daily", "2-4 times per week", "weekly", "bi-weekly", "monthly", "NA/no regular interactions")	(Drop down: "daily", "2-4 times per week", "weekly", "bi-weekly", "monthly", "NA/no regular interactions")	(Drop down: "daily", "2-4 times per week", "weekly", "bi-weekly", "monthly", "NA/no regular interactions")

Reflect on Data:

To better understand each LEA's use of data to make informed decisions during and after the COVID-19 pandemic answer the following questions:

- What are the LEA's plans for measuring student progress given the data provided above?
- How does the LEA intend to address learning gaps resulting from the disruption of educational services? (CARES Act § 18003(B))
- Briefly describe how your district conducted checks on students (academically, non-academically/development/etc.). Include frequency of checks, number of students, and any other details.



Program Details

Planning:

- Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic? (CARES Act § 18003(B))

Timeline:

- Provide a timeline for providing services to students and staff in public and non-public schools in the box below (CARES Act § 18003(B)).

Budget and Spending:

The ESSER Fund funds are not intended to replace state/local funding but instead are intended to provide additional funding to address emergent needs resulting from COVID-19. With school closure decisions, districts likely had unanticipated budget surpluses (i.e., operations, transportation) that should be repurposed to support other expenditures arising from COVID-19 (i.e., food services, paper, postage, etc.). The expectation for CARES funding is that it should be utilized primarily for re-opening and learning acceleration to address gaps resulting from school closure.

- In what areas has the LEA experienced significant budget-to-actual differences in state/local funds?
- How have these differences been repurposed to address related needs (i.e., custodial savings to sanitation costs, utilities and gas for buses (etc.) to nutrition)?
- Detail the LEA's projections for non-covered costs for the remainder of this fiscal year **related to COVID**.
- Detail the LEA's budget projections for COVID-related needs for the next fiscal year. (Consider the potential need for remedial learning, change in program decisions/delivery, fall resurgence of illness, etc.)

Spending Plan:

LEAs and the department have identified the health/safety and academics priority areas as the emergent needs. ESSER Fund allocations granted through this application should be in alignment with these overarching priorities. The questions below will allow LEAs to reflect on the connection to these priorities in each of the focus areas identified.

Provide a description of the reasonable and necessary administrative activities and personnel (supplies, and equipment used to administer the grant program included). This includes the FTE and amount deducted from the grant.

Focus Areas
<input type="checkbox"/> Providing principals and school Leaders necessary resources to address local needs
<input type="text"/> * Amount of Funds to be spent in support of focus area
<input type="text"/> * Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

- Place a checkmark beside each of the focus areas the LEA has selected.
- Enter the amount of funds to be spent in support of focus area.
- For each program selected, provide a clear narrative description of the activities, programs, and services to be funded, and the district plan strategy these activities support.

Please note the amount budgeted on this page must be equal the amount budgeted and tagged using budget tags in the line items.

After analyzing and repurposing other funding sources, develop the spending plan for the ESSER Fund funds aligned with the needs and your larger district plan. For each of the applicable focus areas below, provide an amount and provide a narrative on how this focus area addresses the needs. The amounts should not exceed your LEA's allocation.

1. Purchasing Education Technology (including hardware, software, and connectivity)

- Amount: \$ _____
- Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

2. Providing Summer Learning and Supplemental After School Programs (including online/distance learning)

- Amount: \$ _____
- Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

3. Planning for Long-Term Closures

- Amount: \$ _____
- Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

4. Addressing the Unique Needs of Special Populations

- Amount: \$ _____
- Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

5. Providing Mental Health Supports

- Amount: \$ _____
- Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

6. Conducting Other Necessary Activities to maintain the operation of services, employ existing staff, coordinate activities, or provide principal and school leaders necessary resources.

NOTE: items in this category will require more extensive rationale/support.

- Amount: \$ _____
- Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with the either the health/safety or academic priority.



Equitable Services

The LEA must contact all non-public schools located within the geographic area and those that have historically participated in Title I through the LEA to inform the non-public school(s) of ESSER Fund funding and determine if the non-public school wishes to participate. Even if a non-public school has not accepted equitable services in the past, it is still eligible to participate in ESSER Fund funding.

If there are no non-public schools in the LEA, the ESSER Fund point-of-contact must check N/A at the top of the page to agree with the following statement: “The LEA certifies that no non-public schools are geographically located in the LEA or that the LEA has communicated with all non-public schools geographically located in the LEA and none wish to participate in equitable services for this grant.”

Equitable Services
Go To <input type="text"/>
<input type="radio"/> N/A

Narrative Questions

- Describe the consultation process between the LEA and non-public/private schools regarding the CARES Act proportionate share. Include the important dates, modes of communication, and information provided to non-public/private school representatives (CARES Act § 18003(B)). (Upload supporting documents in *Related Documents* section)
- Enter the amount of *Total Non-Public Share* * Total Non-Public Share ; LEA's may use the the [ESSER Fund Equitable Services Enrollment Worksheet](#) template in *Related Documents* to calculate this amount and enter it here.
- Summarize the needs that non-public school(s) identified as a result of the COVID-19 crisis.

Identification of Focus Areas

- Identify the focus area(s) that aligns to supplemental services and supports to be provided for students with the ESSER Fund.
- Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

Narrative Questions

- Describe how the items/use of funds selected above align with the identified needs and how the effectiveness of each activity will be assessed.

Related Documents to Support Equitable Services

Informational Letter: This template is in the *Related Documents* area. Use the template to inform non-public schools of ESSER Fund equitable services opportunities.

Intent to Participate Form: This template is available in the *Related Documents* area. Use the template to inquire about non-public schools' intent to participate in ESSER Fund equitable services opportunities.

Affirmation of Timely and Meaningful Consultation: This template is in the *Related Documents* area for the grant. Use this template to meet with non-public stakeholders to discuss the equitable services programs through ESSER Fund. LEAs must only upload affirmations in one place—the *Related Documents* section of the grant application.

ESSER Fund Equitable Services Enrollment Worksheet: LEAs may use this template to calculate the proportionate amount of funds to reserve for non-public equitable services for the ESSER Fund grant. If equitable services are provided to non-public schools and students, LEAs are encouraged, but are not required to, upload this completed worksheet or an equivalent tracking and calculation document.



Charter School Program Details

The LEA must contact all charter schools located within their geographic LEA to determine how their share will be spent. If there are no charter schools in the LEA, the ESSER Fund point-of-contact will type N/A in the text boxes.

LEAs that have no charter schools must select the N/A checkbox at the top of the page that states: “The LEA certifies that no public charter schools are geographically located in the district.” The ESSER Fund application was intended to provide relief funding and support for all schools public—both traditional and charter. Answer the following questions:

Narrative Questions

- Outline the process used to ensure charter schools are receiving CARES Act benefits equal to their traditional public school counterparts.
- What prioritized needs of its charter schools did the LEA identify during the pandemic?

Identification of Focus Areas

- Identify the focus area(s) that aligns to supplemental services and supports to be provided for students with the ESSER Fund.
- Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.



Assurances

Assurances

LEAs must review all program assurances thoroughly. All items specified are requirements of CARES Act or ESEA legislation or regulation. By checking the statement at the top of the page, the LEA is affirming that it has read and understands all requirements and will abide by the same.

Assurances

1. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
2. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available [here](#).
3. Expenditures will be in compliance with the standard accounting procedures and guidelines established by the Tennessee Department of Education, federal legislation, and [F&A Accounts Policy 03](#).
4. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
5. Grant funds will not be expended in any manner other than as outlined in the budgeted section of the approved grant application will only be made for allowable costs. Any changes to the original budget must be pre-approved by the State before line items are modified. District acknowledges that this program is subject to funds availability and that the State reserves the right to terminate program activities and expenditures for convenience at any time.
6. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program as noted in CMIA 7211R rule.
7. Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
8. Program activities, expenditures, and records shall be subject to monitoring by the State. Districts must maintain documentation of all expenditures and should submit this documentation with the final report.
9. Activities should align with the intent and purpose of the CARES Act as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the CARES Act align with the ESEA, IDEA, and CTE, and other allowable programs shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards (CARES Act § 18003(B)).
10. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.
11. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;

12. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and
13. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

Charter Assurances

LEAs must review all program assurances thoroughly. All items specified are requirements of legislation or regulation. By checking the statement at the top of the page, the LEA is affirming that it has read and understands all requirements and will abide by the same.

1. Charter Assurances (if applicable)The LEA will ensure that Charter Schools have an equal opportunity to participate to the full extent in CARES Act grant.
2. The LEA has a clear process for ensuring all applicable laws and regulations regarding ESEA, IDEA, and other programs and funding are followed in its authorized charter schools.
3. **The charter school** will comply with all requirements associated with the funding source as a condition for the state to receive any of the federal funds.
4. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.

Non-Public Assurances

LEAs must review all assurances thoroughly. All items specified are requirements of legislation or regulation. By checking the statement at the top of the page, the LEA is affirming that it has read and understands all requirements and will abide by the same.

Non-Public Schools (if applicable)

1. The LEA has engaged in timely and meaningful consultation pertaining to the CARES Act and maintains all required documentation to support such consultation.
2. The LEA will ensure that all supported activities are approved and provided in a timely fashion and in accordance with agreements made as a result of meaningful consultation with non-public/private school representatives.
3. The LEA will obligate all non-public/private school funds during the fiscal year in which allocated and in support of activities agreed upon as a result of required consultation.
4. The LEA will engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure continued communication, monitor agreed-upon activities, and to determine the effectiveness of provided activities.