



Elementary and Secondary School Emergency Relief Fund (ESSERF) Data Collection Technical User Guide

Tennessee Department of Education | March 2023

Disclaimer: All the information below is based upon the Tennessee Department of Education’s (department’s) review of the law and information available from the U.S. Department of Education (ED), as of February 21, 2023.

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Overview

Annual Reporting: This report should be completed based on activities in each state's fiscal year 2022 for ESSER 1.0, ESSER 2.0, and ESSER 3.0, respectively. Due dates will be determined close to the date of publication of the final template in the Federal Register.

ESSER 1.0 under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

| Annual Report | Applicable Reporting Period | LEA Submission Period |
|----------------------|------------------------------|---------------------------------------|
| Year 3 Annual Report | July 1, 2021- June 30, 2022 | Open: March 2023 Close: April 2023 |
| Year 4 Annual Report | July 1, 2022- June 30, 2023* | Open: March 2024 Close: April 2024 |

ESSER 2.0 under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

| Annual Report | Applicable Reporting Period | LEA Submission Period |
|----------------------|------------------------------|---------------------------------------|
| Year 2 Annual Report | July 1, 2021- June 30, 2022 | Open: March 2023 Close: April 2023 |
| Year 3 Annual Report | July 1, 2022- June 30, 2023 | Open: March 2024 Close: April 2024 |
| Year 4 Annual Report | July 1, 2023- June 30, 2024* | Open: March 2025 Close: April 2025 |

ESSER 3.0 under the American Rescue Plan (ARP)

| Annual Report | Applicable Reporting Period | LEA Submission Period |
|----------------------|------------------------------|---------------------------------------|
| Year 2 Annual Report | July 1, 2021- June 30, 2022 | Open: March 2023 Close: April 2023 |
| Year 3 Annual Report | July 1, 2022- June 30, 2023 | Open: March 2024 Close: April 2024 |
| Year 4 Annual Report | July 1, 2023- June 30, 2024 | Open: March 2025 Close: April 2025 |
| Year 5 Annual Report | July 1, 2024- June 30, 2025* | Open: March 2026 Close: April 2026 |

Note: Annual performance reports are required until all funds have been liquidated. Given the variation in state fiscal year closes and the rate at which states and subgrantees expend funds, some states may be required to

submit an additional annual report(s) to cover activities that occur between the close of state fiscal year 2023 and the end of the respective grant period for ESSER 1.0, ESSER 2.0 and/or ESSER 3.0.

ePlan User Access

All users must have the correct ePlan user access role to access and complete the Education Stabilization Fund—ESSERF Data Collection instrument in ePlan. Users with existing ePlan access can check their current user access roles. To view existing access, visit ePlan.tn.gov, navigate to the Address Book and LEA Role Contacts, and view who is listed with the **LEA Education Stabilization Fund - ESSERF Data Collection Director** role.

Users with the **LEA User Access Administrator** role can now assign LEA-level roles within ePlan. This means that LEA User Administrators can assign their own planning, monitoring, funding application, and data and information roles.

User Access Administrators are responsible for obtaining the Director of Schools’ signature and uploading user access forms to the LEA Document Library in ePlan monthly. Resources are available to help LEA User Access Administrators with this new ability:

- [ePlan User Access Administrator Manual](#)
- [ePlan User Access Administrator Training](#)
- [ePlan 101 | Top 10 Tips Including Password Assistance](#)

Below are the roles and the order of the workflow status levels specific to the Education Stabilization Fund—ESSERF Data Collection Instrument in ePlan.

| ePlan Role | ePlan Function |
|---|---|
| LEA Education Stabilization Fund - ESSERF Data Collection Director LEA Authorized Representative | <ul style="list-style-type: none"> • Click Draft Started (or Revision Started for revisions) • Respond to application questions, enter budgets |
| LEA Education Stabilization Fund - ESSERF Data Collection Director | Click Draft Completed (or Revision Completed for revisions) |
| LEA Authorized Representative | Click LEA Authorized Representative Approved (or LEA Authorized Representative Returned with Feedback) |
| TDOE Education Stabilization Fund - ESSERF Data Collection Director (FPO Relief team) | Click TDOE Education Stabilization Fund - ESSERF Data Collection Director Approved (or TDOE Education Stabilization Fund - ESSERF Data Collection Director Returned with Feedback) |

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 Education Stabilization Fund - ESSERF Data Collection Director** clicks **Draft Completed**, ePlan automatically sends an email to the **LEA Authorized Representative**.

Accessing the Report

Navigate to the Education Stabilization Fund—ESSERF Data Collection Instrument from the ePlan homepage by clicking the Data and Information tab on the left menu bar.

On the Data and Information page, select the desired fiscal year (2023) in the upper left corner of the screen.

Click Education Stabilization Fund—ESSERF Data Collection instrument to access the instrument.

| |
|-----------------------------------|
| Organizations |
| Funding Applications |
| Grants |
| Reimbursement Requests |
| Plans |
| Miscellaneous Items |
| Monitoring Instruments |
| Monitoring Required Documentation |
| Data and Information |
| LEA Document Library |

| Data and Information | | |
|---|----------|--|
| FY 2023 | | |
| 2023 | Active | |
| Data and Information | Revision | Status |
| Comparability | 0 | TDOE FPO Divisional Coordinator Reviewed |
| Coordinated School Health Action Plan | 1 | TDOE Coordinated School Health Action Plan Director Approved |
| Data Reports for Students with Disabilities | 0 | TDOE Data Reports for Students with Disabilities Director Approved |
| EasyIEP LEA User Access Agreement | 0 | TDOE EasyIEP LEA User Access Agreement Director Reviewed |
| Education Stabilization Fund - ESSERF Data Collection | 0 | Not Started |

Sections

The Education Stabilization Fund – ESSER Data Collection instrument loads to the [Sections](#) page. From the [Sections](#) page, LEA users can change the status of the report by clicking the **Change Status To** link. Users can also navigate to each report page by clicking the page name. On each page, users can return to the [Sections](#) page, or navigate directly between pages by clicking the **Save and Go To** button.

Starting the Report

Once the department starts the draft, users with the following access may edit the application: **Education Stabilization Fund—ESSERF Data Collection Director** or **LEA Authorized Representative**.

Sections & Pages Overview

Note: The LEA portion of the ESSERF Data Collection instrument begins with Section 3 according to the ED source document.

Overview

- Cover Page
- Definitions
- Reporting Periods

Section 3, Subsection A- Mandatory Subgrants to LEAs

- ESSER Mandatory Subgrants to LEAs

Section 3, Subsection B- ESSER Mandatory Subgrants to LEAs- Use of Funds Detail

- ESSER Mandatory Subgrants to LEAs Use of Funds Details
- Planned Uses of Remaining ESSER 1.0 funds
- Planned Uses of Remaining ESSER 2.0 funds
- Planned Uses of Remaining ESSER 3.0 funds
- Maintaining Safe In-Person Instruction
- ESSER Funds to Provide Internet Access
- Reengaging Students
- Hiring and Retention of Specific Positions with ESSER 1.0, ESSER 2.0, and ESSER 3.0

Section 3, Subsection C- Allocation of ESSER Resources within LEA

- Allocation of ESSER Resources within LEA

Section 3, Subsection D- ARP ESSER Mandatory Subgrants to LEAs, Reserve to Address Impact of Learning Loss

- Impact of Learning Loss

Section 4, Subsection C- Access to select staff, SY 2021-22

- Access to Select Staff, SY 2021-22

Section 5, Subsection A- Full-Time Equivalent (FTE) Positions

- Full-Time Equivalent (FTE) Positions

***New For 2023:** The number of FTE positions for the LEA will be pre-loaded based on the totals provided in the FY22 ESSERF Data Collection Instrument. LEAs will only need to provide the number of FTE positions as of Sept. 30, 2022.*

Assurances

- Assurances
- Paperwork Reduction Act of 1995

Additional Data

- Programming Focus
- Identifying Students in Need of Targeted or Supplemental Support

Overview

Cover Page

Provide the requested information about the LEA, Director of Schools, and CARES ACT Point of Contact.

Definitions

This page provides definitions for this annual report. Users do not need to enter information on this page.

Reporting Periods

This page provides reporting timelines. Users do not need to enter information on this page.

Report Subsections

Section 3, Subsection A- ESSER Mandatory Subgrants to LEAs

This page provides the amount of each mandatory subgrant awarded to the LEA from the ESSER 1.0, ESSER 2.0, and ARP ESSER awards, respectively. Users do not need to enter information on this page.

Section 3, Subsection B- ESSER Mandatory Subgrants to LEAs- Use of Funds Detail

- ESSER Mandatory Subgrants to LEAs Use of Funds Details
 - Provide the amount of LEA expenditures by ESSER subgrant fund and expenditure category for the current reporting period. Expenditures should be reported only once. All cells in each column should equal the total sum expended by the LEA in this reporting period. Users should refer to the Appendix in TDOE Resources for examples of expenditures that should be counted within the four main expenditure categories.
- Planned Uses of Remaining ESSER 1.0 Funds
 - Provide the percentage of remaining funds planned for the four main expenditure categories.
- Planned Uses of Remaining ESSER 2.0 Funds
 - Provide the percentage of remaining funds planned for the four main expenditure categories.
- Planned Uses of Remaining ESSER 3.0 Funds
 - Provide the percentage of remaining funds planned for the four main expenditure categories.
- Maintaining Safe In-Person Instruction
 - Select Yes or No to indicate whether the LEA expended ESSER funds on any of the listed items in the current reporting period.
- ESSER Funds to Provide Internet Access
 - Select Yes or No to indicate whether the LEA used ESSER funds to provide home Internet access for any students in the current reporting period. If yes, select Yes or No to indicate what types of home Internet services were provided by the LEA using ESSER funds.
- Reengaging Students
 - Select Yes or No to indicate whether the LEA sought to reengage students with poor attendance or participation. Note: This should be answered regardless of whether ESSER funds were used for this purpose.
 - If yes, select Yes or No to indicate the ways in which the LEA sought to reengage students using ESSER funds.
- Hiring and Retention of Specific Positions with ESSER 1.0, ESSER 2.0, and ESSER 3.0
 - Provide the total number of the listed positions (ex. Paraprofessionals-6, Nurses-2) supported with any of the ESSER funds for the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds. Stipends and bonuses should not be included.

Section 3, Subsection C- Allocation of ESSER Resources within LEA

Select Yes or No to indicate whether the LEA allocated some portion of ESSER funds to schools in this reporting period. If yes, select Yes or No to indicate whether the listed criteria were used to allocate ESSER funds to schools.

Section 3, Subsection D- ARP ESSER Mandatory Subgrants to LEAs, Reserve to Address Impact of Learning Loss

- Provide the total amount reserved by the LEA to address the impact of learning loss (at least 20% of the value reported for ARP ESSER).
- Provide the total expenditures of ARP ESSER LEA Reserve in the current reporting period.

- Select Yes or No to indicate which activities or interventions the LEA implemented to satisfy the mandatory set-aside requirements of ARP ESSER funds.
- Provide a response to the open response question describing how the selected activities or interventions address the disproportionate impact of COVID-19 on each of the listed underserved student groups.

Section 4, Subsection C- Access to select staff, SY 2021-22

Provide the count of FTE staff assigned to serve each school in the LEA, regardless of funding source, as of September 30, 2022. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served.

Section 5- Full-Time Equivalent (FTE) Positions

Provide the number of full-time equivalent (FTE) positions for the LEA. The number of FTE positions includes all staff *regardless of whether the position is funded by Federal, State, local, or other funds*- and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.

New For 2023: The number of FTE positions for the LEA will be pre-loaded based on the totals provided in the FY22 ESSERF Data Collection Instrument. LEAs will only need to provide the number of FTE positions as of Sept. 30, 2022.

| Full-Time Equivalent (FTE) Positions | | | | | | |
|--|---|---|---|---|--|--|
| FY 2023 - Education Stabilization Fund - ESSERF Data Collection - Rev 0 | | | | | | |
| Go To <input type="text"/> | | | | | | |
| Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity as of the listed reporting dates. (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds-and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.) | | | | | | |
| NCES District ID# | Full-time equivalent (FTE) positions as of September 30, 2018 | Full-time equivalent (FTE) positions as of September 30, 2019 | Full-time equivalent (FTE) positions as of March 13, 2020 | Full-time equivalent (FTE) positions as of September 30, 2020 | Full-time equivalent (FTE) positions as of September 30, 2021* | Full-time equivalent (FTE) positions as of September 30, 2022* |
| 47000 | | | | | | <input type="text"/> |

Additional Data

- Programming Focus
 - Provide a response to each question based on the focus of ESSER funds to support learning recovery or acceleration. Provide short answer responses where indicated.
- Identifying Students in Need of Targeted or Supplemental Support
 - Provide a response identifying the way(s) in which the LEA identified which students were most impacted by the COVID-19 pandemic. Mark all that apply.
 - Provide a short answer response describing how the LEA allocated funds to students most impacted by the COVID-19 pandemic. This may include the formula or decision-making rubric used to allocate funds across schools.

Assurances

LEAs must review all program assurances thoroughly. All items specified are requirements of the CARES Act, CRRSA Act, ESEA legislation, or regulation. By checking the statement at the top of the page, the user affirms that they have read and understand all requirements and that the LEA assures the state education agency that the LEA meets each of the following conditions:

1. By contributing to and/or submitting this data instrument and any associated required evidence or documentation, the local education agency acknowledges that the representations made in this reporting accurately reflect the programs, personnel, data, and procedures of the LEA [and school(s) where applicable]. All records necessary to confirm the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the state Department of Education upon request.
2. The annual reporting instrument should be completed based on activities in the applicable reporting periods for ESSER 1.0, ESSER 2.0, and ARP ESSER.