



BEST FOR ALL

We will set all students on a path to success.

Elementary and Secondary School Emergency Relief Fund (ESSER I/ESSER II/ARP ESSER III Fund) Recipient Data Collection

Debby Thompson | Assistant Commissioner, Federal Programs & Oversight | Dec. 3, 2021



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

STUDENT READINESS

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

EDUCATORS

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

Overview

- Overview and Timeline
- Data Reporting Instrument
- Interactive Overview
 - Prepopulated Data Sources
 - Embedded Time for Questions
 - Resources and Supports
- Reminders



Relief Funding Overview & Timeline



Why Relief Funding Reporting?

- Local educational agencies (LEAs) that received ESSER I, ESSER II, and ESSER III funds must complete the annual federal and state data reporting requirements.
 - Federal Data
 - State Data (i.e., Programming Focus)
- The annual reporting instrument must be completed based on activities in the applicable reporting periods for ESSER I, ESSER II, and ARP ESSER III, respectively.
 - Example:** First Annual Report: Oct. 1, 2020–Sept. 30, 2021
 - Example:** Fourth Annual Report: Oct. 2, 2023–Sept. 30, 2024



Timelines for Annual Relief Reporting


Annual Report	Applicable Reporting Period	LEA Submission	Due Date for Submission to ED
First Annual Report	Oct. 1, 2020 – Sept. 30, 2021	Open: Dec. 3, 2021 Close: Jan. 30, 2022	Feb. 10, 2022
Second Annual Report	Oct. 1, 2021– Sept. 30, 2022	Open: Dec.1, 2022 Close: Jan. 30, 2023	Feb. 9, 2023
Third Annual Report	Oct. 1, 2022 – Sept. 30, 2023	Open: Dec.1, 2023 Close: Jan. 30, 2024	Feb. 8, 2024
Fourth Annual Report	Oct. 1, 2023 – Sept. 30, 2024	Open: Dec.1, 2024 Close: Jan. 30, 2025	Feb. 2025

Data Reporting Instrument



Data Reporting Instrument Walk-Through

- During today's discussion, the presenter will be providing an overview of the Draft Relief Grant Data Reporting Requirements. Please have the two documents ready to take notes on about which data will be pre-populated into the data instrument.




**Education Stabilization Fund- Elementary and Secondary School Emergency Relief Fund
(ESSER I/ESSER II/ARP ESSER Fund) Recipient Data Collection**

Disclaimer: All of 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 the Nov. 5, 2021. This information is subject to change as final guidance and information are released by ED. Still, the department is releasing this information so that local education agencies (LEAs) can begin work in anticipation of these funds and the steps needed to participate.

Sections & Pages Overview

- **Cover Page**
- **Instructions & Overview**
- **Definitions**
- **Subsection A- Mandatory Subgrants to LEAs**
 - Allocation Overview
- **Subsection B- LEA Mandatory Grant**
 - ESSER Mandatory Subgrants to LEAs Use of Funds Programming Details
 - ESSER Funds to Provide Internet Access
 - 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
 - Reengaging Students
 - Total ESSER Support for Staff Salaries and Benefits
 - Hiring and Retention of Specific Positions with ESSER 1.0, ESSER 2.0, and ESSER 3.0
- **Subsection C- LEA Equitable Allocation to Title I Schools**
 - Allocations to Title I Schools
- **Subsection D- Reserve to Address Impact of Lost Instructional Time**
 - Impact of Lost Instructional Time
- **Subsection E- Overall ESSER Expenditures**
 - Identifying Students in Need of Targeted or Supplemental Support
 - Equitable support for learning recovery: activities by subpopulations
 - Programming Focus
 - Equitable access to key staff, SY 2020-21
 - Full-Time Equivalent (FTE) Positions
- **Assurances**
- **Paperwork Reduction Act of 1995**

Division of Federal Programs and Oversight
1 | November 2021



**Education Stabilization Fund- Elementary and Secondary School Emergency Relief Fund
(ESSER I/ESSER II/ARP ESSER Fund) Recipient Data Instrument Collection Recommendations**

Local Education Agencies (LEAs) that receive and Secondary School Emergency Relief (AR Supplemental Appropriations (CRRSA) Act fu completed based on activities in the applica reporting report is Oct. 1, 2020- Sept. 30, 2021.

The graph below provides an overview of the behalf. The following notes will provide insig

- Subsections are the sections in the e
- Column One, Page of Data Instrume
- The page of the instrument c
- Column Two, Data Request
- The data being requested by
- Column Three, Data Source
- If data is being pre-populate
- Column Four, LEA Action Steps
- Recommend LEA Action Step

Data Instrument Page	Data Request	Data Source	
Subsection A- Mandatory Subgrants to LEAs			
Allocations Overview	• Mandatory subgrant award amounts from all grants	• Data pre-populated from ePlan Allocation Reports	• LEAs will cross-reference the data in the collection instrument with amounts in records and correct any misalignments
Subsection B- LEA Mandatory Grant			
ESSER Mandatory Subgrants to LEAs Use of Funds Programming Details Table	• Total Amount Expended from ESSER 1.0 • Total Amount Expended from ESSER 2.0 • Total Amount Expended from ESSER 3.0 • Total Amount Expended toward 20 percent set-aside requirements for evidence-based activities that support disproportionately impacted student groups	• Data pre-populated from ePlan Reports	• LEAs will cross-reference the data in the collection instrument with amounts in records and correct any misalignments
ESSER Funds to Provide Internet Access	• Use of ESSER funds to provide home Internet access for any students • Types of home Internet services	• No preloaded data	• LEAs will provide response , selecting either Yes or No
Planned Uses of Remaining ESSER 1.0 funds	• Remaining ESSER I Funds • Planned Uses of Remaining ESSER I Mandatory Subgrant Funds • Not Yet Planned for Specific Use auto-calculated	• Data pre-populated from ePlan Reports	• LEAs will cross-reference the data in the collection instrument with amounts in records and correct any misalignments • LEAs will complete the planned uses of remaining mandatory subgrants funds
Planned Uses of Remaining ESSER 2.0 funds	• Remaining ESSER I Funds • Planned Uses of Remaining ESSER I Mandatory Subgrant Funds • Not Yet Planned for Specific Use	• Data pre-populated from ePlan Reports	• LEAs will cross-reference the data in the collection instrument with amounts in records and correct any misalignments • LEAs will complete the planned uses of remaining mandatory subgrants funds
Planned Uses of Remaining ESSER 3.0 funds	• Remaining ESSER I Funds • Planned Uses of Remaining ESSER I Mandatory Subgrant Funds • Not Yet Planned for Specific Use	• ePlan Reports	• LEAs will cross-reference the data in the collection instrument with amounts in records and correct any misalignments • LEAs will complete the planned uses of remaining mandatory subgrants funds
Maintaining Safe In-person Instruction	• Use of ESSER funds to maintain safe in-person instruction	• No preloaded data	• LEAs will select either Yes or No

Division of Federal Programs and Oversight
2 | November 2021

Sections and Pages Overview, p. 1

- **Cover Page**
- **Instructions & Overview**
- **Definitions**
- **Subsection A—Mandatory Subgrants to LEAs**
 - Allocation Overview
- **Subsection B—LEA Mandatory Grants**
 - ESSER Mandatory Subgrants to LEAs Use of Funds Programming Details
 - ESSER Funds to Provide Internet Access
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 - Hiring and Retention of Specific Positions with ESSER 1.0, ESSER 2.0, and ESSER 3.0



Sections and Pages Overview, p. 1 cont.



- **Subsection C—LEA Equitable Allocation to Title I Schools**
 - Allocations to Title I Schools
- **Subsection D—Reserve to Address Impact of Lost Instructional Time**
 - Impact of Lost Instructional Time
- **Subsection E—Overall ESSER Expenditures**
 - Identifying Students in Need of Targeted or Supplemental Support
 - Equitable Support for Learning Recovery: Activities by Subpopulations
 - Programming Focus
 - Equitable access to key staff, SY 2020-21
 - Full-Time Equivalent (FTE) Positions
- **Assurances**
- **Paperwork Reduction Act of 1995**

Overview Documents, p. 2-4

- **Cover Page**
 - LEA Demographic Information
- **Instructions and Overview**
 - Timelines of Reporting
- **Definitions Page**



Subsection A—Mandatory Subgrants to LEAs, p. 4

- Provide the amount of the mandatory subgrant awarded to each LEA from the ESSER I, ESSER II, and ARP ESSER III awards, respectively.

ESSER I (CARES)	ESSER II (CRRSAA)	ARP ESSER
Total subgrant amount <u>awarded to LEA</u>	Total subgrant amount <u>awarded to LEA</u>	Total subgrant amount <u>awarded to LEA</u>



Subsection B—ESSER Mandatory Subgrants to LEAs

Use of Funds Programming Details, p. 4-5

- **Provide the amount of the LEA expenditures by ESSER Subgrant fund and activity.**
 - List of activities into three categories: Supporting Physical Health and Safety, Meetings Students' Academic Social, Emotional, Mental Health, and Other Needs, and Operational Continuity and Other Allowed Uses
- **Total Amount Expended toward 20 percent set-aside requirements for evidence-based activities that support disproportionately impacted student groups**



Subsection B—ESSER Funds to Provide Internet, p. 6

- **Select Yes or No to indicate whether the LEA expended ESSER I, ESSER II, or ARP ESSER III funds on each of the items below:**
 - LEA use ESSER funds to provide home Internet access for any students?
 - Mobile hotspots with paid data plans
 - Internet connected devices with paid data plans
 - District pays for the cost of home Internet subscription for student
 - District provides home Internet access through a district-managed wireless network
 - Other- If yes, please specify:_____



Subsection B—Planned Uses of Remaining ESSER

1.0. ESSER 2.0 and ESSER 3.0 Funds, p. 6-7

- **Reflect on the planned uses of the remaining ESSER mandatory subgrant funds in three categories:**
 - Addressing Physical Health and Safety
 - Meeting Students’ Academic, Social, Emotional, Mental Health, and Other Needs
 - Operational Continuity and Other Uses



Subsection B-Maintaining Safe In-Person Instruction, p. 8

- **Select Yes or No to indicate whether the LEA expended ESSER I, ESSER II, or ARP ESSER III funds on each of the items below.**
 - Vaccination
 - Consistent and correct mask use
 - Physical distancing
 - Screening testing to promptly identify cases, clusters, and outbreaks
 - Ventilation
 - Handwashing and respiratory etiquette
 - Staying home when sick and getting tested
 - Contact tracing, in combination with isolation and quarantine
 - Cleaning and disinfection



Subsection B—Reengaging Students, p. 8

- **Select Yes or No to indicate whether the LEA expended ESSER I, ESSER II, or ARP ESSER III funds on each of the items below.**

–How did the LEA seek to reengage students with poor attendance or participation?

- Direct outreach to families
- Engaging the school district homeless liaison
- Partnering with community-based organizations
- Offering home internet service and/or devices
- Implementing new curricular strategies to improve student engagement
- Offering credit recovery and/or acceleration strategies
- Other:



Subsection B—Total ESSER Support for Staff Salaries and Benefits, p. 9



- Provide the total expenditures of ESSER I, ESSER II and ARP ESSER III on staff salaries and benefits from March 13, 2020 – close of this reporting period (September 30, 2021).

ESSER I (CARES)	ESSER II (CRRSAA)	ARP ESSER

Subsection C—LEA Equitable Allocation to Title I Schools, p. 10

- **Provide the per pupil allocation of ESSER funds to high-poverty schools and non-high poverty schools.**

- Please note that while there is no requirement that LEAs allocate ESSER funds to individual schools, the purpose of this question is for the public to understand how ESSER funds are supporting the needs of schools that serve higher shares of students from low-income backgrounds.

- **Expenditures Categories**

- Amount expended per pupil at the school district level on behalf of all students in the district (i.e., of all funds not allocated to individual schools)

- Average amount expended per pupil at or on behalf of schools participating in Title I Schoolwide program

- Average amount expended per pupil at or on behalf of schools participating in Title I Targeted programs

- Average amount expended per pupil at or on behalf of schools that are Title I eligible but not participating in Title I programs

- Average amount expended per pupil at or on behalf of non-Title I eligible schools



Subsection D—Impact of Lost Instructional Time, p. 10

- **Select the activities or interventions the LEA counted towards the LEA's mandatory 20% set-aside, which respond to students' academic, social, and emotional needs and address the disproportionate impact of Covid-19 on underrepresented student groups**
 - Summer Learning, instructional time, afterschool programs, tutoring, full-service community schools, mental health supports, social emotional learning, and other (Please specify)
- **Select Yes or No: Did the LEA expend more than 20% of its total allocation on the above activities?**
 - If yes, what percentage? ____%



Subsection D—Impact of Lost Instructional Time, p. 10 (cont.)

- **Respond to these short answer questions:**

- Please describe how the selected activities or interventions respond to students' academic, social and emotional needs.
- Please describe how the selected activities or interventions address the disproportionate impact of COVID-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care.



Subsection E—Overall ESSER Expenditures, p. 11

- **Report the proportion of ESSER I, ESSER II and ARP ESSER III expenditures at this LEA supported the following priorities.**
 - Extended instructional time to promote learning acceleration/learning loss recovery
 - Mental health, social & emotional well-being
 - Physical safety and health protocols
 - Improved coordination with partner agencies, such as Health and Social Services departments, means-tested benefits centers, housing authorities
- **Report the percentage of expenditures at the LEA provided targeted supports to students disproportionately impacted by the COVID-19 pandemic.**
 - Percentage of Expenditures providing targeted support for historically underserved populations
 - Percentage of Expenditures providing general support to staff and students within LEA



Subsection E–Identifying Students in Need of Targeted or Supplemental Support, p. 11 (Cont.)

- **How did the LEA identify which students were most impacted by the COVID-19 pandemic? (mark all that apply)**
 - Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
 - Student outcome data, such as assessments
 - State administrative data, such as unemployment claims
 - Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
 - Conversations with community (stakeholder input)
 - Other, please specify: _____

- **Respond to the Short Answer Question:**
 - How did the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools)



Subsection E—Equitable Support for Learning Recovery: Activities by Subpopulations, p. 12-14

- For the following activities Summer Learning, Afterschool Programs, Extended Instructional Time, Tutoring, Early Childhood Expansion, Full Community Schools, Mental Health Services and Supports, Social Emotional Training for Staff, and Education Technology answer the following questions:
 - Is this program available to all students?
 - Indicate the number of students this program serves at full capacity
 - Total Unique headcount in this activity
 - Pre-Test Results on English and Math
 - Post Test Results on English and math
 - Student at LEA in subgroup
 - Eligible Students in subgroup participating
 - Not Applicable- this student population is not present at the LEA



Subsection E—Programming Focus, p. 15

- **For the following activities Summer Learning, Afterschool Programs, Extended Instructional Time, Tutoring, and Early Childhood Expansion, mark any of the choices that was a focus of the activities. Choices include:**
 - Supporting targeted subgroups
 - Early literacy
 - Advanced writing skills
 - Tutoring
 - Intensive academic intervention
 - Student transitions
 - Socio-emotional learning skills
 - Student Non-Academic needs



Subsection E—Programming Focus, p. 16

- **For the following interventions: Full-Service Community Schools, Mental Health Services and Support, Socio-Emotional Trainings for Staff answer the following:**
 - Did funds support this intervention?
 - How were the programs funded?
 - Who received services?
 - Are services provided during or after the school day?
 - Who provided the services?



Subsection E—Programming Focus, p. 16

▪ Innovate Programs

- Are there any new programs using ESSER funds to spur innovation within the district? If so, what are the goals and outcomes of the funding?

▪ Purchasing Educational Technology

- For what purpose was the technology purchased?
- What type of technology was purchased?

▪ School Facility Investments

- How many students were in facilities that received improvements or were covered by improvements?
- What was the percentage from different subgroups covered by facility improvements?
- What types of facility improvements were made to facilities?



Subsection E—Equitable Access to Key Staff-SY 2020-21, p. 17



- Provide the count of FTE staff assigned to serve each school in this LEA.
- *Example:* if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served.
- These data will be merged with school membership data to calculate staff-to-student ratios for the 2020-21 school year.

Special educators and related service personnel, including paraprofessionals	Bilingual educators or ESL teachers	School counselors, social workers, or school psychologists	Nurses	Attendance officers

Subsection E—Full-Time Equivalent (FTE) Positions, p. 17



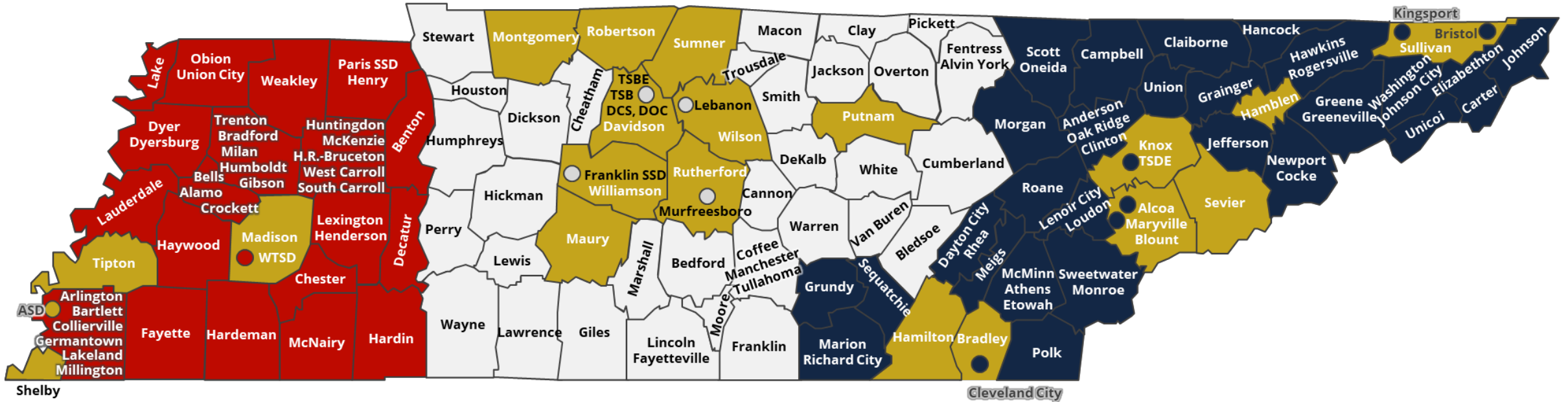
- Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity as of the listed reporting dates.
 - The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time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

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 on September 30, 2020	Full-time equivalent (FTE) positions on September 30, 2021

Resources & Supports



Divisional Coordinator Map for ESSER Funds



West

Julia Hudson

Middle

Morgan Campey

East

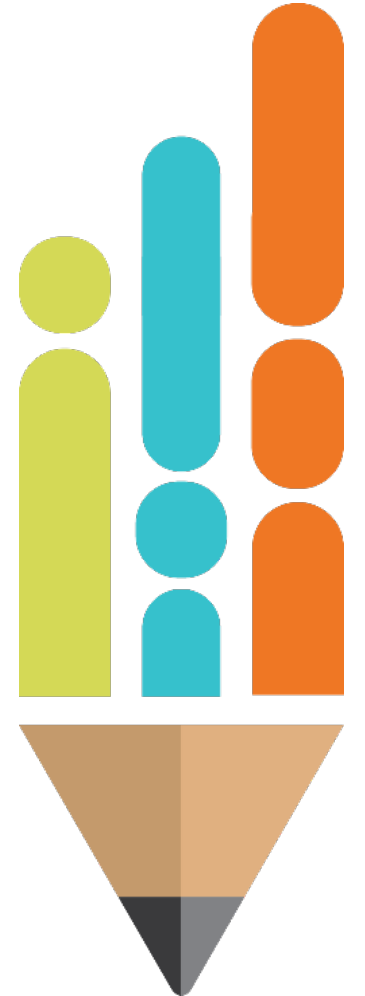
Jerri Beth Nave

20 Districts with Largest Enrollment

Jennifer Rouse

Office Hours (starting Dec. 6)

- Scheduled **twice a week (T & Th)** during the application window, alternating between the morning and afternoon
- 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, please bring questions on the Relief Funding Data Collection template.
- Questions and ideas will be compiled and shared out via a Q&A document in ePlan.



Resources

- In ePlan > TDOE Resources > Relief Fund > Relief Data Collection > **Education Stabilization Fund - ESSERF Data Collection**
 - [Technical User Guide](#)
 - [Data Instrument Collection Recommendations](#)
 - Office Hours Q&A (Pending)



Technical User Guide

- ePlan > TDOE Resources > Relief Funding > Education Stabilization Fund—ESSERF Data Collection > [**Technical User Guide: Education Stabilization Fund—ESSERF Data Collection**](#)



Technical User Guide: Education Stabilization Fund— ESSERF Data Collection

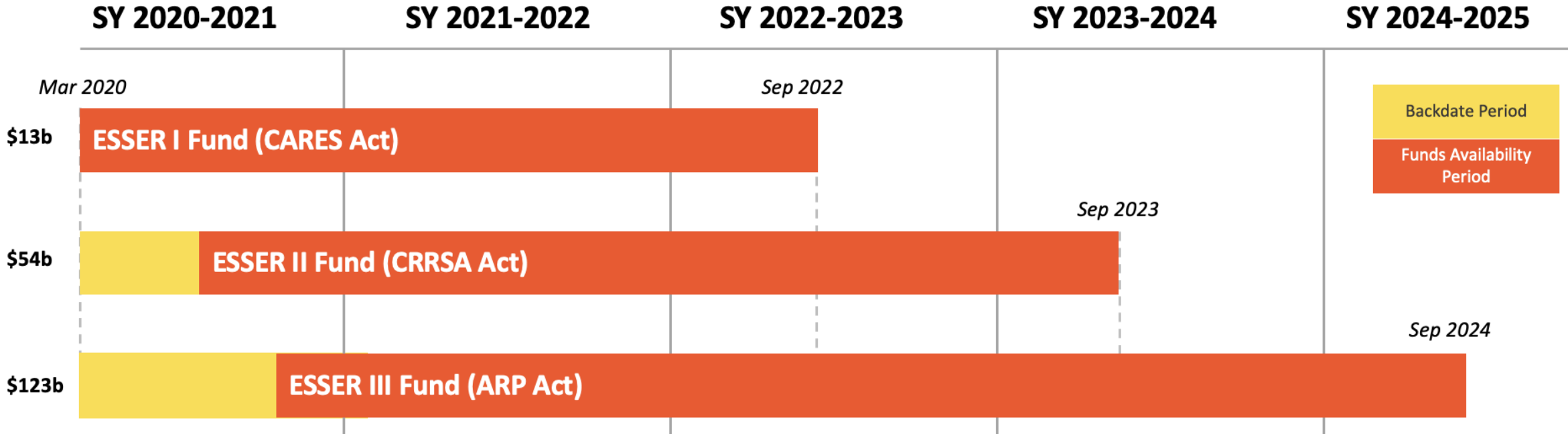
Tennessee Department of Education | Dec. 2, 2021

The first annual report should capture data from October 1, 2020 - Sept. 30, 2021.

Key Reminders



Fund Availability and Planning Timelines



ESSER Planning & Funding Applications

ESSER 1.0 Funding Applications

- 98% of FY22 Funding Applications Approved
- 85% of ESSER 1.0 Funds have been Reimbursed to LEAs

ESSER 2.0 Funding Applications

- 98% of FY22 Funding Applications Approved
- 29% of ESSER 2.0 Funds have been Reimbursed to LEAs

ESSER 3.0 Funding Applications & Planning Documents

- 96% of FY22 Funding Applications & Planning Documents Approved
- 1% of ESSER 3.0 Funds have been Reimbursed to LEAs

Relief Funding Reimbursement Request Summary


- Monthly the department compiles and post in ePlan a Relief Funding Summary for all LEAs across the state.
- Reports may be found at: ePlan > TDOE Resources > 2021 Relief Funding Summary –March 2021-November 2021

TN Department of Education
2021 Elementary and Secondary School Emergency Relief (ESSER) 1.0 Funding Summary
 Local Educational Agencies (Not including State Special Schools)

Local Educational Agency	Allocation	Amount Paid	Amount Unpaid	% Reimbursement Requested
Alamo	\$90,590.34	\$47,739.38	\$42,850.96	53%
Alcoa	\$249,118.71	\$10,575.00	\$238,543.71	4%
Anderson County	\$1,363,922.91	\$396,999.58	\$966,923.33	29%
Arlington	\$861,928.81	\$455,805.31	\$406,123.50	53%
Athens	\$579,168.59	\$395,769.49	\$183,399.10	68%
Bartlett	\$2,167,189.88	\$1,252,006.93	\$839,735.44	58%
Bedford County	\$1,689,353.92	\$1,264,531.52	\$424,822.40	75%
Bells	\$85,413.87	\$85,413.87	\$0.00	100%
Benton County	\$590,184.73	\$470,106.71	\$120,078.02	80%
Bledsoe County	\$477,863.69	\$214,985.49	\$262,878.20	45%
Blount County	\$1,968,060.89	\$723,770.53	\$1,244,290.36	37%
Bradford	\$89,758.42	\$72,781.17	\$16,977.25	81%
Bradley County	\$1,601,836.73	\$1,183,544.13	\$418,292.60	74%
Bristol	\$784,372.33	\$294,368.18	\$490,004.15	38%
Campbell County	\$1,953,048.13	\$218,438.43	\$1,734,609.70	11%
Cannon County	\$371,004.16	\$277,523.09	\$93,481.07	75%
Carter County	\$1,592,960.01	\$863,484.09	\$729,475.92	54%
Cheatham County	\$795,786.28	\$581,067.88	\$214,718.40	73%
Chester County	\$535,860.30	\$161,359.69	\$374,500.61	30%
Claiborne County	\$1,198,675.92	\$1,117,022.07	\$81,653.85	93%
Clay County	\$352,997.11	\$194,830.97	\$158,166.14	55%
Cleveland	\$1,304,557.71	\$310,635.56	\$993,922.15	24%
Clinton	\$158,763.95	\$87,680.84	\$71,083.11	55%
Cocke County	\$1,552,244.99	\$1,188,585.05	\$363,659.94	77%
Coffee County	\$807,018.49	\$468,563.47	\$338,455.02	58%
Collierville	\$2,093,807.58	\$1,327,612.75	\$534,829.37	63%
Crockett County	\$341,655.49	\$38,215.18	\$303,440.31	11%
Cumberland County	\$1,697,532.71	\$587,455.74	\$1,110,076.97	35%
Davidson County	\$26,338,350.97	\$331,058.22	\$26,007,292.75	1%
Dayton	\$256,588.01	\$255,073.95	\$1,514.06	99%
Decatur County	\$397,053.03	\$393,752.15	\$3,300.88	99%
DeKalb County	\$788,287.53	\$340,044.85	\$448,242.68	43%
Dickson County	\$1,422,463.35	\$686,716.95	\$735,746.40	48%
Dyer County	\$710,169.25	\$407,039.68	\$303,129.57	57%
Dyersburg	\$880,152.70	\$414,346.05	\$465,806.65	47%
Elizabethton	\$631,129.02	\$305,210.81	\$325,918.21	48%
Etowah	\$102,059.54	\$88,570.00	\$13,489.54	87%
Fayette County Public Schools	\$991,790.43	\$690,778.64	\$301,011.79	70%
Fayetteville	\$358,002.44	\$276,291.18	\$81,711.26	77%
Fentress County	\$736,879.11	\$354,412.74	\$313,789.72	48%
Franklin County	\$1,008,388.63	\$502,815.50	\$505,573.13	50%
Franklin SSD	\$388,870.40	\$350,526.48	\$38,343.92	90%
Germantown	\$1,502,672.91	\$864,885.01	\$637,787.90	58%
Gibson Co Sp Dist	\$418,445.07	\$160,278.56	\$258,166.51	38%
Giles County	\$801,985.65	\$673,357.63	\$128,628.02	84%
Grainger County	\$814,913.07	\$729,881.17	\$85,031.90	90%
Greene County	\$1,562,629.09	\$628,504.59	\$934,124.50	40%

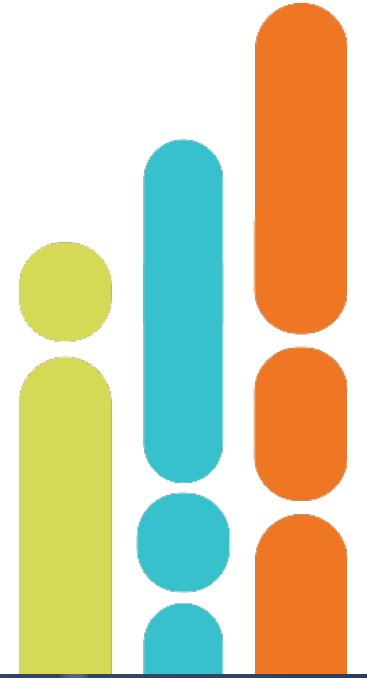
Total Relief Funding

- The department compiles and post in ePlan a total Relief Funding Summary for all LEAs .
- Report may be found at: ePlan > TDOE Resources > 2021 Relief Funding Summary > Total Relief Funding

		Total CARES, CRRSA, and ARP Relief Funding			
Local Educational Agency	ESSER 1.0	ESSER 2.0	ESSER 3.0	Total CARES, CRRSA, ARP Relief Funding	
State CARES Allocation:	\$259,891,154.00	\$1,107,656,022.00	\$2,487,638,081.00	\$3,855,185,257.00	
State Set-Aside (10%):	\$25,989,115.40	\$110,765,602.00	\$248,763,808.00	\$385,518,525.40	
LEA Allocations (90%):	\$233,902,038.60	\$996,890,420.00	\$2,238,874,272.90	\$3,469,666,731.50	
ACHIEVEMENT SCHOOL DISTRICT	\$6,197,941.99	\$24,577,705.32	\$55,198,034.84	\$85,973,682.15	
ALAMO CITY SCHOOL DISTRICT	\$90,590.34	\$403,558.91	\$906,335.98	\$1,400,485.22	
ALCOA CITY SCHOOL DISTRICT	\$249,118.71	\$955,547.78	\$2,146,024.57	\$3,350,691.06	
ANDERSON COUNTY SCHOOL DISTRICT	\$1,363,922.91	\$5,211,798.01	\$11,704,957.98	\$18,280,678.91	
ARLINGTON CITY SCHOOLS	\$861,928.81	\$2,935,408.38	\$6,592,510.24	\$10,389,847.43	
ATHENS CITY ELEMENTARY SCHOOL DISTRICT	\$579,168.59	\$2,370,524.18	\$5,323,860.58	\$8,273,553.35	
BARTLETT CITY SCHOOLS	\$2,140,221.88	\$7,850,155.94	\$17,630,335.11	\$27,620,712.93	
BEDFORD COUNTY SCHOOL DISTRICT	\$1,689,353.92	\$7,091,905.34	\$15,927,411.96	\$24,708,671.22	
BELLS CITY SCHOOL DISTRICT	\$85,413.87	\$347,756.03	\$781,010.64	\$1,214,180.55	
BENTON COUNTY SCHOOL DISTRICT	\$590,184.73	\$2,651,824.82	\$5,955,621.85	\$9,197,631.41	
BLEDSE COUNTY SCHOOL DISTRICT	\$477,863.69	\$2,238,873.52	\$5,028,191.89	\$7,744,929.09	
BLOUNT COUNTY SCHOOL DISTRICT	\$1,961,847.05	\$7,534,471.10	\$16,921,351.81	\$26,417,669.96	
BRADFORD SPECIAL SCHOOL DISTRICT	\$89,758.42	\$305,684.11	\$686,523.08	\$1,081,965.60	
BRADLEY COUNTY SCHOOL DISTRICT	\$1,601,836.73	\$6,994,966.43	\$15,709,700.96	\$24,306,504.12	
BRISTOL CITY SCHOOL DISTRICT	\$784,372.33	\$3,709,696.25	\$8,331,450.81	\$12,825,519.40	
CAMPBELL COUNTY SCHOOL DISTRICT	\$1,953,048.13	\$7,045,982.86	\$15,824,276.61	\$24,823,307.60	
CANNON COUNTY SCHOOL DISTRICT	\$371,004.16	\$1,601,092.95	\$3,595,827.33	\$5,567,924.43	
CARTER COUNTY SCHOOL DISTRICT	\$1,592,960.01	\$6,694,242.58	\$15,034,317.91	\$23,321,520.51	
CHEATHAM COUNTY SCHOOL DISTRICT	\$769,981.28	\$2,767,862.71	\$6,216,226.47	\$9,754,070.47	
CHESTER COUNTY SCHOOL DISTRICT	\$535,860.30	\$2,169,202.65	\$4,871,721.01	\$7,576,783.96	
CLAIBORNE COUNTY SCHOOL DISTRICT	\$1,198,322.50	\$5,163,117.98	\$11,595,629.56	\$17,957,070.04	
CLAY COUNTY SCHOOL DISTRICT	\$352,997.11	\$1,454,668.48	\$3,266,978.76	\$5,074,644.35	
CLEVELAND CITY SCHOOL DISTRICT	\$1,304,557.71	\$5,422,194.40	\$12,177,478.39	\$18,904,230.50	
CLINTON CITY ELEMENTARY SCHOOL DISTRICT	\$158,763.95	\$674,524.56	\$1,514,886.35	\$2,348,174.87	
COCKE COUNTY SCHOOL DISTRICT	\$1,552,244.99	\$6,764,454.93	\$15,192,004.87	\$23,508,704.79	
COFFEE COUNTY SCHOOL DISTRICT	\$807,018.49	\$3,727,220.93	\$8,370,808.75	\$12,905,048.16	
COLLIERVILLE CITY SCHOOLS	\$2,093,807.58	\$7,130,725.02	\$16,014,595.45	\$25,239,128.05	
CROCKETT COUNTY SCHOOL DISTRICT	\$341,655.49	\$1,439,623.93	\$3,233,190.84	\$5,014,470.26	

Thank You!

#TNBestForAll



Contact Information

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Federal Programs and Oversight

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(615) 864-5162



Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>