

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: TN Public Charter School Commission_____

Director of Schools (Name): Tess Stovall_____

ESSER Director (Name): Melanie Harrell_____

Address: 500 James Robertson Parkway, 5th Flr Davy Crockett Tower, Nashville, TN 37243_____

Phone #:615-532-6245 District Website: www.tn.gov/tn-public-charter-school-commission_____

Addendum Date: February 1, 2022_____

Total Student Enrollment:	1,747
Grades Served:	K-7, 9-12
Number of Schools:	4

Funding

ESSER 1.0 Allocation:	152,823.89
ESSER 2.0 Allocation:	1,711,662.53
ESSER 3.0 Allocation:	3,844,150.89
Total Allocation:	5,708,637.31

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			90,000.00
	Summer Programming		99,570.00	243,300.00
	Early Reading			41,099.81
	Interventionists	36,253.77		212,972.50
	Other	3,000.00	179,105.00	134,975.00
	Sub-Total	39,253.77	278,675.00	722,347.31
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations	15,900.00	297,358.13	453,416.42
	Mental Health	34,660.00	95,000.00	516,437.58
	Other		49,025.00	21,109.00
	Sub-Total	50,560.00	441,383.13	990,963.00
 				
Educators	Strategic Teacher Retention			185,071.25
	Grow Your Own			
	Class Size Reduction			701,162.00
	Other			
	Sub-Total			886,233.25
 				
Foundations	Technology	53,599.48	236,102.02	311,794.38
	High Speed Internet			
	Academic Space (facilities)		605,732.10	85,000
	Auditing and Reporting			181,999.89
	Other	9,410.64	149,770.28	665,813.06
	Sub-Total	63,010.12	991,604.40	1,244,607.33
 				
Total		152,823.89	1,711,662.53	3,844,150.89

Academics

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

Tennessee Public Charter School Commission prioritizes our authorized charter schools' autonomy to strategically invest ESSER funds to respond to the specific needs of the students in their school communities. Overall district funds have been allocated to (1) tutoring programs (the plans for these vary by school), (2) instructional materials (include supports to address early reading), (3) interventionists, and (4) comprehensive curriculum and intervention planning services. As other schools across the state, TPCSC authorized schools saw a decrease in student achievement outcomes during the 2020-21 school year, and these investments are aimed at addressing those gaps.

2. Describe initiatives included in the "other" category

The "other" category includes additional curriculum to grow literacy expertise, curriculum evaluation, planning, and design plus professional development to address learning needs exacerbated by COVID.

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:

Overall district funds have been allocated to (1) Respond to students' continued mental health needs in the midst and aftermath of the COVID-19 pandemic, (2) Identify and respond to gaps in attendance, discipline, and academic performance for students with disabilities and multilingual students, (3) Increase ACT preparation and credit recovery opportunities to improve student readiness for post-secondary opportunities, and (4) Provide needed wraparound services to students experiencing homelessness to address new barriers to accessing high-quality instruction.

2. Describe initiatives included in the "other" category

Funds will be used to deploy and manage multiple high quality ACT preparatory programs to increase ACT outcomes and target learning needs, as well as to offer credit recovery opportunities.

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:

Overall district funds have been allocated to (1) instructional coaching and professional development (2) class size reduction (3) improved paraprofessional support and (4) comprehensive curriculum and intervention planning services.

2. Describe initiatives included in the “other” category

Not applicable.

Foundations

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

Overall district funds have been allocated to (1) Improve the safety of facilities through increasing usable space to promote social distancing, improving airflow, increasing access to nurses and handwashing and sanitizing stations, and increasing frequency of janitorial services, (2) Maintain individualized access to devices for students and tech support for staff and families to ensure access to key instructional resources, and (3) Provide the necessary oversight and support to schools to ensure the appropriate use of relief funds in accordance with federal and state reporting, monitoring, and auditing requirements.

2. Describe initiatives included in the “other” category

The “other” category includes: 1) supplies and materials for implementing CDC school operational guidance such as PPE, screening equipment, 2) nursing services, 3) additional transportation to support attendance initiatives and social distancing on school buses, 4) janitorial supports to maintain cleanliness in the schools.

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.

Currently the TPCSC has three primary individuals that will support ESSER reporting: the Fiscal Programs Manager, Coordinator of Federal Programs and Special Populations, and the Director of Finance and Operations. The Fiscal Programs Manager is responsible for the monitoring and oversight of all ESSER grant funds, reimbursements, and review of fiscal compliance requirements. We have budgeted approximately 50% of this individual's salary toward ESSER activities. The Coordinator of Federal Programs and Special Populations will support by reviewing additional program oversight and managing program-based reporting. The Director of Finance and Operations will additionally support project monitoring, auditing, and oversight efforts, as well as community engagement work.

The team will conduct desktop or on-site monitoring no less than annually of ESSER grant programs. This will be built into the Commission's current monitoring processes used for other grants, though with the additional considerations and requirements associated specifically with relief funds. Schools are required

to provided regular updates and supporting documentation with reimbursement requests to provide additional oversight of the use of funds.

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.

We are participating in the TN ALL Corps and are additionally requiring all schools budget at least 25% of their school allocations to addressing learning loss.

Family and Community Engagement

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

The Tennessee Public Charter School Commission will continue to engage with families, communities, and stakeholders through diverse mediums across life of the ESSER grant. We held schools accountable for maintaining regular consultations with their stakeholder communities as they spend ESSER relief dollars and update spending plans. Prior to completing this revision, the TPCSC:

- Released a stakeholder survey on our website and our newsletter requesting feedback
- Held open office hours for feedback from stakeholders
- Checked in with school and network staff members during regular touchpoints
- Discussed the ESSER addendum at our quarterly Commission meeting with public comment opportunities and via livestream.

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

We ensured that we received direct updates from all school teams, and tracked all feedback submitted and incorporated.

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

Surveys, virtual, and in person meeting feedback options were provided to a diverse audience of stakeholders, including:

- Teachers, administrators, special educators, and charter network level staff
- Commissioners
- Advocacy organizations
- Parents, families, and the public

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.

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