

ESSER 3.0 Public Plan-Federal Relief Spending Addendum Addendum Guidance

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (February 1 and August 27). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The intent of the plan is to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total for each relief fund: ESSER 1.0, ESSER 2.0, and ESSER 3.0. and equal the allocation amounts.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align to the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it used multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan-Federal Relief Spending Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a Public Plan-Federal Relief Spending. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Trousdale County

Director of Schools (Name): Clint Satterfield

ESSER Director (Name): Clint Satterfield

Address: 103 Lock Six Rd, Hartsville, TN 37074

Phone #: 615-374-2193 District Website: www.tcschools.org

Addendum Date: 02/01/2022

Total Student Enrollment:	1374
Grades Served:	K-12
Number of Schools:	3

Funding

ESSER 1.0 Allocation:	\$238,609.19
ESSER 2.0 Allocation:	\$960,310.82
ESSER 3.0 Allocation:	\$2,156,721.70
Total Allocation:	\$3,355,641.71

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	0	0	650,233.70
	Summer Programming	6,750.00	119,622	0
	Early Reading	0	0	0
	Interventionists	0	0	0
	Other	517.50	0	732,695.00
	Sub-Total	7,267.50	119,622.00	1,382,928.70
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0	0
	High School Innovation	0	0	0
	Academic Advising	0	0	0
	Special Populations	0	0	9,200.00
	Mental Health	0	0	0
	Other	0	0	0
	Sub-Total	0	0	9,200.00
Educators	Strategic Teacher Retention	0	0	0
	Grow Your Own	0	0	0
	Class Size Reduction	0	0	0
	Other	0	0	185,448.00
	Sub-Total	0	0	185,448.00
Foundations	Technology	138,626.06	293,510.82	0
	High Speed Internet	0	109,000.00	0
	Academic Space (facilities)	0	367,369.10	0
	Auditing and Reporting	0	0	0
	Other	92,715.63	70,808.90	579,145.00
	Sub-Total	231,341.69	840,688.82	579,145.00
Total		238,609.19	960,310.82	2,156,721.70

Academics

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

To address learning loss due to the negative impacts of COVID, the district has allocated (\$455,233.70) to implement low-ratio, high-dose tutoring for non-proficient math students in grades 3, 4 and 5 for three years. All tutoring opportunities are provided during the school day by licensed teachers. The district has chosen to provide high-dose math tutoring for elementary students since recent research reveals a more negative affect from learning loss in mathematics than reading in early grades. District research of recent TCAP results also aligns to the national research. This expenditure is part of the TN ALL Corps mathematics tutoring initiative that the district is providing for elementary students during the school day by licensed teachers. Additionally, these funds (\$190,000) are being used to purchase high-quality Reading and Mathematics curriculum in grades 1-12 to support learning acceleration district wide.

2. Describe initiatives included in the “other” category

To accelerate learning due to the negative impacts from COVID, the district contracted services for year-round reading and mathematics support that is being disseminated through a shared leadership model led by a new Coordinator of Teacher Talent & Development / Learning Loss Strategist (\$198,510). The Coordinator works directly with School Instructional Coordinators (\$534,185), one for each of the district’s three schools to provide on-going, year-around instructional coaching and professional development for teachers.

Student Readiness

1. 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:

To ensure equitable college & career opportunities for all students, the district set aside (\$9,200) to provide vocational dual enrollment opportunities as well as fee waivers for additional ACT and Accuplacer opportunities for high school students.

2. Describe initiatives included in the “other” category

N/A

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district’s needs assessment:

The district’s strategy to support educators is based on the shared leadership model to build leadership capacity of instructional supervisors, principals, school instructional coordinators, and aspiring grade-level and content level teachers. Educational consulting will be provided for one year for which the Coordinator of Teacher Talent & Development / Learning Loss Strategist will coordinate in year two and thereafter.

2. Describe initiatives included in the "other" category

To accelerate learning due to the negative effects of COVID, (\$185,448) will be spent to contract with an educational consultant (TNTP) to provide year-long, on-going instructional leadership support for K-12 Reading and Mathematics. The consultant provides instructional classroom walkthrough observations and supports the Learning Loss Strategist and School Instructional Coordinators to improve teacher pedagogy and student learning outcomes.

Foundations

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

Since the onset of the COVID pandemic, the demand for school health services has increased exponentially. ESSER 3.0 funds are well utilized in providing a full-time nurse at each school. School nurses have examined staff and students, administered COVID testing and worked with parents and health agencies in the quarantining of individuals to help keep schools open for in person learning.

2. Describe initiatives included in the "other" category

ESSER 3.0 funds (\$579,145) are being utilized to fund the salaries of (3) nurses, one at each school and (2) technology assistants to sustain student health and academic supports brought about from the COVID pandemic. Administrative fees in the form of stipends are also being paid to the finance director, and two finance assistants for additional duties necessary to monitor, audit, and report ESSER 3.0 grant requirements.

Monitoring, Auditing and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

The Director of Finance and Director of Schools reviews each purchase request prior to order placement to ensure all expenditures are in conformity with Uniform Grants Guidance and the approved budget. All ESSER funds are maintained in separate subfunds which are balanced on a monthly basis, and all purchasing procedures are followed in accordance with the district's competitive bid process, and all applicable purchases are inventoried. All capital projects are reviewed to ensure applicable Davis-Bacon guidelines are followed. The Director of Schools ensures that appropriate information is reported to the community via the district website.

2. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.

The district has allocated \$1,577,576.70 which is 73% of its ESSER 3.0 funding to address loss of learning through learning acceleration. The district has employed (3) high-dose math tutors for non-proficient students in grades 3-5, provided teacher attendance stipends to incentivize in-person instruction, employed school instructional coordinators for each school to provide on-going year-round instructional coaching for teachers, purchased high quality reading and mathematics curricula and materials for students in grades 1-12, and hired a Coordinator of Teacher Talent & Development to coordinate contracted district-wide leadership supports.

Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

The district has conducted both a teacher retention analysis to study teacher retention trends as well as a TNReady analysis to quantify teacher retention and student learning loss due to the negative impacts caused from the COVID pandemic. Student data are analyzed with teachers regularly throughout the school year in PLCs and Power Friday professional developments. TNTP has just completed a reading perception survey to collect parents' perceptions of learning loss and recovery effort initiatives of the school district. High-dose math students and their parents are surveyed periodically for effectiveness and favorability.

2. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.

To date, the district continues to experience > 50% participation of all staff, parents, and students from survey interviews and observations.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

District and school surveys involve all teachers, students, and parents thus sampling all subgroups of students.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, town halls) to gain input from stakeholders in development of the revised plan.

The district continues utilized parent surveys via the text messaging platform, in-person interviews with teachers and students during PLC meetings, grade-level meetings, parent-teacher meetings and conferences as well as attendance hearings. The district has monthly public forum opportunities that provides stakeholder input opportunities such as education committee and Board meetings. Prior to the fall parent-teacher conference, teachers were provided with parent materials and information about educating parents about how to identify and address learning loss through learning acceleration.