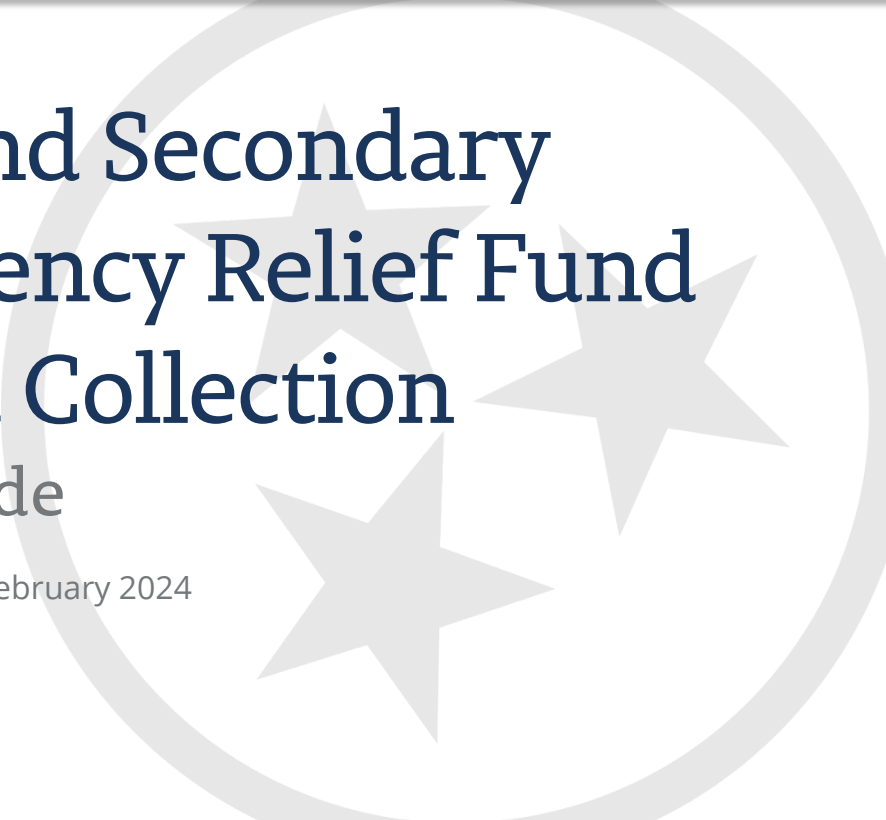# Elementary and Secondary School Emergency Relief Fund (ESSERF) Data Collection

Technical User Guide

Tennessee Department of Education | February 2024

Table of Contents

Overview

Annual Reporting: This report should be completed based on activities in each state's fiscal year 2023 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 4 Annual Report	July 1, 2022- June 30, 2023*	Open: February 2024 Close: May 2024

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

Annual Report	Applicable Reporting Period	LEA Submission Period
Year 3 Annual Report	July 1, 2022- June 30, 2023	Open: February 2024 Close: May 2024
Year 4 Annual Report	July 1, 2023- June 30, 2024*	Open: February 2025 Close: May 2025

ESSER 3.0 under the American Rescue Plan (ARP)

Annual Report	Applicable Reporting Period	LEA Submission Period
Year 3 Annual Report	July 1, 2022- June 30, 2023	Open: February 2024 Close: May 2024
Year 4 Annual Report	July 1, 2023- June 30, 2024	Open: February 2025 Close: May 2025
Year 5 Annual Report	July 1, 2024- June 30, 2025*	Open: February 2026 Close: May 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**	- 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 (2024) in the upper left corner of the screen.

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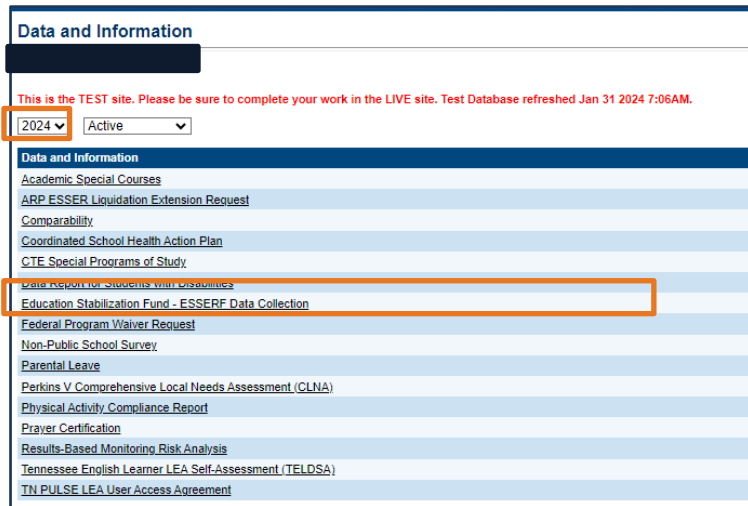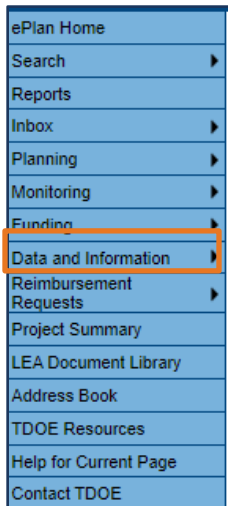
Sections

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
- *New for 2024*: Use of Funds by Activity
- 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

New for 2024: **Section 4, Subsection B-Activities by Subpopulations**

- Evidence-based summer learning or summer enrichment programs
- Evidence-based afterschool programs
- Extended Instructional Time (including extended school day or school week or school year)
- Evidence-based high-dosage tutoring
- Early childhood education program expansion or enhancement
- Full-Service Community Schools
- Purchasing Educational Technology
- Total LEA Student Enrollment by Demographic Subgroup

Section 4, Subsection C- Access to select staff, SY 2022-23

- Access to Select Staff, SY 2022-23

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

- Full-Time Equivalent (FTE) Positions

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, 2023.

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.
- *New for 2024:* Use of Funds by Activity
  - Provide the amount of the LEA expenditures by ESSER Subgrant fund and activity for the current reporting period. Report each expenditure **only once**. All cells in each column should sum to the total expended by the LEA in this reporting period. LEAs use the most appropriate and most specific applicable activity for each expenditure.
- 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.

New for 2024: Section 4, Subsection B-Activities by Subpopulations

- Activities by Subpopulations
  - For each activity, select Yes or No to indicate if the program is available to all students, if the program is available at all schools, or if the program was enhanced or expanded. If no, provide the number of students the program serves at full capacity.
  - Provide the total unique headcount of students who participated in each activity.
  - Provide the number of enrolled **eligible** students at the LEA in each listed subgroup for each activity.
  - Provide the number of **eligible** students in each subgroup who participated in each activity. (Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.)
    Note: *Questions pertaining to Full-Service Community Schools are not broken into specific subgroups.*
- Total LEA Enrollment by Demographic Subgroup
  - Provide the total number of enrolled students within the LEA by each listed subgroup. Students should be counted in all subgroups to which they belong.
  - LEAs should use their enrollment numbers from EDFacts or their education information system (EIS).

Section 4, Subsection C- Access to select staff, SY 2022-23

Provide the count of full-time equivalent (FTE) staff assigned to serve each school in the LEA, regardless of funding source, as of September 30, 2023. 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 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.

Note: *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, 2023.*

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*	Full-time equivalent (FTE) positions as of September 30, 2023.
47001							*

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.