



BEST FOR
ALL

We will set all students on a path to success.

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

Debby Thompson | Assistant Commissioner, Federal Programs & Oversight | May 2020



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER



Agenda

- Introduction
- Focus Areas
- Funding Application Overview
- Equitable Services & Charter School Requirements



Overview



CARES Act: Education Stabilization Fund

The CARES Act provides **\$30.75 billion** for the new Education Stabilization Fund, which includes:

\$3 billion for the Governor's Emergency Education Relief Fund, which governors can use at their discretion to support their K-12 and higher education needs related to COVID-19.

\$13 billion for the Elementary and Secondary School Emergency Relief (ESSER) Fund, which states can use for a wide range of purposes, including purchasing computers and hot spot devices for online learning; purchasing supplies for cleaning and sanitization, supporting professional development for educators, and supporting access to quality instruction for students with disabilities.

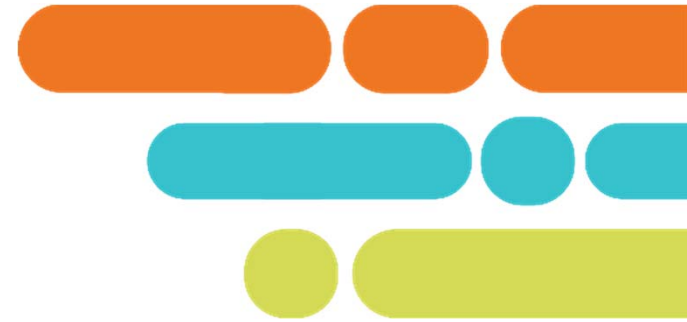
\$14 billion for the Higher Education Emergency Relief Fund, which is awarded directly to institutions of higher education.



Intent of Funds

The intent of the funding is to:

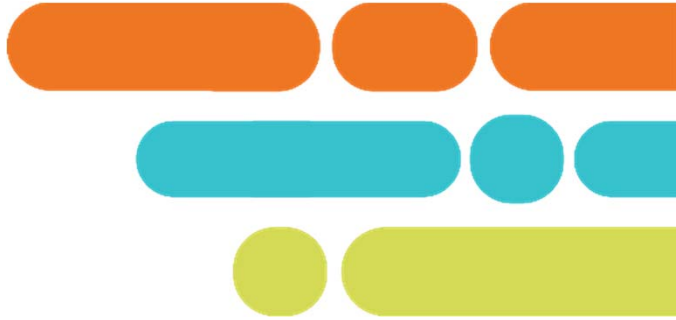
- 1) **provide relief for existing needs and**
- 2) **plan for future needs.**



Use of Funds

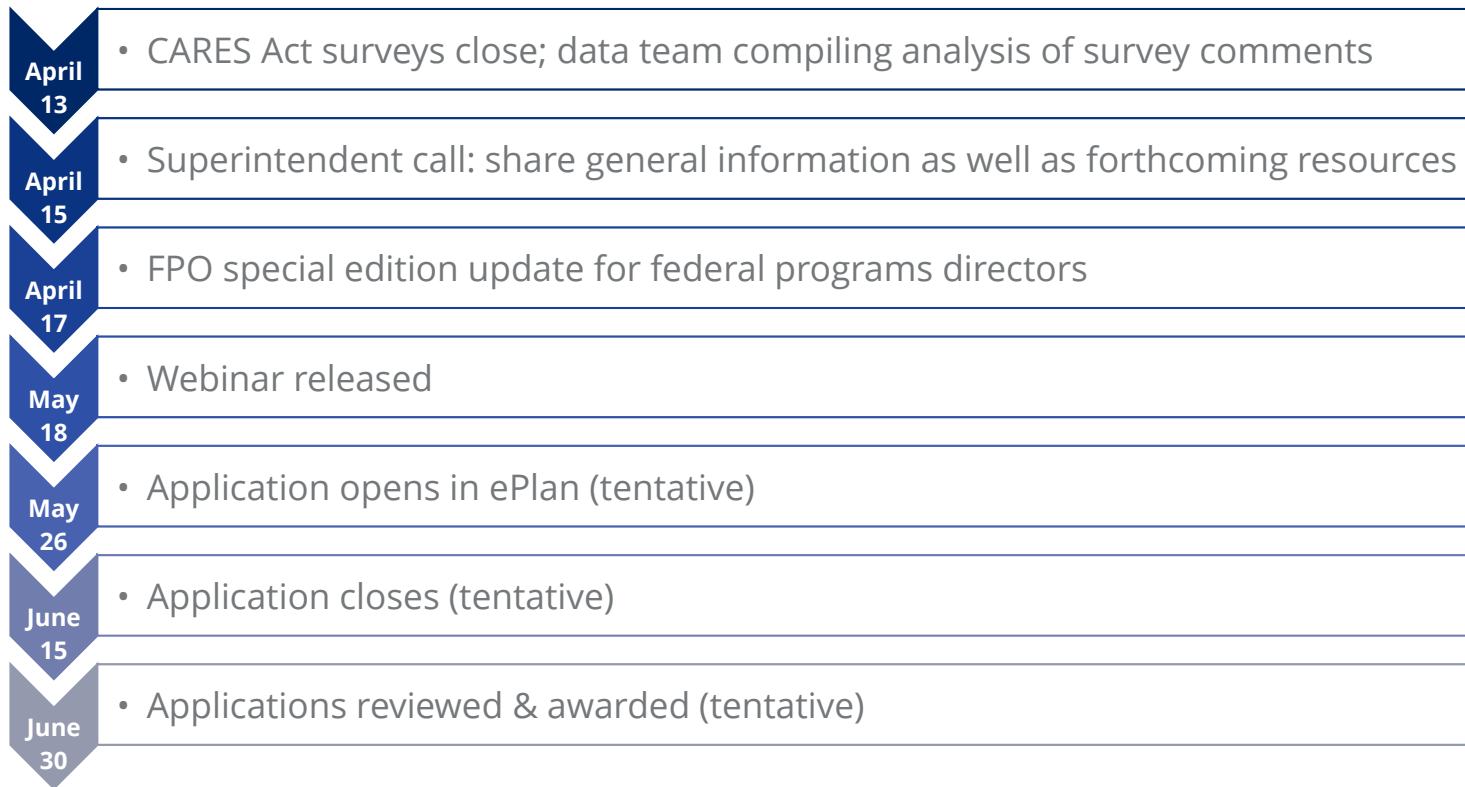
A summary of allowable uses of these one-time funds are listed below*:

- purchasing **education technology** (including hardware, software, and connectivity);
- providing **summer learning and supplemental afterschool programs** (including online learning);
- planning **for long-term closures**;
- addressing the unique needs of **special populations**;
- providing **mental health services**; and
- conducting **other activities** necessary to maintain operation of services and employing existing staff and coordination activities, including childcare and the needs of principals and school leaders.



**Including those uses of funds authorized under ESEA, CTE, IDEA, Adult Ed and McKinney-Vento; and it applies Title I equitable services provisions for students and teachers in non-publics.*

LEA Application Timeline



NOTE: Additional communications will be sent weekly to superintendents and, when necessary, to federal programs directors to provide updates.

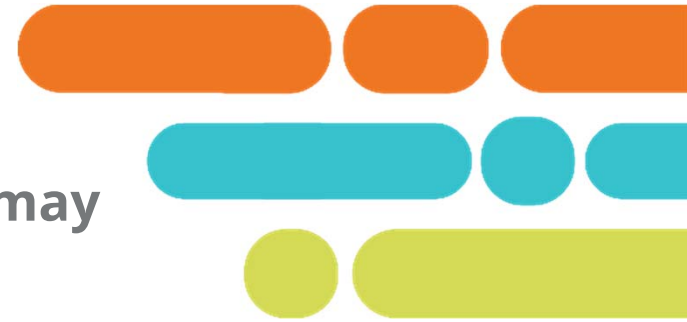
LEA Application Focus Areas



Education Technology

Allowable expenditures for education technology may include:

- purchasing hardware and software,
- providing internet connectivity to support online/distance learning,
- purchasing assistive technology, and
- purchasing adaptive equipment.



Summer and Supplemental Learning Programming

Allowable expenditures for summer learning and supplemental after school programs may include:

- providing opportunities for learning acceleration based on student need/learning,
- purchasing online/distance learning, and
- providing supplemental after-school programs.



Unique Needs of Special Populations

Allowable expenditures for addressing the unique needs of special populations may include:

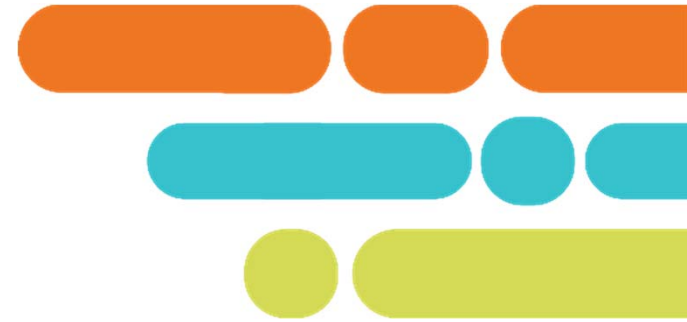
- providing guidance for carrying out requirements under IDEA,
- providing teletherapy service for students,
- providing virtual instructional tools and resources designed to support English language development, and
- helping school personnel have meaningful interactions with students during school closures.



Long-Term Closures

Allowable expenditures for planning for long-term closures may include:

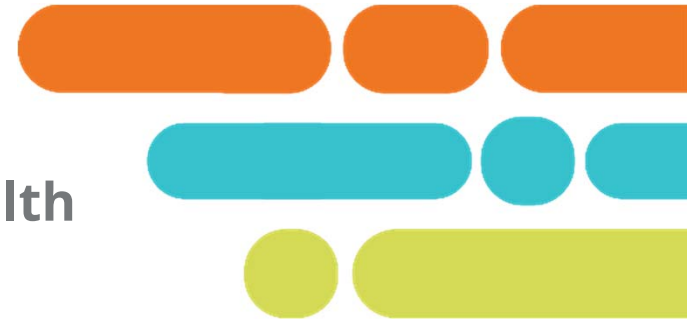
- providing meals to eligible students,
- conducting professional development opportunities to provide education services during closures,
- providing guidance for carrying out requirements under the IDEA, and
- planning to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.



Mental Health Supports

Allowable expenditures for addressing mental health supports may include:

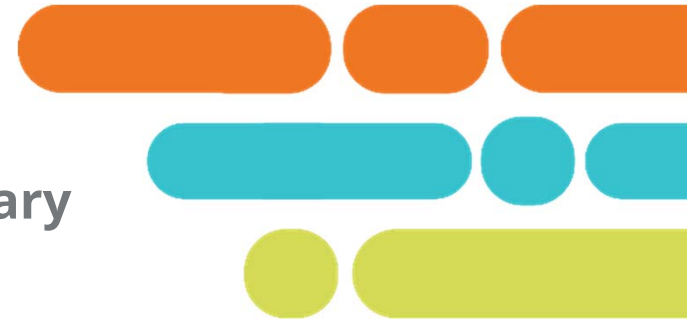
- providing professional development for teachers,
- conducting teletherapy sessions with students,
- counseling and mental health supports,
- conducting training for school personnel on suicide prevention, trauma, and related topics, and
- helping school personnel have meaningful interactions with students during school closures.



Other Necessary Activities

Allowable expenditures for conducting other necessary activities may include:

- taking necessary steps to maintain the operation of services,
- providing principal and school leaders necessary resources,
- training staff on sanitation and minimizing spread of infectious disease,
- purchasing supplies to clean and sanitize facilities of the LEA, and
- developing processes and procedures to improve preparedness and response efforts.



LEA Funding Application Overview



LEA Application Components

The department will request that LEAs submit information on the following areas:

Planning

•A detailed and comprehensive Re-Entry and Continuous Learning Plan that addresses re-opening schools, academic and non-academic needs, and plans for school closures moving forward (should those ever happen in the future), including how educational needs as a result of COVID-19 were determined; the extent to which LEAs intend to use funds to promote remote learning; and how LEAs intend to address learning gaps resulting from disruption of educational services.

Timeline

• Timeline for providing services to students and staff in public and non-public schools

Data

•Information about academic opportunities for students in their LEAs, by grade band, and how they plan to measure student progress, including how LEAs intend to address learning gaps resulting from disruption of educational services; and ways in which the LEA conducted checks on students.

Budget and Spending

•Information related to budget constraints, re-allocations, and detailed plans related to how they will expend grant funds.

Other

•Detail on how equitable services are delivered and how input from charter schools was considered

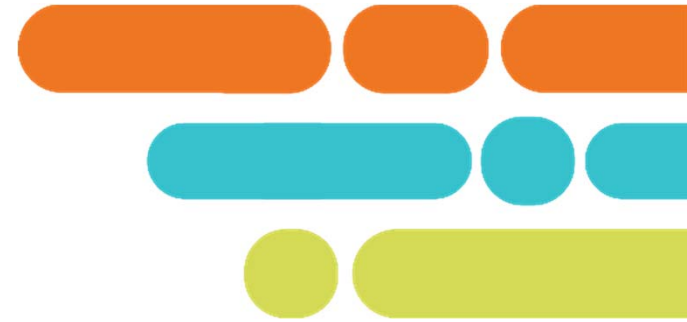
Assurances

•A list of assurances from LEAs, aligned to those provided in the federal application.

Cover Page

Point of Contact must complete:

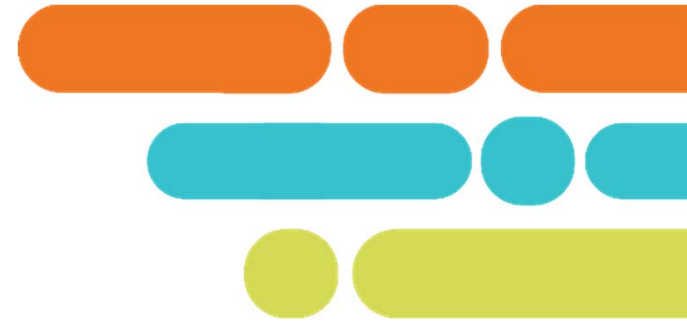
- LEA Name and Number
- LEA Official Address and Phone Number
- LEA Website
- Director of Schools Name and Contact Information
- CARES Act POC and Contact Information



Data Collection: Academics

LEAs will answer the following questions for each grade spans:

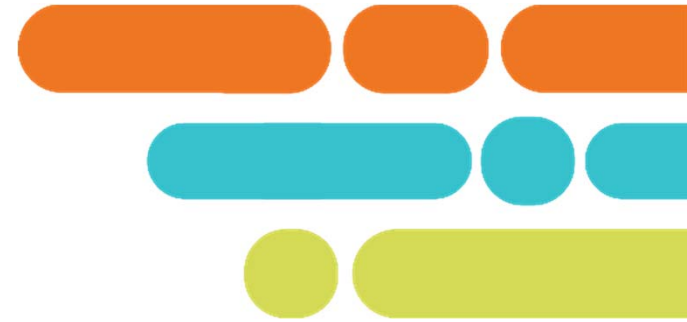
- Did your LEA distribute work to be completed?
- Select if the work was optional, required, or mixed, enter number of hours of work expected weekly.
- Was work completion tracked for students?
- What percentage of work was returned from students? (Estimate.)
- What method was used to share instructional materials with students during spring closures?



Data Collection: Well Checks

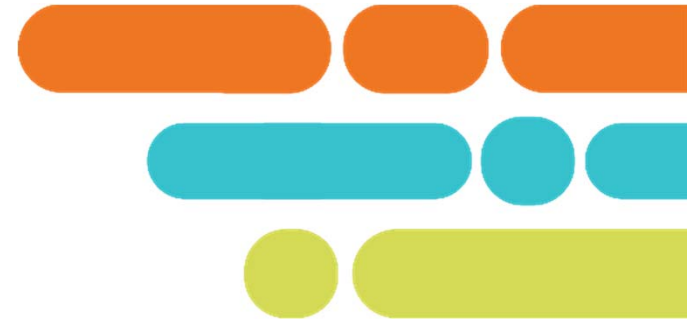
LEAs will answer the following questions for each grade spans:

- Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.
- Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.



Reflect on Data

- 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)
- 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.



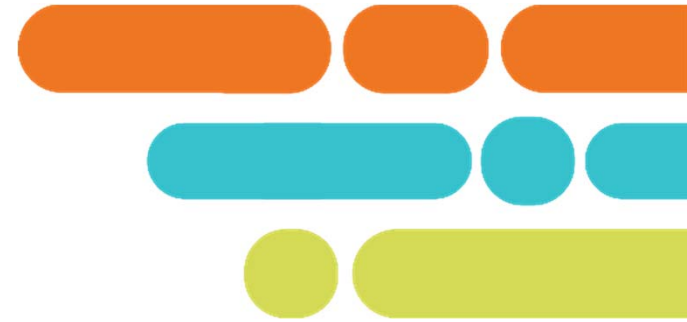
Planning & Timeline

- Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic?
- Provide a timeline for providing services to students and staff in public and non-public schools.



Budget and Spending

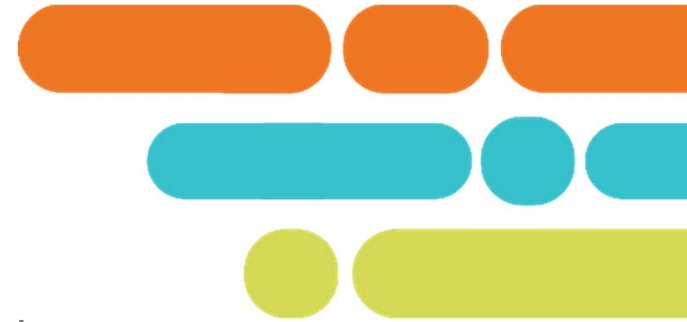
- In what areas has the LEA experienced significant budget-to-actual differences in state/local funds?
- How have these differences been repurposed to address related needs (i.e. custodial savings to sanitation costs, utilities, and gas for buses to nutrition)?
- Detail the LEA's projections for non-covered costs for the remainder of this fiscal year **related to COVID-19**.
- 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).



Spending Plan

Background Information

- 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.



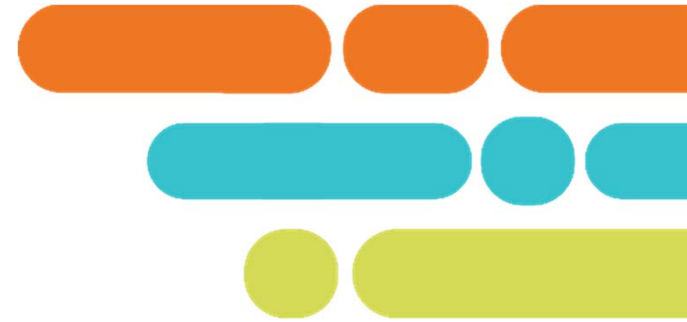
Spending Plan

Administration Overview

- 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.

LEAs will be required to complete the following

- Select each aligned focus areas
- Enter an amount for the budgeted expenditures
- Answer the following question
 - 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.

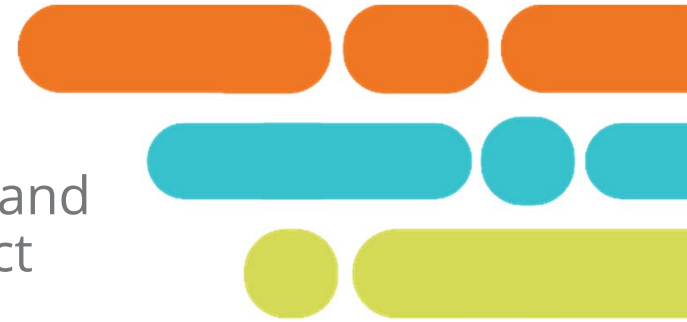


Equitable Services & Charter School Requirements



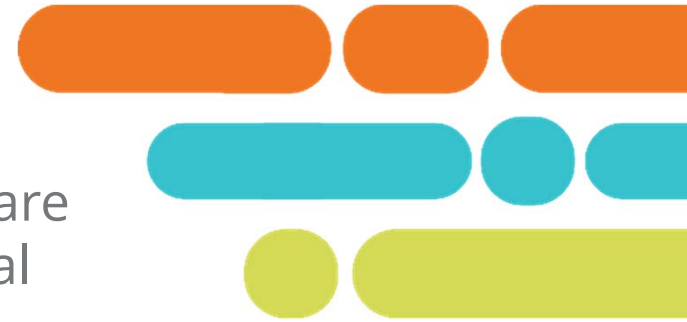
Equitable Services

- Describe the consultation process between the LEA and non-public/private schools in regard to the CARES Act proportionate share. Include the important dates, modes of communication, and information provided to non-public/private school representatives. (Upload supporting documents in *Related Documents* section.)
- Summarize the needs that non-public school(s) identified faced as a result of the COVID-19 crisis.
- Describe how the items/use of funds selected above align with the identified needs and how the effectiveness of each activity will be assessed.



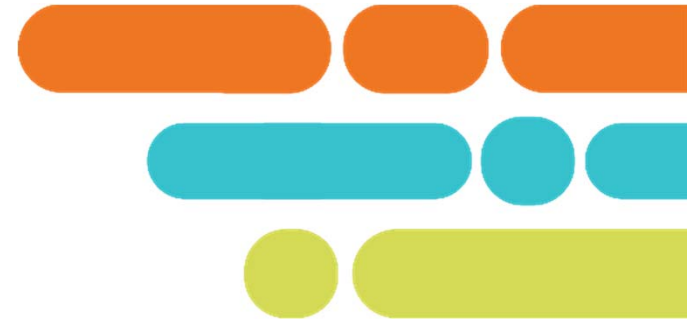
Charter Schools

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



Assurances

- Assurances
- Charter School Assurances
- Equitable Services Assurances



Resources & Closing



Recently Released Resources

- In ePlan > TDOE Resources > CARES Act/ESSER Fund:
 - **Equitable Services Packet**
 - [Sample Letter from LEAs to Non-public Schools](#)
 - Intent to Participate Form – [Word](#) or [PDF](#) version
 - Affirmation of Consultation - [Word](#) or [PDF](#) version
 - [Q&A The Coronavirus Aid, Relief, and Economic Security \(CARES\) ACT](#)
 - [Q&A Equitable Services for the CARES Act/ESSER Fund](#)
 - [U.S. Department of Education Guidance: Providing Equitable Services to Students and Teachers in Non-Public Schools under the CARES Act Programs](#)

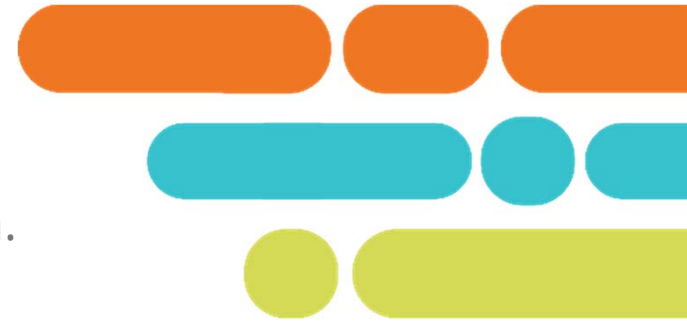
Resources Soon to be Released

- In ePlan > TDOE Resources > CARES Act/ESSER Fund:
 - CARES Act: ESSER Funding Application Guide
 - Application Overview Webinar and Walkthrough
 - Allowable Use of Funds Guide One Pager



Office Hours

- Office hours are scheduled daily during the application window, alternating between the morning and afternoon. (Starting May 26)
- LEAs will receive the information about office hours via the *Federal Programs Update* and the *Commissioner's Update for Directors*.
- LEAs are encouraged to attend virtual office hours offered by FPO to ask questions and glean insights and ideas from other stakeholders.
- To make these office hours beneficial, participants should bring questions and plans for the development of their LEA's ESSER Fund Application. Questions and ideas will be compiled and shared out daily via a Q&A document in ePlan.



Contact Information

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