

DISTRICT: _____

Public Plan - Federal Relief Spending



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

General Information

| | | | |
|--|-----------|---------------------|--|
| LEA Name | | Director of Schools | |
| Address | | | |
| Phone # | () | - | |
| District Website <i>(where plan is posted):</i> | | | |

Students & Enrollment

| | | | | |
|------------------------------------|----------------------------------|---|--------------------------|---|
| Mission & Vision | | | | |
| Grades Served | | # of Schools | Total Student Enrollment | |
| Race/ Ethnicity | American Indian/Alaska Native | % | Asian | % |
| | Black/African American | % | Hispanic | % |
| | Native Hawaiian/Pacific Islander | % | White | % |
| | Multiracial | % | | |
| Economically Disadvantaged | % | English learners | % | |
| Students with Disabilities | % | Foster | % | |
| Students Experiencing Homelessness | % | Students in Military Families | % | |
| Migrant | % | Students with High-Speed Internet at Home | % | |

Accountability

| | |
|--------------------------------|--|
| View the District Report Card: | |
|--------------------------------|--|

Funding

| | | | | | |
|--|----|--|----|----------------------|----|
| ESSER 1.0 Allocation | \$ | ESSER 2.0 Allocation | \$ | ESSER 3.0 Allocation | \$ |
| ELC Allocation | \$ | Students Experiencing Homelessness Allocation: | | \$ | |
| TOTAL ALLOCATION: | | | | | \$ |
| Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*): | | | | | \$ |

Summary of Requirements

| | Yes | No |
|--|-----|----|
| District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)? | | |
| Community Engagement Template submitted and posted on website? | | |
| Health and Safety Plan submitted and posted on website? | | |
| Needs Assessment submitted and posted on website? | | |
| Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted? | | |
| Spending Plan submitted in ePlan and available to public? | | |

How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? *Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."*

Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department’s strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.¹ The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.

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

¹ LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

Summary

| ACADEMICS | | |
|--|--------------|---------------------|
| Topic | Amount Spent | Percentage of Total |
| Tutoring Programs | \$ | % |
| Summer Programming (Supplement to State Funding) | \$ | % |
| Early Reading (Pre-K – 3rd) | \$ | % |
| Interventionists | \$ | % |
| Other | \$ | % |

| STUDENT READINESS | | |
|--|--------------|---------------------|
| Topic | Amount Spent | Percentage of Total |
| AP and Dual Credit/ Enrollment Courses | \$ | % |
| High School Innovation | \$ | % |
| Academic Advising | \$ | % |
| Special Populations | \$ | % |
| Mental Health | \$ | % |
| Other | \$ | % |

| EDUCATORS | | |
|-----------------------------|--------------|---------------------|
| Topic | Amount Spent | Percentage of Total |
| Strategic Teacher Retention | \$ | % |
| Grow Your Own | \$ | % |
| Class Size Reduction | \$ | % |
| Other | \$ | % |

| FOUNDATIONS | | |
|--|--------------|---------------------|
| Topic | Amount Spent | Percentage of Total |
| Technology | \$ | % |
| High-Speed Internet | \$ | % |
| Academic Space: Facilities* | \$ | % |
| Auditing and Reporting (1% min. recommended) | \$ | % |
| Other | \$ | % |

ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

Description of strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district’s needs assessment:

High Dosage, Low Ratio Tutoring

Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week

| Grade Band | Number of Students | Percent of Students | Frequency per Week | Ratio Provided | Description of Services |
|------------------------|--------------------|---------------------|--------------------|----------------|-------------------------|
| Kindergarten | | % | | | |
| 1 st Grade | | % | | | |
| 2 nd Grade | | % | | | |
| 3 rd Grade | | % | | | |
| 4 th Grade | | % | | | |
| 5 th Grade | | % | | | |
| 6 th Grade | | % | | | |
| 7 th Grade | | % | | | |
| 8 th Grade | | % | | | |
| 9 th Grade | | % | | | |
| 10 th Grade | | % | | | |
| 11 th Grade | | % | | | |
| 12 th Grade | | % | | | |

| | Yes | No |
|--|-----|----|
| * Participating in TN ALL Corps? | | |
| * Plan to use free high school tutoring services through TDOE? | | |

ACADEMICS (continued)

Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

| |
|--|
| |
|--|

| Grade Band | # of Students Served | % of Total Students Served | Weeks per Summer | Hours per Week | Description of Services |
|---------------|----------------------|----------------------------|------------------|----------------|-------------------------|
| Elementary | | % | | | |
| Middle | | % | | | |
| High School | | % | | | |
| HS Transition | | % | | | |

| | | | | | Yes | No |
|---|--|--|--|--|-----|----|
| * Applied to TDOE for transportation grant? | | | | | | |

Literacy

Link to **TN Foundational Literacy Skills Plan**: _____

| Grade Band | Spending Amount Planned on... | | Description |
|-------------|----------------------------------|--------------------------|-------------|
| | Approved Instructional Materials | Professional Development | |
| Pre-K | \$ | \$ | |
| Elementary | \$ | \$ | |
| Middle | \$ | \$ | |
| High School | \$ | \$ | |

| | | | Yes | No |
|--|--|--|-----|----|
| * Participating in Reading 360 Summer Teacher PD (elementary)? | | | | |
| * Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)? | | | | |
| * Participating in Reading 360 PK-12 Literacy Implementation Networks? | | | | |
| * Participating in Reading 360 Early Reading Implementation Networks? | | | | |
| * Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation? | | | | |
| * Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports? | | | | |
| * Provided families with information on FREE at-home decodables? | | | | |
| * Using the free universal screener provided to districts? | | | | |
| * Considering use of free TDOE supplemental instructional materials for math (elementary)? | | | | |
| * Considering use of free TDOE math professional development, implementation support and networks? | | | | |

ACADEMICS *(continued)*

Other: Academics

| Item | Spending Amount | Expected Outcomes for Students as a Result of this Investment | How Student Outcomes and/or Success will be Quantifiably Measured | Description of Services |
|------|-----------------|---|---|-------------------------|
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |

STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

Description of strategic allocations to support **Student Readiness** and the **School-Related Supports** necessary to access high-quality instruction, including how allocations support the investments identified in the district’s needs assessment:

Middle and High School Opportunities

| Item | Spending | Description of Services |
|---|----------|-------------------------|
| AP and Dual Credit/Enrollment Opportunities | \$ | |
| High School Innovation | \$ | |
| Academic Advising | \$ | |
| Other | \$ | |

| | Yes | No |
|--|-----|----|
| * Received an Innovative High School Grant? | | |
| * Using or planning to use free ACT preparation courses? | | |
| * Using or planning to use free and online AP Access for All? | | |
| * Received an Early Postsecondary Expansion Grant? | | |
| * Received a Middle School STEM and CTE Grant? | | |
| * Received a STEM Designation? | | |
| * Participating in the free Work Keys program? | | |
| * Using or planning to use free STEAM Resource Hub? | | |
| * Received a Governor’s Civics Seal Grant? | | |
| * Plan to participate in computer science networks and related grants? | | |

STUDENT READINESS *(continued)*

Special Populations

| Item | Spending | Expected Outcomes for Students as a Result of this Investment | Description of Services |
|------------------------------------|----------|---|-------------------------|
| Economically Disadvantaged | \$ | | |
| Students with Disabilities | \$ | | |
| Students in Foster Care | \$ | | |
| Students Experiencing Homelessness | \$ | | |
| Migrant | \$ | | |
| Mental Health Supports | \$ | | |
| Other | \$ | | |

| | Yes | No |
|---|-----|----|
| * Applied for and received a TDOE trauma informed school grant? | | |
| * Will receive a supplemental grant for serving students experiencing homelessness? | | |
| * Applied for and received the ELC grant to support health and wellness activities? | | |
| * Planning to apply for mental health grants (\$100,000 - \$200,000)? | | |
| * Applied for an IDEA Partnership Grant to support students with disabilities? | | |
| * Plan to use attendance support to identify and re-engage missing students? | | |

Other: Student Readiness

| Item | Spending Amount | Expected Outcomes for Students as a Result of this Investment | How Student Outcomes and/or Success will be Quantifiably Measured | Description of Services |
|------|-----------------|---|---|-------------------------|
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |

EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

Description of strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment:

| Item | Spending | Expected Outcomes for Students as a Result of this Investment | Description of Services |
|---|----------|---|-------------------------|
| Strategic Teacher Retention | \$ | | |
| Establishing Sustainable Teacher Recruitment Models | \$ | | |
| Class Size Reduction | \$ | | |
| Other | \$ | | |

| | Yes | No |
|--|-----|----|
| * Participating in Grow Your Own? | | |
| * Participating in Aspiring Assistant Principal Network? | | |
| * Participating in Diverse Leaders Network? | | |
| * Participating in Rural Principal Network? | | |
| * Participating in Turnaround Principal Network? | | |
| * Participating in Principal Supervisor Network? | | |
| * Participating in TASL Academies? | | |
| * Participating in TDOE Special Education and ESL additional endorsement grants? | | |
| * Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board? | | |
| * Encouraged participation in or actively utilized Best For All Central? | | |

EDUCATORS *(continued)*

Other: Educators

| Item | Spending Amount | Expected Outcomes for Students as a Result of this Investment | How Student Outcomes and/or Success will be Quantifiably Measured | Description of Services |
|------|-----------------|---|---|-------------------------|
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |

FOUNDATIONS



Description of strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment:

| Item | Spending Amount | Expected Outcomes for Students as a Result of this Investment | How Student Outcomes and/or Success will be Quantifiably Measured | Description of Services |
|--|-----------------|---|---|-------------------------|
| Technology | \$ | | | |
| High-Speed Internet | \$ | | | |
| Academic Space: Facilities* | \$ | | | |
| Monitoring, Auditing and Data Collection and Reporting | \$ | | | |
| Other | \$ | | | |

| | Yes | No |
|---|-----|----|
| * Participated in the TDOE device grant program? | | |
| * Participated in the TDOE connectivity grant? | | |
| * Participating in the TDOE-T-Mobile partnership to increase high-speed internet? | | |

OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

| Item | Spending | Expected Outcomes for Students as a Result of this Investment | How Student Outcomes and/or Success will be Quantifiably Measured | Description of Services |
|------|----------|---|---|-------------------------|
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |

Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

| Item | Spending | Expected Outcomes for Students as a Result of this Investment | How Student Outcomes and/or Success will be Quantifiably Measured | Description of Services |
|------|----------|---|---|-------------------------|
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |

Monitoring, Auditing and Reporting

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

Family and Community Engagement

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.