

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

Appendix: Use of Funds Detail for Prospective Reporting

Updated March 1, 2023

Users may refer to this Appendix in ePlan TDOE Resources for examples of expenditures that should be counted within the four main expenditure categories:

- Addressing Physical Health and Safety
- Meeting Students' Academic, Social, Emotional, and Other Needs, Excluding Mental Health Supports,
- Mental Health Supports for Students and Staff
- Operational Continuity and Other Allowed Uses

Users should provide the amount of LEA expenditures by ESSER subgrant fund and expenditure category for the current reporting period and expenditures should be reported only once.

Examples of Activities

Addressing Physical Health and Safety

- a. Building and facilities upgrades and maintenance, including ventilation systems and new construction
- b. Assistance with meals for students
- c. Cleaning and/or sanitization supplies
- d. Temporary classroom space to support social distancing
- e. Temporary or additional transportation services to support social distancing to and from school
- f. Capacity-building to improve disaster preparedness and response efforts, including coordination with State, local, Tribal, and territorial public health departments, and other relevant agencies to improve coordinated responses to prevent, prepare for, and respond to COVID-19
- g. Other health protocols not listed above and aligned to guidance from the Centers for Disease Control and Prevention (CDC) such as: vaccines for staff and/or students, COVID-19 testing for staff and/or students, contact-tracing, masks.

Meeting Students' Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports

- a. Extended learning and/or summer learning
- b. High-dosage intensive tutoring
- c. Additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, LGBTQ+ students, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA

- d. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems
- e. Improved coordination of services for students with multiple types of needs, such as full- service community schools or improved coordination with partner agencies, such as the foster care services
- f. Early Childhood Programs
- g. Hardware and software
- h. Wi-Fi, broadband, or other connectivity
- i. Curriculum adoption and learning materials
- j. Core staff capacity building / training to increase instructional quality and advance equity
- k. Investments in talent pipelines for teachers and/or classified staff

Mental Health Supports for Students and Staff

- a. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families

Operational Continuity and Other Allowed Uses

- a. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
- b. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965
- c. Any activity not described above that is authorized by the Individuals with Disabilities Education Act
- d. Any activity not described above that is authorized by the Adult Education and Family Literacy Act
- e. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
- f. Other activities not described above that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency