

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2022-23

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 (Feb. 15 and Sept. 15). 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 plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses 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 and when making any significant revisions or updates to 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 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 for Remaining Funds

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) helps 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 Schools

Director of Schools (Name): Clint A. Satterfield

ESSER Director (Name): Clint A. Satterfield

Address: 103 Lock Six Rd. Hartsville, TN 37074

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

Addendum Date: 02/16/2023

Total Student Enrollment:	1,398
Grades Served:	K-12
Number of Schools:	3

Funding

ESSER 2.0 Remaining Funds:	\$66,475.86
ESSER 3.0 Remaining Funds:	\$1,001,548.57
Total Remaining Funds:	\$1,068,024.13

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		267,647.57
	Summer Programming		
	Early Reading		
	Interventionists		
	Other		327,140.00
	Sub-Total		594,787.57
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		9,200.00
	Mental Health		
	Other		
	Sub-Total		9,200.00
 			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		69,216.00
	Sub-Total		69,216.00
 			
Foundations	Technology	34,475.86	
	High-Speed Internet		
	Academic Space (facilities)	32,000.00	
	Auditing and Reporting		
	Other		328,345.00
	Sub-Total	66,475.86	328,345.00
 			
Total		66,475.86	1,001,548.57

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 continues to allocate (\$169,251) 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 and one teacher pipeline educational assistant. The district choose 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 allows the district to extend tutoring opportunities for non-proficient elementary students during the school day by licensed teachers. Most recent 2021-22 TCAP results reveal that 44% of students participating in the tutoring program moved from non-proficient to proficient supporting the district's continuation of the program for the 2022-23 school year. Additionally, these funds (\$98,396.57) are being used to purchase high-quality 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 once again has contracted services for year-round reading support that is being disseminated through a shared leadership model led by a new Coordinator of Teacher Talent & Development / Learning Loss Strategist (\$46,330). The Coordinator works directly with School Instructional Coordinators (\$280,810), 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. Describe 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. Coordination of instructional strategies, high-quality curriculum and materials, including the district's teacher pipeline initiative is directed by the Coordinator of Teacher Talent & Development / Learning Loss Strategist will coordinate these programs to retain and support educators in the service to students.

2. Describe initiatives included in the "other" category.

To accelerate learning due to the negative effects of COVID, (\$69,216) will be spent to contract with an ELA consultant (TNTP) to provide year-long, on-going instructional leadership support for K-12 Reading. The consultant provides instructional classroom walkthrough observations and supports the Learning Loss Strategist and School Instructional Coordinators to improve teacher instructional practices 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 continued to be utilized to provide full-time nurses at each of the district's three schools. Although COVID cases are less than a year ago, nurses continue to examine staff and students, provide testing services for staff, and work with parents to reduce student chronic absenteeism.

2. Describe initiatives included in the "other" category.

ESSER 3.0 funds (\$328,345) 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 is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

The district has allocated a total of \$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 in 2021-22 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 / Learning Loss Strategist to coordinate district-wide initiatives to address learning loss.

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

The district annually conducts both a teacher retention analysis to study teacher retention trends as well as a TNReady analysis to quantify student learning loss caused by the negative impacts of the COVID pandemic. Student data are analyzed with teachers regularly before and throughout the school year in PLCs and Power Friday professional developments. High-dose math students and their parents are surveyed periodically for effectiveness and favorability. A summer learning camp family survey is conducted at the conclusion of each summer learning camp to gauge camp effectiveness.

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

The district used three electronic surveys that was pushed out by the district's text messaging system during the spring of 2022. The district surveyed families, students, and teachers of which 46% of the families surveyed (295) responded with 98% of the responses being favorable of the district's present ESSER plan strategies. Although students (268) continue to favor the ESSER plan strategies, 10% of their responses requested more

high school class offerings. 90% of the high school teachers (31) rated the support provided by the school instructional coordinators as worthwhile to improving their professional practice.

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

The district continues to engage multiple stakeholders through board meetings, parent-teacher conference, county education committee meetings, and radio broadcasts. District surveys include learning management surveys, early literacy surveys, bullying prevention surveys, summer learning camp surveys, and classroom teacher surveys that conducted by the students themselves. Surveys are administered to all the parents of students from our largest ED and SWD subgroups to ensure that their families have input in the programing of the school district.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the 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. During parent-teacher conferences teachers are provided with parent materials (ex: parent portal access) and information about educating parents about how to identify and address learning loss through learning acceleration.