



# New Jersey Department of Education



## Completing the FY 2021 ESSER Performance Report

Office of Fiscal and Data Services

Division of Educational Services

March 2, 2022





# Completing the ESSER Performance Report



This PowerPoint presentation will cover the following:

1. Purpose of the report;
2. How to log on to the Electronic Web-Enabled Grant (EWEG) system;
3. Navigating EWEG and creating the report;
4. Completing the different report tabs;
5. Submitting the report;
6. Amendments to the report; and
7. Tips to prepare for future reporting.





# Purpose of the ESSER Performance Report



To fulfill the annual federal reporting required of all ESSER fund grant recipients.

## This report Is:

- Focused on the **past**. What your LEA did with ESSER funds from March 13, 2020 to June 30, 2021.
- Based on **expenditures**. For this report, expenditures are paid reimbursement requests with end period expense dates between March 13, 2020 and June 30, 2021. Expenditure totals are provided in the ESSER Allocation Overview table of the report.

## This report Is Not:

- Based on ESSER-funded programs your LEA implemented after June 30, 2021, or on programs for which your LEA had not been reimbursed by January 6, 2022.
- About accountability. Your responses are not expected to fully align with your grant application(s); we can work with you to amend your application(s) if necessary. Estimates about future fund use are non-binding.



# Purpose of the ESSER Performance Report



- As one of the only national, standardized collections of detailed local ESSER expenditure information, the ESSER Performance Report will inform policymakers, researchers, and other stakeholders for years to come in better understanding the impact of this historic investment in our public education system.
- In order to accurately report the information requested through the ESSER Performance Report, the NJDOE recommends each LEA convene a team of professionals overseen by the Chief School Administrator including but not limited to the Business Administrator, Title I or Grants Coordinator, Director of Academics, and Director of Student Services.



# Accessing the ESSER Performance Report



Welcome to the EWEG System	
<b>ANNOUNCEMENTS</b>	<b>LOGON</b>
<p><b>EWEGHelp:</b> Include district name, county, grant &amp; year in all communications.</p> <p><b>7/15/20 - Reimbursement Requests for Federal Grants:</b> LEAs are required to submit requests monthly per the <b>Uniformed Grant Guidance § 200.305</b> Requests submitted by the 15th of the month will be paid by the end of the month.</p> <p><b>12/21/21 - The FY22 Safe Return application is now available.</b> Please be reminded that the Safe Return Plan must be updated every 6 months.</p>	<p>Username <input type="text"/></p> <p>Password <input type="password"/></p> <p>County District <input type="text"/></p> <p><a href="#">Forgot Password/New User</a></p> <p><b>LOGON</b></p>

- The report is accessed via the Electronic Web-Enabled Grant (EWEG) system at: [EWEG Logon Page](#).
- On the EWEG Logon Page, enter your EWEG user ID, password, and six-digit county district code and hit the “LOGON” button. User IDs are limited to eight characters. Federal regulations require that each user have their own unique ID and password. Passwords are case sensitive. Please allow 48 hours for your permissions to become active.





# Creating the ESSER Performance Report



- Select **GMS Access / Select**
- Next, use the drop down to select 2021 as the Fiscal Year

Select Fiscal Year:

- Scroll down to “Available” section and click the “Create” button next to the **ESSER Performance Report**

## Performance Reports

▶ ESSER Performance Report

Submissions due by  
3/11/2022

Create





# Navigating the ESSER Performance Report



Once the report is created, it will appear in the FY 2021 “Performance Report” section of the **GMS Access / Select** page. Select the “**Open**” button associated with the ESSER Performance Report for future edits.

## Performance Reports

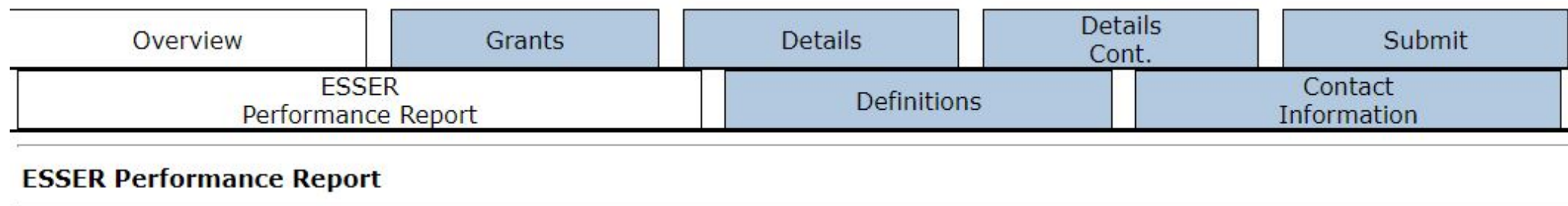
	Application Name	Revision	Status	Date	Actions	
▶	ESSER Performance Report	Original Application ▾	Not Submitted		<a href="#">Open</a>	<a href="#">Amend</a>

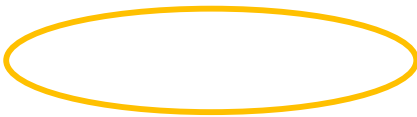



# Navigating the Report in EWEG, continued



- The EWEG system has a tabbed interface for navigating throughout the system.



- Throughout this presentation, we denote the tab we are discussing with a gold oval like this: 
- We denote any sub-tabs that appear under that top tab using a gold rectangle, like this: 



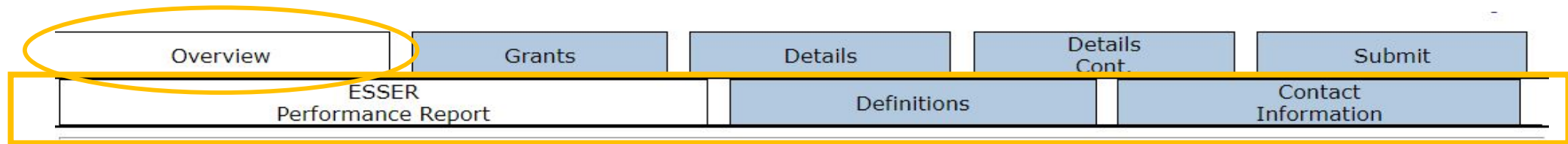


# Helpful Hints for Navigating EWEG



- Do not use the browser “back” button when you are working in the EWEG system. This will cause errors and may log you out of the system. All navigation within the system can be accomplished by clicking on the different tabs.
- White cells are available for entering data; grey cells are not.
- The “**Save Page**” button at the bottom of each tab must be clicked before you leave that tab, or you will lose the data entered.
- The EWEG system has built-in edits that interact to verify column totals and cross-references tables, if appropriate. If totals do not correlate, you may receive an error message when you try to save, or after running a consistency check prior to submitting the report.

# Overview Tab



## ESSER Performance Report

All recipients of Elementary and Secondary School Emergency Relief (ESSER) funds, which includes ESSER funds authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and the American Rescue Plan (ARP) must complete this report in order to fulfill the annual ESSER fund reporting requirements.

The following tables show the annual reporting periods for each ESSER fund.

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

Annual Report	Applicable Reporting Period
Second Annual Report	October 1, 2020-End of State Fiscal Year 2021
Third Annual Report	State Fiscal Year 2022
Fourth Annual Report	State Fiscal Year 2023*

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

The overview tab includes three sub-tabs. These provide the purpose and relevant reporting periods, the definitions USED provided for this report, and LEA contact information.



# Contact Information Sub-Tab



Overview	Grants	Details	Details Cont.	Submit
ESSER Performance Report		Definitions	Contact Information	

**LEA Contact Information** [Instructions](#)

**ESSER Point of Contact:**

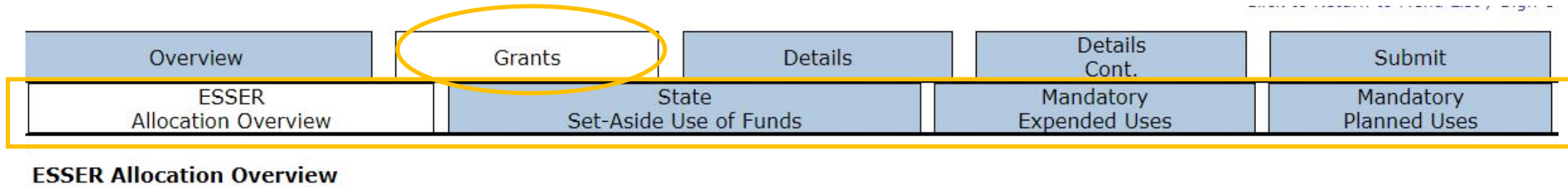
Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
Summer Phone	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
		Email*	<input type="text"/>
		Confirm Email*	<input type="text"/>

\* Denotes required field

- You will need to enter contact information for your LEA's ESSER fund point person at the bottom of this tab (shown above) in order to submit.
- Any other changes to this tab should be made in the LEA Central Contact system. NJDOE staff use this information to contact LEA personnel.



# Grants Tab



The Grants tab includes four sub-tabs.

- The ESSER Allocation Overview sub-tab shows, for each ESSER fund and grant awarded by the NJDOE: the grant's federal category, the total amount allocated to your LEA, and the total amount expended by your LEA.
- The three other sub-tabs ask how your LEA used, and plans to use, the two federal categories of ESSER grant funds (mandatory grants and state set-aside grants).

# Grants Tab, ESSER Allocation Overview



Overview	Grants	Details	Details Cont.	Submit
ESSER Allocation Overview	State Set-Aside Use of Funds	Mandatory Expended Uses	Mandatory Planned Uses	

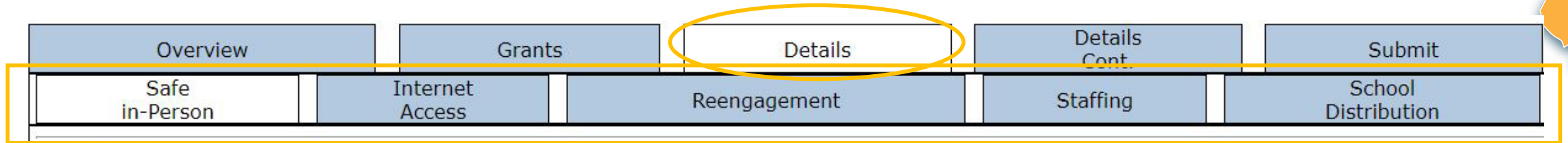
Refer to the ESSER Allocation Overview tab to identify your LEA's ESSER state set-aside grant funds versus your mandatory grant funds and how much was expended during the reporting period.

ESSER Fund	Grant Name	Federal Category	Total Allocation	Total Expended
CARES (ESSER I)	CARES	Mandatory	prepopulated	prepopulated
CARES (ESSER I)	Non-Title I CARES	State set-aside	prepopulated	prepopulated
CARES (ESSER I)	DREAMS Grant	State set-aside	prepopulated	prepopulated
CARES (ESSER I)	Learning Loss NGO	State set-aside	prepopulated	prepopulated
CARES (ESSER I)	Digital Divide ( <i>applicable only if the NJDOE reimbursed a portion of your grant with CARES money. The total award will reflect the amount paid out from CARES, not your total grant allocation.</i> )	State set-aside	prepopulated	prepopulated
CRSSA (ESSER II)	CRRSA-ESSER II	Mandatory	prepopulated	prepopulated
CRSSA (ESSER II)	CR Learning Acceleration	State set-aside	prepopulated	prepopulated
CRSSA (ESSER II)	CR Mental Health	State set-aside	prepopulated	prepopulated
CRSSA (ESSER II)	CR Non-Title I	State set-aside	prepopulated	prepopulated
ARP ESSER	ARP ESSER	Mandatory	prepopulated	prepopulated
ARP ESSER	Accelerated Learning Coaching and Educator Support	State set-aside	prepopulated	prepopulated
ARP ESSER	Evidence-based Summer Learning and Enrichment Activities	State set-aside	prepopulated	prepopulated
ARP ESSER	Evidence-based Comprehensive Beyond the School Day Activities	State set-aside	prepopulated	prepopulated
ARP ESSER	NJTSS Mental Health Support Staffing	State set-aside	prepopulated	prepopulated
ARP ESSER	ARP ESSER CARES Reallocation	State set-aside	prepopulated	prepopulated





# Details Tab



The Details tab includes five sub-tabs

- The Safe In-Person and Internet Access sub-tabs ask “Yes” or “No” questions on ESSER funds used for specific items related to maintaining safe, in-person instruction and to providing home internet access to students.
- The School Distribution sub-tab asks if your LEA allocated ESSER funds to individual schools to use as each saw fit.
- The Reengagement sub-tab asks "Yes" or "No" questions about whether and how students were reengaged, regardless of whether ESSER funds were used to carry out these efforts.
- The Staffing sub-tab asks about the hiring and retention of specific positions using ESSER funds. If your LEA cannot provide valid and reliable data this year, you can leave this page blank. It will be required next year.

# Details Cont. Tab



Overview		Grants		Details		Details Cont.		Submit	
Learning_Recovery		Activities and Interventions		Underserved Student Groups		Student Demographics		Student Characteristics	
Learning Recovery	Summer	Afterschool	Extended Time	Tutoring	Early Childhood	Community Schools	Technology		

- The Details Cont. tab contains 12 sub-tabs.
- The “Learning Recovery” tab contains seven sub-tabs that that will be required starting with next year’s report. These seven are circled in blue above.
- After reviewing these tabs, if your LEA used ESSER funds for the activity and has valid and reliable data to share, please select “Yes” and complete the tab in its entirety. If your LEA did not use ESSER funds to support the activity, select “No.” If your LEA used ESSER funds for these purposes but has not yet collected valid and reliable data to complete these pages, then please select “Opting out” (shown below).

<input type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Opting out
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# "Details Cont." Tab 1 of 2



Overview		Grants		Details		Details Cont.		Submit	
Learning_Recovery		Activities and Interventions		Underserved Student Groups		Student Demographics		Student Characteristics	
Learning Recovery		Summer	Afterschool	Extended Time	Tutoring	Early Childhood	Community Schools	Technology	

The Learning Recovery sub-tab asks about how your LEA used ESSER funds on activities or interventions that respond to students' academic, social and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups.



# “Details Cont.” Tab 2 of 2



Overview	Grants	Details	Details Cont.	Submit
Learning_Recovery	Activities and Interventions	<u>Underserved Student Groups</u>	Student Demographics	Student Characteristics

- The Activities and Interventions sub-tab and associated student group sub-tabs ask for additional details about how the activities and interventions selected in the Learning Recovery sub-tab have supported students. For example:
  - How the activities and interventions responded to students’ academic, social, and emotional needs.
  - Which student groups were served by the activities and interventions.
  - How the activities and interventions addressed the disproportionate impact of COVID-19 on underserved student groups.

# Submit Tab—Consistency Check



Overview	Grants	Details	Details Cont.	Submit
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Submit [Instructio](#)

Consistency Chec

Lock Applicatio

Unlock Application

- Prior to submission, a consistency check must be performed by clicking the “**Consistency Check**” button. This highlights any remaining errors, which must be corrected prior to submission.
- Once the consistency check is successful, the report is considered locked but not submitted to the NJDOE.



## Submit Tab, continued



- If revisions need to be made, the report can be unlocked by selecting the “**Unlock Application**” button. After unlocking the report and revising any data, a consistency check will need to be re-run to verify that the data passes the programmed edits.
- If the consistency check is successful, the “**Submit to NJDOE**” button should appear on the tab and needs to be clicked for the report to be considered submitted to the Department.



# Amendments



- If you realize data were incorrectly entered and your report has been successfully submitted to the Department, you will need to create an amendment.
- An amendment can be created by clicking the “**Amend**” button on the **GMS Access / Select** screen in the ESSER Performance Report row.
- Once the data has been amended, a consistency check must be re-run and any errors corrected prior to submission.

# Tips to Prepare for Future Reporting



Overview	Grants	Details	Details Cont.	Submit			
Learning_Recovery	Activities and Interventions	Underserved Student Groups	Student Demographics	Student Characteristics			
Learning Recovery	Summer	Afterschool	Extended Time	Tutoring	Early Childhood	Community Schools	Technology

Review the sub-tabs under Details, Cont. Your LEA may need to enhance its data collection systems now in order to respond accurately to these questions next year.

a. Is this program available to all students? ☐ Yes ☐ No

b. Indicate the number of students this program is able to serve at full capacity:

c. Indicate the total unique headcount of students that participated in this activity:

In the table below, indicate the number of eligible students within each of the following subgroups, and the number of eligible students from that subgroup that participated in this activity. Note: eligible refers to students within the subgroup who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity. Use the number of eligible students who were enrolled when the program was first implemented. For student groups that are not present in your school district or entity, please enter a zero (0) in the "# of enrolled eligible students in the subgroup" column.

Evidence-based summer learning or summer enrichment programs		
Student Profile	# of enrolled eligible students in subgroup	# of eligible students in subgroup who participated
Students with one or more disabilities	<input type="text"/>	<input type="text"/>
Low-income students	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>
Students in foster care	<input type="text"/>	<input type="text"/>
Migratory Students	<input type="text"/>	<input type="text"/>
Students experiencing homelessness	<input type="text"/>	<input type="text"/>
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>
Black, non-Hispanic	<input type="text"/>	<input type="text"/>
White, non-Hispanic	<input type="text"/>	<input type="text"/>
Other student population (please specify in the text box below)	<input type="text"/>	<input type="text"/>

(0 of 1500 maximum characters used)





# Tips to Prepare for Future Reporting, cont.



- USED designed a new classification structure for ESSER fund use that differs from the Uniform Minimum Chart of Accounts.
- This new classification structure is included on the Definitions tab of the ESSER Performance Report and in the Definitions section of the planning document (link in chat). It is called, “Use of Funds Detail for Prospective Reporting.”
- In order to accurately report ESSER fund use on future reports, you may need to build out your accounting system to allow you to classify current, future and past ESSER fund expenditures using this new classification structure.





# Questions?



- For ESSER Performance Report and data questions, please contact the Office of Fiscal and Data Services (OFDS) at:  
[ESSER.Report@doe.nj.gov](mailto:ESSER.Report@doe.nj.gov)
- 15-minute [Office Hours](#) appointments are available for additional Technical Assistance
- For EWEG or authorization questions, please contact the EWEG Help Desk at: [EWEGhelp@doe.nj.gov](mailto:EWEGhelp@doe.nj.gov)







# Thank You!



New Jersey Department of Education Website  
[nj.gov/education](https://nj.gov/education)

Office of Fiscal and Data Services  
ESSER.Report@doe.nj.gov  
(609) 376-9101

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