

2022 Directors Meeting

Federal Programs and Oversight

ESSA Oversight Divisional Coordinators

August 2022





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 IN WHICH TO BECOME AND
REMAIN A TEACHER AND LEADER FOR ALL



Session Objectives

- Overview of ESSA grant programs:
 - Title I, Parts A, C, N, and D
 - Title II, Part A
 - Title III,
 - Title IV, Part A
 - Title V, Part B
 - Title IX
 - Equitable Services to Non-Public/Private Schools
- ePlan 101: available resources, the FPO calendar, and informational guides
- Review the first quarter of the new directors' curriculum



Title I, Part A Improving Basic Programs Operated by LEA



Program Purpose

- Provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Under ESSA, Title I, Part A provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.



Allowable Use of Funds

- Supplemental instructional programs:
 - Extended day/year
 - Intervention/enrichment services
 - Preschool programs
- Supporting programs:
 - Professional development
 - Parent and family engagement
- Salaries and benefits:
 - Teachers (Interventionist)
 - Coaches
 - Educational assistants



Required District Set-Aside: Parent and Family Engagement

- LEAs with an allocation of \$500,000 or more **MUST** set aside at least 1% of their Title I, Part A funds for parent and family engagement activities.
 - **90 percent** of the set-aside funds must spiral down directly to Title I schools.
- Parent and family engagement is defined under ESSA as the participation of families in **regular, two-way**, and **meaningful** communication involving student academic learning and other school activities.



Allowable Parent and Family Engagement Activities

- **Family activities and meetings** directly related to academic goals and policies.
 - Costs may include event advertisement, training materials, light refreshments, childcare, and transportation.
- **Activities and translations** for non-English speaking families.
- **Communication** including postage and printing to provide ongoing outreach and information services to families.
- **Equipment, books, and supplies** for a family resource center or family lending library.

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance here:
<https://www2.ed.gov/programs/titleiparta/parentinguid.doc#:~:text=At%20the%20beginning%20of%20each,an%20understandable%20and%20uniform%20format%2C>



Required District Set-Aside: Homeless

- LEAs receiving Title I, Part A funds must set aside funds to provide for homeless students in **ALL** schools.
 - There is no required amount or percentage. The set-aside amount should be based on LEA and student need.
- These funds are for students who lack a **fixed, regular, and adequate** nighttime residence.



Allowable Activities for Homeless Students

- Set-aside funds may be used to support:
 - tutoring
 - backpacks
 - counseling
 - graduation fees
 - school supplies
 - dress code supplies
 - parent & family engagement
 - transportation

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance here:
<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidanceupdated082718.docx>



Title I, Part C Migrant Education Programs



Program Purpose

- Title I, Part C funds are formula funds to:
 - provide high-quality and comprehensive supplemental **educational programs and services** during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of eligible migratory children who have not attained either a high school diploma or High School Equivalency Diploma (GED).

Disbursement of Funds



- The state awards subgrants for MEP instructional and support services to migratory students in grades **K-12** to **LEAs**.
- Statewide program responsibilities related to Identification & Recruitment (ID&R), data collection, federal reporting, and services to Out of School Youth (OSY) and preschool migratory students are managed by a contracted local operating agency, **Arroyo Research Services (ARS)**.

Student Eligibility



According to ESEA Title I, Part C §§ 1115(b)(1)(A) and 1309(2), a child is eligible for the services provided by the Migrant Education Program (MEP) if the following conditions are met:

1. The child is between 3 and 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child or child's parent(s) moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; and
5. With regard to the move identified in condition 4, above, the child has moved from one LEA to another.

Student Eligibility

- In Tennessee, students are identified as migrant annually through the Occupational Survey (OS).
 - [Required Occupational Survey for Migrant Education \(PDF-Spanish\)](#)
 - [Required Occupational Survey for Migrant Education \(PDF-English\)](#)
 - [Required Occupational Survey for Migrant Education \(PDF - Swahili\)](#)

Title I, Part C Allowable Use of Funds



- Supplemental **instructional services** for Kindergarten through grade 12:
 - tutoring
 - before and after school programs
 - in-home tutoring
 - summer camps/programs
- Supplemental **support services**:
 - advocacy for migrant children
 - social services
 - transportation
 - educational supplies
 - family engagement
- Professional development

IMPORTANT: The majority of an LEA's funding in Title I , Part C should be focused on providing supplemental **instructional services**.

Title I, Part C Contacts

Terry Garrett
MEP Contractor
Federal Programs and Oversight
Terry.Garrett@tn.gov

Kim Muller
Senior Associate, Migrant Services
Arroyo Research Services
Kim@Arroyoresearchservices.com



Title I, Part C Resources



- [Title I, Part C Migrant Education Program \(MEP\) Liaison Calendar](#)
- [Arroyo Research Services - Tennessee Migrant Education Program: Resources for LEAs](#)
- [Title I, Part C Migrant Education FY23 Program Guide](#)
- [Title I, Part C MEP-Equitable Services to Non-Public Schools](#)
- [Tennessee Migrant Education Program: Suggested Use for MEP Funds](#)
- [Title I, Part C Non-Regulatory Guidance](#)

Title I, Parts A & D Neglected, Delinquent, and At- Risk Youth



Title I A, Neglected: Program Purpose



- Title I A, Neglected
 - Under § 1113(c)(3)(B) of the ESEA, an LEA must reserve such funds for children living in local institutions for neglected children.
 - If appropriate, these funds can be used to provide services for children living in local institutions for delinquent children and for neglected or delinquent children attending community day school programs.

Title I, D: Program Purpose



- Title I, D funds are formula funds that include two programs, one for state programs and another for local programs.
 - Subpart 1 provides funds to state agencies that enable them to operate educational programs for children and youth in institutions or community day programs for children who are neglected, delinquent, and at-risk and for children and youth in correctional facilities.
- The department has authorized the Department of Children Services and the Department of Corrections to serve as state agencies that receive subpart 1 funds.

Program Purpose

- Title I, Part A, Neglected and Title I, Part D, Subpart 2 funds are formula funds to:
 - provide supplemental programs and services to children and youth in locally operated neglected and delinquent institutions;
 - ensure students have effective transitions back to school or on to postsecondary education opportunities or employment; and
 - provide drop-out prevention programs.



Eligible Students



- Students in residential programs
 - **Neglected:** have been placed voluntarily or by courts for abandonment, neglect, or death of parents/guardians.
 - Orphanages, psychiatric hospitals, etc.
 - **Delinquent:** have been adjudicated to be delinquent or in need of supervision.
 - Juvenile detention centers, adult prisons housing juveniles

Allowable Use of Funds



- Supplemental instruction in core subjects
- Tutoring
- Counseling and transition services
- Dropout prevention programs
- Coordination of health and social services including
- Vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education
- Mentoring

Title II, Part A

Improving Teacher Quality



Program Purpose

- Title II, Part A funds are formula funds to:
 - improve teacher and principal quality through professional development and
 - develop and implement programs to effectively recruit and retain highly-effective teachers and principals.



Allowable Use of Funds

- Evidence-based professional development
- Teacher retention/recruitment
- Incentives and Bonuses for Retention and Recruitment
- Teacher Certification Test fees (Hard to Staff)
- Class Size Reduction (CSR) grades K-3



Title II, Part A Resources

- [Title II Overview and Allowable Use of Funds](#)
- [Non-Regulatory Guidance for Title II, Part A](#)



Title III, Part A

English Language Acquisition



Program Purpose

- Title III funds are formula funds to provide:
 - supplemental services to English learners and immigrant children to ensure they attain English proficiency and meet challenging academic and achievement standards.

Allowable Use of Funds



- Funds must be used to **supplement** programs and services provided through **state, local, and federal** sources.
 - Before and after school tutoring
 - Summer programs
 - Materials such as bilingual books, manipulatives, dictionaries
 - Personnel to lower the ESL teacher-student ratio, coaches, embedded professional development providers, nurses, counselors, data personnel
 - Parental outreach such as parenting classes, nutrition classes, English classes

Title III, Part A Resources



- [Tennessee State Board of Education Rule 0520-01-19](#)
- [ESL Rule Slides](#)
- [Federal Funding for Translation and Interpretation Services](#)
- [Title III Allowability Guide](#)
- [Title III Supplement, Not Supplant \(SNS\)](#)
- [Title III Allowability Scenarios](#)
- [Title III Consortia Guide](#)

Title IV, Part A Student Support and Academic Enrichment (SSAE) Grants



Program Purpose

- SSAE (Student Support and Academic Enrichment) grants are intended to improve students' academic achievement by increasing the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and local communities to:
 - provide all students with access to a well-rounded education,
 - improve school conditions for student learning, and
 - improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Well-Rounded Educational Opportunities



- An LEA receiving an SSAE allocation of \$30,000 or more, must use at least 20 percent of the program funds for activities that support student access to a well-rounded education.
- An LEA may use funds for any program or activity that supports student access to and success in well-rounded educational experiences.

Well-Rounded Educational Opportunities



- Programs and activities that support a well-rounded education may include:

- | | |
|---|--|
| <ul style="list-style-type: none">■ Science, technology, engineering, and mathematics (STEM)■ Music and arts■ Foreign language instruction■ High school redesign with dual or concurrent enrollment and early college high schools | <ul style="list-style-type: none">■ Civics instruction■ College and career counseling■ Social emotional learning■ Environmental education■ Accelerated learning programs■ Health and physical education |
|---|--|

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance here:
<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

Safe & Healthy Students

- The second purpose of the SSAE program is to improve school conditions for student learning.
- When students are healthy and feel safe and supported, they are more likely to succeed in school.



Safe and Healthy Students



- An LEA that receives \$30,000 or more in SSAE program funds must use at least 20 percent of those funds on comprehensive activities and programs that:
 - are coordinated with other schools and community-based services and programs;
 - foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
 - promote the involvement of parents in the activity or program;
 - may be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities authorized under § 4108.

Safe & Healthy Students



- Authorized activities may be categorized by topic:

| Safe and Supportive Schools | Student Physical and Mental Health |
|---|---|
| <ul style="list-style-type: none">• Preventing Bullying and Harassment• Relationship-Building Skills• School Dropout Prevention• Re-Entry Programs and Transition Services for Justice Involved Youth• School Readiness and Academic Success• Child Sexual Abuse Awareness and Prevention• Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline• Suicide Prevention• Violence Prevention, Crisis Management and Conflict Resolution• Preventing Human Trafficking• Building School and Community Relationships• Culturally Responsive Teaching and Professional Development of Implicit Bias | <ul style="list-style-type: none">• Drug and Violence Prevention• Health and Safety Practices in School or Athletic Programs• School-Based Health and Mental Health Services• Healthy, Active Lifestyle, Nutritional Education • Physical Activities• Trauma-Informed Classroom Management• Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes• Chronic Disease Management |
| <p>Cross Cutting Authorized Topics</p> <ul style="list-style-type: none">• Mentoring and School Counseling• Schoolwide Positive Behavioral Interventions• Pay for Success Initiatives aligned with the purposes of Title IV | |

Effective Use of Technology



- Funds may be used to:
 - help educators learn how to use technology to increase the engagement of English Learner (EL) students;
 - develop or implement specialized or rigorous academic courses using technology, including assistive technology; and
 - support professional learning for STEM, including computer science.

Effective Use of Technology



- A special rule within ESSA states that no more than 15% of funds in this content area may be spent on technology infrastructure, including:
 - **devices,**
 - **equipment,**
 - **software applications,**
 - **platforms,**
 - **digital instructional resources, and/or**
 - **other one-time IT purchases.**
- At least 85 percent of the educational technology funds should be used to support professional learning to enable the effective use of educational technology.

Effective Use of Technology



- **A question about the educational technology 15% rule:**
 - Q: Is the 15% based on the entire allocation or do we take into consideration the 20% requirement for well-rounded opportunities and supporting safe and healthy students?
 - A: The 15% special rule does not apply to the total SSAE subgrant an LEA may receive. To clarify, LEAs **may not spend more than 15 percent of funding in this content area** on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

Effective Use of Technology



- Example of 15% infrastructure rule:
 - LEA Allocation of \$50,000
 - A minimum of \$10,000 (20%) must be budgeted for well-rounded education.
 - A minimum of \$10,000 (20%) must be budgeted for safe and healthy students.
 - The remaining funds (\$30,000) are to be budgeted for effective use of technology with a maximum of 15% on infrastructure.
 - **INCORRECT** 15% INFRASTRUCTURE CALCULATION
 - $\$50,000 \times 15\% = \$7,500$
 - **CORRECT** 15% INFRASTRUCTURE CALCULATION
 - $\$30,000 \times 15\% = \$4,500$

Title IV, Part A Resources

- [FY21 Title IV Report](#)
- [Title IV, Part A Questions and Answers](#)
- [Title IV, Part A Student Support and Academic Enrichment Grants Non-Regulatory Guidance](#)

Title V, Part B Rural Education Achievement Programs



Program Purpose



- Title V, Part B funds are formula funds awarded to **eligible** LEAs to:
 - assist in addressing the academic needs of rural schools more effectively through flexibility in the use of funds to support existing programs.
- Two formula grants are available through Title V, Part B:
 - Small Rural Schools Achievement (SRSA- through ED)
 - **Rural and Low-Income Schools** (RLIS - through State in ePlan)

Allowable Use of Funds



- Activities are authorized under:
 - Title I, Part A;
 - Title II, Part A;
 - Title III; and
 - Title IV, Part A.
- Parent and family engagement activities **for non-Title I schools**
- Note: Up to 100% of Title II, Part A and Title IV, Part A may be transferred to Title V, Part B.

Title V, Part A Resources



- [FY21 Title V Report](#)
- [Title V Overview Rural Education Initiative](#)
- [Title V Guidance on the Rural Education Achievement Program \(REAP\)](#)
- [Navigating Resources for Rural Schools \(National Center for Education Statistics\)](#)
- [U.S. Department of Education: REAP Informational Document 2021.01](#)

Title IX, Part A Education for Homeless Children & Youth



Program Purpose



- Title IX, Part A (McKinney-Vento) funds are competitive funds provided to:
 - address barriers that homeless children and youth face in enrolling, attending, and succeeding in school; and
 - ensure that each homeless child and youth has equal access to the same free, appropriate public education, including public preschool education, as other children and youth.
- Federal definition of homeless children and youth:
 - “individuals who lack a fixed, regular, and adequate nighttime residence”

Important Note

- LEAs are still required to support homeless children and youth even if they **do not** receive a McKinney-Vento sub-grant.
 - Homeless children and youth are eligible to be served through Title I, Part A.

Allowable Use of Funds

- Transportation to school of origin
- Clothing and shoes such as physical education and dress code uniforms
- School supplies
- School fees and testing fees

Title IX, Part A Resources

- [McKinney-Vento Toolkit](#)
- [National Center for Homeless Education \(NCHE\) Resources](#)



Equitable Services to Non-Public Schools



Intent of Equitable Services



- ESEA requires the equitable participation of non-public school students, teachers, other educational personnel, and, in some cases, parents and families in certain title programs.
- LEAs remain in control of funds and provide services and programs with designated non-public school funds in accordance with each title program.
- Consultation is required between the LEA and the non-public school throughout the school year and before program decisions are made.

Programs Requiring Equitable Services



- **Title I, Part A**
 - Improving Basic Programs Operated by LEAs
- **Title I, Part C**
 - Migrant Education
- **Title II, Part A**
 - Improving Teacher Quality
- **Title III, Part A**
 - English Language Acquisition
- **Title IV, Part A**
 - Student Support and Academic Enrichment
- **Title IV, Part B**
 - 21st Century Learning Centers

Equitable Services Resources

- [ePlan > TDOE Resources](#) > Equitable Services to Non-Public Schools (ESSA/IDEA/CTE)



Resources for ESEA Directors



East

- Henry LaFollette – Henry.LaFollette@tn.gov
- (615) 580-2038

| | | |
|-------------------------|---------------|--------------------|
| Alcoa | Grundy Co. | Oak Ridge |
| Anderson | Hancock Co. | Oneida |
| Athens | Hawkins Co. | Polk Co. |
| Bristol | Jefferson Co. | Rhea Co. |
| Campbell Co. | Johnson City | Richard City |
| Carter Co. | Johnson Co. | Roane Co. |
| Claiborne Co. | Kingsport | Rogersville |
| Cleveland | Lenoir City | Scott Co. |
| Clinton | Loudon Co. | Sequatchie Co. |
| Cocke Co. | Marion Co. | Sweetwater |
| Dayton City | Maryville | TN School Deaf (E) |
| Elizabethton | McMinn Co. | Unicoi Co. |
| Etowah | Meigs Co. | Union Co. |
| Grainger Co. | Monroe Co. | Washington Co. |
| Greene Co. | Morgan Co. | |
| Greeneville Rogersville | Newport | |



Middle

- Joann Runion – Joann.Runion@tn.gov
- (615) 878-1806

| | | |
|---------------------------|-------------------|-------------------------|
| Alvin C York Institute | Franklin SSD | Overton Co. |
| Bedford Co. | Giles Co. | Perry Co. |
| Bledsoe Co. | Hickman Co. | Pickett Co. |
| Cannon Co. | Houston Co. | Smith Co. |
| Cheatham Co. | Humphreys Co. | Stewart Co. |
| Clay Co. | Jackson Co. | TN School for the Blind |
| Coffee Co. | Lawrence Co. | TN State Board of Ed. |
| Cumberland Co. | Lebanon SSD | Trousdale Co. |
| DeKalb Co. | Lewis Co. | Tullahoma City |
| Dept. Children's Services | Lincoln Co. | Van Buren Co. |
| Dept. of Correction | Macon Co. | Warren Co. |
| Dickson Co. | Manchester City | Wayne Co. |
| Fayetteville City | Marshall Co. | White Co. |
| Fentress Co. | Moore Co. | |
| Franklin Co. | Murfreesboro City | |



West

- Lynn Dotson – Lynn.Dotson@tn.gov
- (615) 881-6671

| | | |
|----------------|----------------------|--------------------|
| Alamo | Germantown | McKenzie |
| Arlington | Gibson Co. SD | McNairy Co. |
| Bartlett | Hardeman Co. | Milan |
| Bells | Hardin Co. | Millington |
| Benton Co. | Haywood Co. | Obion Co. |
| Bradford | Henderson Co. | Paris SSD |
| Chester Co. | Hollow Rock-Bruceton | South Carroll SSD |
| Collierville | Humboldt City | TN School Deaf (W) |
| Crockett Co. | Huntingdon SSD | Trenton |
| Decatur Co. | Lake Co. | Union City |
| Dyer Co. | Lakeland | Weakley Co. |
| Dyersburg City | Lauderdale Co. | West Carroll SSD |
| Fayette Co. | Lexington | |





Large LEAs (Top 20 Enrollment)

- Heather Farley – Heather.Farley@tn.gov
- (615) 881-4276

| | |
|---------------------|----------------|
| ASD | Putnam Co. |
| Blount Co. | Robertson Co. |
| Bradley Co. | Rutherford Co. |
| Davidson Co. (MNPS) | Sevier Co. |
| Hamblen Co. | Shelby Co. |
| Hamilton Co. | Sullivan Co. |
| Knox Co. | Sumner Co. |
| Madison Co. | Tipton Co. |
| Maury Co. | Williamson Co. |
| Montgomery Co. | Wilson Co. |





Fiscal Regional Consultants

Vacant | Southwest

Rob Mynhier | Mid and Upper Cumberland
Robert.Mynhier@tn.gov
(615) 238-1008

Jill Lewis | East and First
Jill.Lewis@tn.gov
(629) 259-1645

Holly Kellar | Northwest
Holly.Kellar@tn.gov
(615) 419-1605

Taffe Bishop | South Central and Southeast
Taffe.Bishop@tn.gov
(423) 677-1405





Program Specialists

Deborah Thompson | Title I
Deborah.Thompson@tn.gov

Vanessa Waters | Homeless, Parent and
Family Engagement
Vanessa.Waters@tn.gov

Brinn Obermiller | Title I-C, Title II, Title
III, Title IV, Title V
Brinn.Obermiller@tn.gov

Jackie Jacobson | Title I N & D
Jackie.Jacobson@tn.gov

Danny Bounds | Non-public / Private
Schools
Danny.Bounds@tn.gov

Erin Christian | Juvenile Justice
Erin.Christian@tn.gov





LEA Document Library vs. TDOE Resources

| LEA Document Library - The Public Cannot View | TDOE Resources - The Public Can View |
|--|---|
| The LEA's uploaded documents | Technical Guides / guidance documents |
| FPO Data Files | Webinars and one pagers |
| Grant Award Letters | ePlan User Forms |





LEA Document Library in ePlan vs Data and Information Tab in ePlan

- **Overview:**

- EL Documents and Forms
- Non-Public/Private Schools Documents

- **Overview:**

- Prayer Certification





TDOE Resources in ePlan

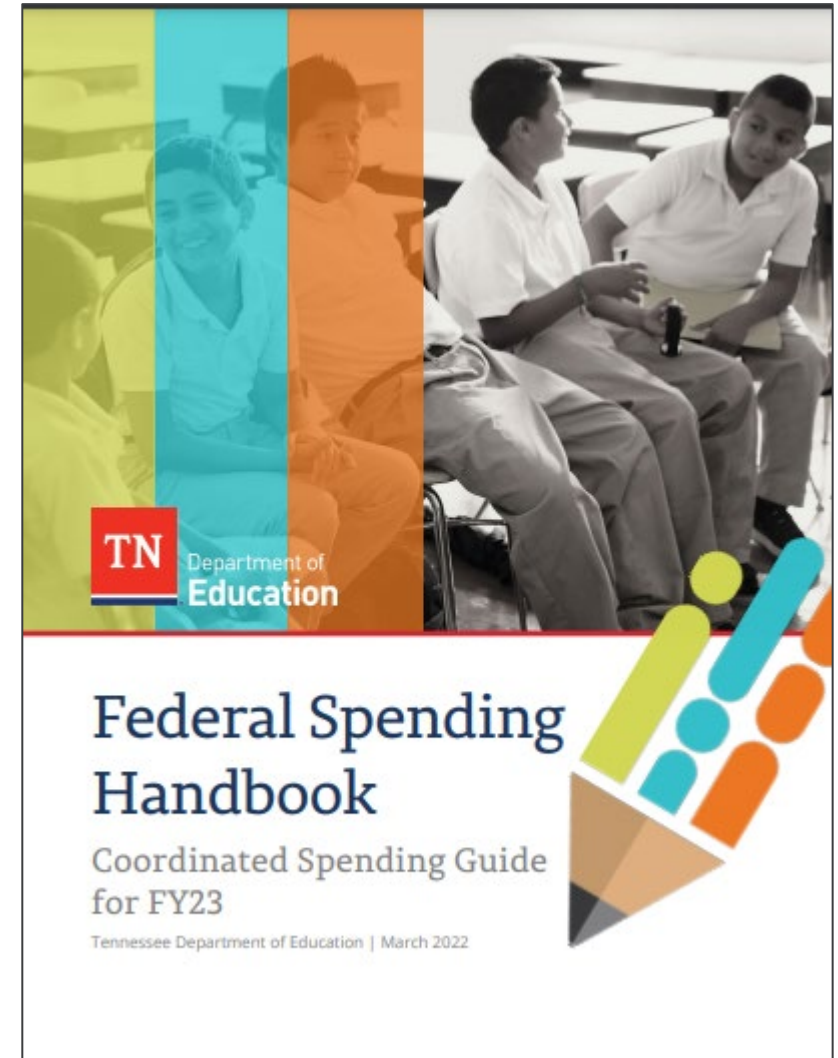
■ Overview:

- ESSA Information, Guidance, PPTs, & Webinars
- ESSA Directors Institutes
- FPO Updates
- Calendar of Events
- User Access Forms
- Parent and Family Engagement Resources (Annual Title I Meeting, Family Engagement Policy, School-Parent Compact)
- ESSA/IDEA Equitable Services Resources
- ESSA/IDEA Consolidated Funding Application Reference Documents



Coordinated Spending Guide

- Framework for Coordinated Spending
- Program Overviews
- Allowable Uses of Funds



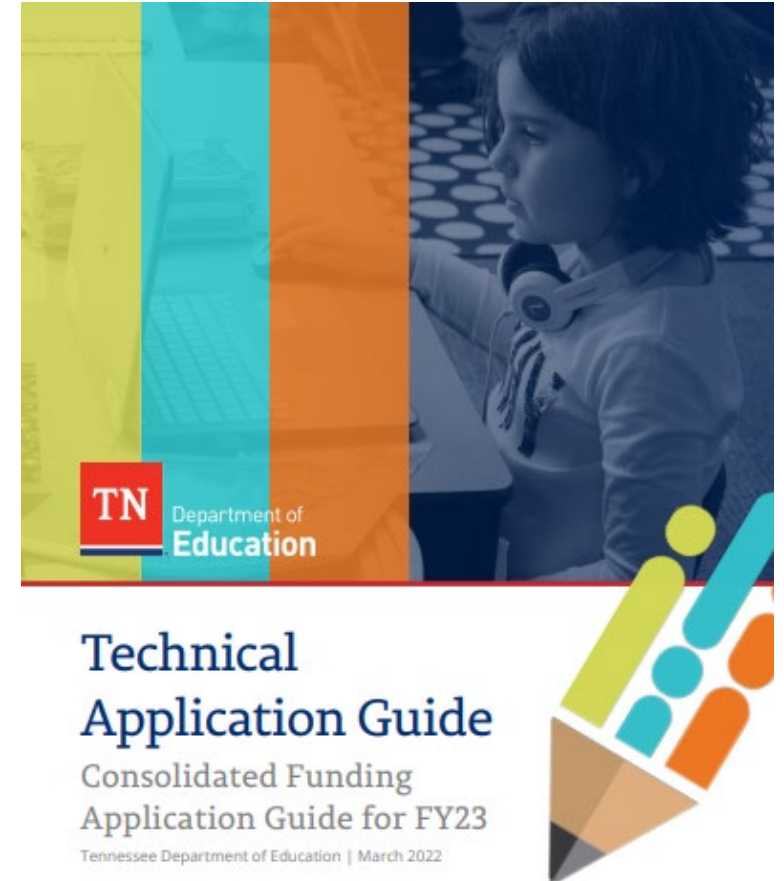
[Coordinated Spending Guide link](#)





Consolidated Funding Application Guide

- Located in ePlan > TDOE Resources > ESEA/IDEA Consolidated Funding Application Reference Documents > Consolidated Funding Application Training Materials
- Provides guidance on:
 - Standard expectations
 - Budgeting
 - Program details
 - Program administration





CFA Pointers in ePlan

- Review Contacts & Cover Page
- Navigation from the sections page, no back button
- Consolidated Checklist



FPO Calendar of Events

| Tennessee Department of Education 2022-23 Federal Programs Calendar | | | | | |
|--|-----|--------------------------|--|----------|--|
| Month | Day | Category | Item | Division | Contact(s) |
| Jul | 1 | CFA | Consolidated Funding Application Funds (ESEA & IDEA) Available in ePlan | Finance | ESSA: George.Amin@tn.gov; IDEA: Tracey.Hawk@tn.gov |
| Jul | 1 | IDEA | IDEA Private School Proportionate Calculation | Finance | Tracey.Hawk@tn.gov |
| Jul | 1 | CFA | Consolidated Funding Application Board Approval Form due in ePlan | FPO | Heather.Farley@tn.gov |
| Jul | 1 | ESEA | Neglected and Delinquent CSPR Data Survey Opens | FPO | Erin.Christian@tn.gov |
| Jul | 9 | IDEA | End of Year Reports (2020-21) and February 1, 2021 Court Reports for Districts | ODS | Adam.Rollins@tn.gov |
| Jul | 22 | Relief Funding | ARP IDEA Application Opens in ePlan | FPO | Jamie.Eldridge@tn.gov |
| Jul | 26 | Professional Development | Regional LEA Grant Oversight Professional Development In-Person Sessions (July 26-29) | FPO | Deborah.Thompson@tn.gov |
| Aug | 1 | Fiscal | Budget Report Detail, Maintenance of Effort Test, and 3% Fund Balance Test in ePlan | Finance | Fiscal Regional Consultants |
| Aug | 1 | Equitable Services | Traditional Affirmation of Meaningful Non-Public School Consultations Form due in ePlan (for LEAs not combining forms) | FPO | Danny.Bounds@tn.gov |
| Aug | 31 | Extended Learning | Final Expenditure Reports due in ePlan for Extended Learning Programs | FPO | Morgan.Campey@tn.gov |

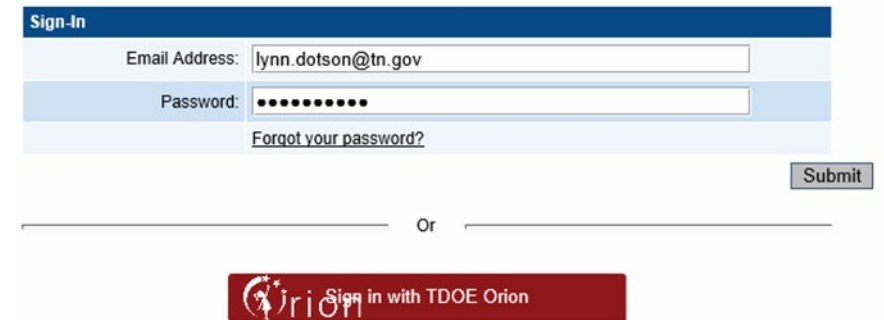




ePlan 101

- Sections
- Non-Public Survey
- How to do a Revision
- Budget/Overview/Plus and Minus

ePlan Sign-In



The screenshot shows the ePlan Sign-In interface. It features a blue header bar with the text "Sign-In". Below this, there are two input fields: "Email Address:" with the value "lynn.dotson@tn.gov" and "Password:" with masked characters. A link for "Forgot your password?" is located below the password field. A "Submit" button is positioned to the right of the password field. Below the form, there is a horizontal line with the word "Or" in the center. At the bottom, there is a red button with the Orion logo and the text "Sign in with TDOE Orion".





Conclusion and Questions

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>

Please Share your Feedback:

https://stateoftennessee.formstack.com/forms/survey_2

SKILLS AND KNOWLEDGE

