BEST FOR ALL
#TNBestforAll

Accelerating TN:
ESSER Steering Committee

Introductory Meeting: June 2021

TN Department of Education

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

Agenda

Time	Topic	Presenter
2:00 p.m.	**Greetings and Opening Comments** • Welcome remarks • Purpose and intent of the group • Expectations and opportunities for engagement	Commissioner Schwinn
2:15 p.m.	**Brief Introductions** • Name and Organization • Connection to the work moving forward	Committee Members
2:30 p.m.	**ESSER Overview: Funds and Planning** • Brief funding overview • District expectations – reporting, monitoring, & spending • Highlight essential planning supports & partnerships	Commissioner Schwinn
2:45 p.m.	**Standard Meeting and Practice** • What information do you need to best participate in this committee? • How do you see your role supporting districts and school communities in this work?	Committee Members
2:55 p.m.	**Moving Forward: Questions, Final Reminders, Adjourn** • Pre-work and materials • First Full Quarterly Meeting: August 6, 2021	Emma McCallie

Purpose and Intent of Group

Each of us has a role in moving the work forward. As this collective of key statewide stakeholders, the Accelerating Tennessee ESSER Steering Committee will **support both the opportunity and responsibility of our districts to make key investments for positive statewide trajectory** by:

- Participating in a public dialogue that includes a review of ESSER spending to date
- Discussing outcomes related to that spending
- Discussing how to move the critical work forward in each member's respective education space

Opportunities for Participation and Engagement

- Attend and engage in quarterly meetings with pre-reading, input, and review
- Amplify best practices on spending, programmatic emphasis, and strategic approach
  - Engage in district analysis and statewide quarterly review, monitoring trends and impact
  - Partner with further stakeholders to leverage best outcomes and interests
- Supply quotes for TDOE press releases and/or provide public commentary on Tennessee's progress related to pandemic recovery

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Overview of ESSER and the State Agency

Department of **Education**

Historic Federal Funds for Education

Tennessee public schools will receive over $4.5 BILLION in federal relief funding for use between spring 2020 and fall 2023.

- Over **$150M in Coronavirus Relief Funds (CRF),** including PPE

- Over **$45M in competitive federal grants**
  for literacy, CCTE, and mental health resources

- Over **$126M in GEER** (Governor's discretionary relief funding)

- Over **$385M in ESSER** (SEA discretionary relief funding)

- ...in addition to over **$3.58 billion passed directly to LEAs**

ESSER

**States received allocations based on their share of Title I funding**

- 90% of funds allocated to LEAs based on each LEA's Title I share

- 10% is reserved for state level activities (only 0.5% may be used for the SEA)
- The uses of funds emphasize **learning loss, in-person learning, and school facility improvements**

- Minimum requirements for addressing learning loss exist in the third round of funding

- USDOE put forth planning guidance on April 21, 2021and state plan submitted on June 7th (as required)

→ *ALL funds are one-time and expected to be obligated by September 30, 2022 (ESSER 1.0),*
   2023 (ESSER 2.0), and 2024 (ESSER 3.0)
   → *TDOE and LEAs will provide monthly reporting on federal relief funds beginning July 2021*

Fund Availability and Planning Timelines
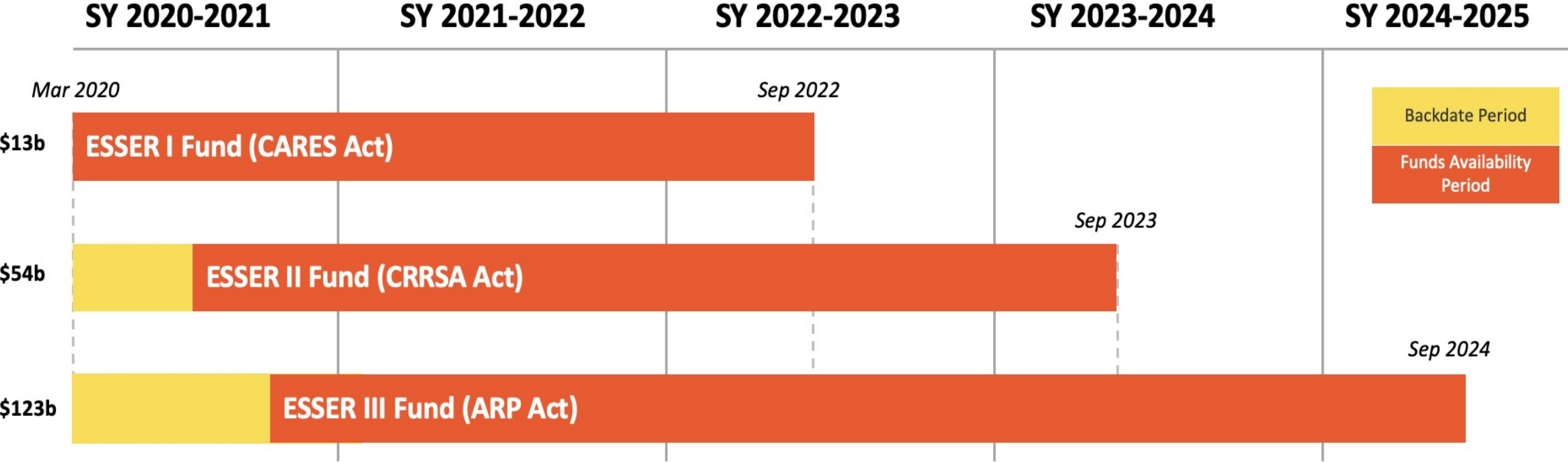
Public Feedback and Comment Requests

- Agape
- American Federation for Children- TN
- Association of Infant Mental Health in TN
- Ayers Foundation
- Benwood Foundation
- Big Brothers Big Sisters Tennessee Statewide Association
- Bill and Crissy Haslam Foundation
- Boys and Girls Clubs in Tennessee
- Chattanooga 2.0/Chattanooga Area Chamber of Commerce
- Communities In Schools of Tennessee
- Community Foundation of Greater Chattanooga
- Community Foundation of Greater Memphis
- Community Foundation of Middle Tennessee
- Conexion Americas
- Cookeville-Putnam County Chamber of Commerce
- Country Music Association Foundation
- East Tennessee Foundation
- Education Preparation Providers (22)
- Education Trust
- Governor's Early Literacy Foundation
- Hyde Foundation
- Jackson Chamber of Commerce
- Jason Foundation
- Kingsport Chamber of Commerce
- Knox Education Foundation
- Knoxville Area Chamber of Commerce
- Memphis Chamber of Commerce
- Memphis Education Fund
- Memphis Lift
- Nashville Area Chamber of Commerce
- Nashville Propel

- Nashville Public Education Foundation
- Niswonger Foundation
- Principal Study Council - Executive and Steering Committees
- Professional Educators of Tennessee
- Public Education Foundation
- Scarlett Foundation
- SCORE
- Academics Superintendent Engagement Groups
- Student Readiness Superintendent Engagement Groups
- Educator Superintendent Engagement Groups
- Superintendent Study Council Executive Committee
- Synchronus Health
- Teacher Advisory Council
- Tennesseans for Quality Early Education
- Tennesseans for Student Success
- Tennessee Association of School Personnel Administrators
- Tennessee Business Roundtable
- Tennessee Chamber of Commerce and Industry
- Tennessee Charter School Center
- Tennessee Education Association
- Tennessee Educators of Color Alliance
- Tennessee Organization of School Superintendents
- Tennessee PTA
- Tennessee Rural Education Association
- Tennessee Rural Health Association
- Tennessee State Alliance of YMCAs
- Tennessee Urban League Affiliates
- TennesseeCAN
- The Arc Tennessee

- The Educators' Collaborative
- The Poplar Foundation
- United Ways of Tennessee/Tennessee After School Network
- Tennessee Education Research Alliance
- The Urban Child Institute
- Aquinas College
- Austin Peay State University
- Bethel University
- Belmont University
- Bryan College
- Carson-Newman University
- Christian Brothers University
- Cumberland University
- East Tennessee State University
- Fisk University
- Freed-Hardeman University
- Johnson University
- King University
- Lee University
- LeMoyne-Owen College
- Lincoln Memorial University
- Lipscomb University
- Martin Methodist College
- Maryville College
- Middle Tennessee State University
- Milligan College
- Nashville Teacher Residency
- Relay Graduate School of Education
- Rhodes College
- Rutherford County Schools
- South College
- Southern Adventist University
- Teach for America – Memphis
- Tennessee State University
- Tennessee Technological University
- Tennessee Wesley University

- Trevecca Nazarene University
- Tusculum University
- Union University
- University of Memphis
- University of Tennessee – Chattanooga
- University of Tennessee – Knoxville
- University of Tennessee – Martin
- Vanderbilt University
- Welch College
- Western Governors University
- Tennessee Alcoholic Beverage Commission
- Tennessee Department of Agriculture
- Tennessee Arts Commission
- Tennessee Board of Parole
- Tennessee Department of Children's Services
- Tennessee Department of Commerce & Insurance
- Tennessee Commission on Aging and Disability
- Tennessee Commission on Children and Youth
- Tennessee Department of Correction
- Tennessee Council on Developmental Disabilities
- Tennessee Department of Economic and Community Development
- Tennessee Department of Environment and Conservation
- Tennessee Department of Finance & Administration
- Tennessee Department of Financial Institutions
- Tennessee Department of General Services
- Tennessee Department of Health

- Tennessee Housing Development Agency
- Tennessee Department of Human Resources
- Tennessee Human Rights Commission
- Tennessee Department of Human Services
- Tennessee Department of Intellectual and Developmental Disabilities
- Tennessee Department of Labor and Workforce Development
- Tennessee Department of Mental Health and Substance Abuse Services
- Tennessee Department of Military
- Tennessee Department of Revenue
- Tennessee Department of Safety & Homeland Security
- Tennessee State Board of Education
- Tennessee Department of Transportation
- Tennessee Advisory Commission on Intergovernmental Relations
- Tennessee Bureau of Investigation
- Tennessee Emergency Management Agency
- Tennessee Higher Education Commission
- Tennessee Regulatory Authority
- Tennessee State Museum
- Tourist Development
- Tennessee Wildlife Resources Agency
- Tennessee Department of Veterans Services

A Summary of TDOE Strategic Investments

ACADEMICS: All TN students will have access to a high-quality education... *by learning to read and reading to learn with high-quality materials.*

- $120.7M for the Literacy Success Act and Reading360
- $170.5M for the TN ALL Corps and summer programming*
- $35M to support the 2022/2023 math adoption
- $32M for teaching and learning online resources and improvements for LEAs
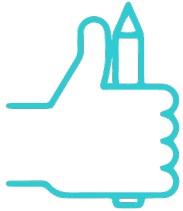
STUDENT READINESS: TN schools will be equipped to serve the academic and non-academic needs of all students... *by developing robust career pathway opportunities and connecting students to real-time support.*

- $32.6M for Innovative High Schools and Advanced Courses
- $17.8M for Mental Health and Family Resource Centers
- $56.5M for K-12 open-source readiness coursework and statewide professional development

EDUCATORS: TN will set a new path for the education profession... *by becoming a teacher for free.*

- $21M in programs to support the educator pipeline

Foundational Investments

- **School Models: ASD, State Special Schools, and Priority Schools**
  $10M to support programmatic investments, and facility improvements in state-run districts and schools

- **Charters**
  $21M for charter expansion grants, an incubator and consortia (long-term support)

- **Innovative Assessments, Data Governance and Accountability**
  $6M for innovative assessment program in the Learning Loss and Student Acceleration Act and through federal assessment flexibility

- **Technology and Facilities**
  $75M for technology and facilities investments in LEAs to support reopening and technology needs

- **PPE and Disinfecting Supplemental Supports**
  $80M for direct-to-school shipments of supplemental PPE and disinfecting materials

- **Supports for Continuity of Existing Services**
- FY21 budget, $17.4M for SEA monitoring, reporting, transparency, and state-level activities & $11.8M in discretionary grants $8.7M to support continuity of programs not funded in the

Overall District Requirements

TN Department of Education

District/LEA Plans Required

Each LEA that receives funds must submit a plan as outlined by the state and in alignment with federal requirements. The plan must include:

- **Health and Safety Plan**
  - Prevention and mitigation strategies that are consistent with the most recent CDC guidelines (if possible) in order to continuously operate for in-person learning

- **Public-Facing ESSER Plan**
  - ***Overall Strategy***
  - ***Academic Impact of Lost Instructional Time Plan: H***ow the district will address the impact of lost instructional time through summer learning, extended day, comprehensive afterschool programs, extended year programs
  - ***Interventions:*** How interventions address the needs of students in all student groups

- **Spending Plan**
  - How all funds will be spent (ePlan); information provided through a separate webinar

Plan Requirements

- All plans are due to TDOE no later than **August 27, 2021**
- Public-facing ESSER Plans must include meaningful **public consultation**
  - Include: Families, students, teachers, principals, school and district admins (incl. special education), school leaders, other educators, school staff, advocacy organizations representing student groups
  - Opportunity for input and meaningful consideration of that input
- Plans must be in an **understandable and uniform format**
- Plans must be reasonably provided in the **language(s) of parents** in the district and be orally translated for such parents
- If requested, plans must be provided in **additional alternative formats** that are accessible to individuals with disabilities
- Plans must be **made publicly available** on the LEA website by August 1st and on the state website within thirty (30) days
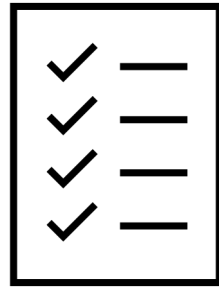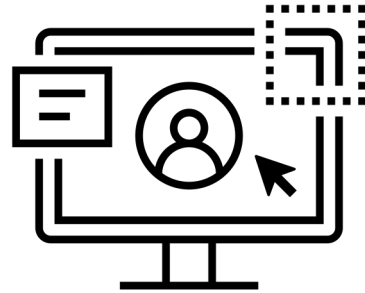
District ESSER Planning
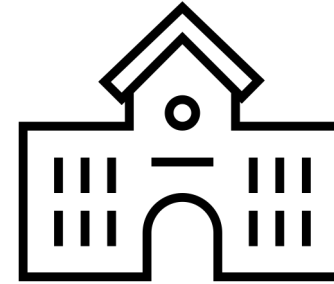
Best For All: Leveraging ESSER Plans
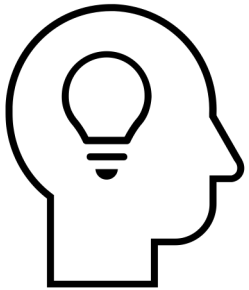
Understand what is needed for students to access grade-level content over the next 3 years.

Assess the academic, mental health, and other needs to students and staff.

Design a multi-year LEA recovery plan aligned to maximizing the one-time funds received and needs of students.

Implement the components of the plan, with a strong focus on quality of a few, large initiatives, and a clear process for data collection.

Monitor, Evaluate and Adjust based on the results of the data collection and feedback from students and staff.

District ESSER Plan

The District Plan is due by August 27, 2021 and includes sections for:

- Current Status and Needs

- Safely Reopening Schools and Sustaining Safe Operations (link to Health and Safety Plan)

- Planning for the Use and Coordination of ARP ESSER Funds

- Supporting the Educator Workforce

- Monitoring and Measuring Progress

District ESSER Plan Components:
Overview and Current Status and Needs

- Overview of demographic information, links to published materials (strategic plans, etc.), and overall funding allocations

- Overview of spending buckets: Academics, Student Readiness, Educators, Foundations

- Link to Health and Safety Plan

- All parts of the plan will have a description section

- All parts of the plan will require an option to list whether matching grants were considered or other additional supports were used

District ESSER Plan Components: Needs Assessment

- Reflect on challenges faced during pandemic

- Identify and prioritize district needs

- Identify individual student groups most impacted by the pandemic

- Summarize how the district is addressing learning loss
  - Overview of evidence-based interventions

District ESSER Plan Components:
Planning for ESSER Funds (Academics)

- **High Dosage, Low Ratio Tutoring***
  - For implementation SY 21-22, SY 22-23, SY 23-24
  - Description and breakdown of grade band and students served

- **Summer Programming***
  - For summers 2021, 2022, 2023, and 2024
  - Description and additional summer programming offered (above and beyond state program)

- **Literacy**
  - High quality materials and information on building literacy in each grade band

- **Math Adoption**
  - Pre-Adoption SY 21-22, Adoption SY 22-23, Implementation SY 23-24
  - Expected funding and professional development support for local adoption

* Can be used towards the federal learning loss requirement

District ESSER Plan Components:
Planning for ESSER Funds (Student Readiness)

- Supports for High School Students
  - Access to Advanced Coursework
  - Career Pathways
  - Student Acceleration in High School (alternative pathways, credit recovery, etc.)
  - Academic Advising and Transitions (incoming 9th and exiting 12th graders)

- Special Populations
  - Efforts to provide compensatory or additional services to special populations (especially students with disabilities and English learners)

- Mental Health
  - Efforts to support the mental health of students

- Students Experiencing Homelessness
  - For those LEAs receiving this additional funding, describe the supports developed

* Can be used towards the federal learning loss requirement, if the service provided can be directly tied to addressing access to grade-level reading and math

District ESSER Plan Components:
Planning for ESSER Funds (Educator Workforce)

- Educator Retention and Recruitment

- Principal and Assistant Principal Retention and Development

- Additional Staffing Supports: Literacy and Math Coaching, Floating Substitutes, College and Career Coaches and Advisors, Paraprofessionals, Special Education Staff and Interventionists*

- Temporary Class Size Reduction

District ESSER Plan Components:
Foundations

- Investments in Technology Hardware and Software
- High-speed Internet
- Facility Improvements (supporting academic spaces)
- Monitoring, Auditing, Data Collection and Reporting

There will also be a space to highlight the contingency plan in the case (1) infrastructure funding becomes available or (2) initiatives are underspent. The district should list how they plan to allocate those funds.

District ESSER Plan Components:
Monitoring and Measurement

There is a significant amount of data collection, reporting, monitoring and auditing that is required as a result of so much funding being allocated to states and local districts. This section requires the district to outline how they will address each of these areas:

- Data Collection
- Reporting
- Monitoring
- Auditing

Districts must also annotate how they will measure the ongoing success or challenges of their investments through program evaluation and articulate if they will have additional partners to support this work.

Planning Supports and Partnerships

Supports from the TDOE

These and other resources are posted at
tn.gov/education/top-links/esser.html

- **Grants Preview Sheet**
  - Section posted on the website that will continue to be updated
  - Will cover whether competitive or not, amount, timeline, etc.

- **Resources Available**
  - Templates for Public-Facing ESSER Plan and the Health and Safety Plan
  - Regularly updated TDOE webpage for resources and guidance

- **Planning Grant for Districts**
  - Support ESSER planning and implementation
  - Non-competitive

Planning Grant

Purpose
- Support districts in developing strong ESSER plans, targeted at moving student achievement forward

Planning Grant Structure
- Districts 0 – 3,000 students: $125,000 per district
- Districts 3,001 – 5,000 students: $150,000 per district
- Districts 5,001 – 10,000 students: $175,000 per district
- Districts more than 10,000 students: $200,000 per district

Requirements
- Money used to support an external partner or partner(s) for planning and the first year of implementation
- TDOE will provide a directory of options, with information and pricing (optional for providers to enter their information on)

Partner Requirements:
- Support community engagement planning with the district, if requested
- 1 day of district planning (on-site or remote) and ½ day board retreat, county commission (or similar, if requested)
- Draft ESSER Plan and coordinated implementation plan with the district
- Draft a data collection and monitoring plan
- Monthly implementation checks in the first year, with recommendations (provided to district and TDOE)
- Ongoing implementation support from June 1, 2021 through August 31, 2022

Assurances
- External partner must participate in 2-hour TDOE onboarding
- 80% of ESSER Plan must align with TDOE recommendations
- External partner must submit quarterly update on implementation progress to highlight district work

Initial District Reporting Requirements

TN Department of Education

School Model and Attendance Dashboard: USDOE Required Updates

The existing dashboard will continue through at least the end of next year. The reporting will move from a weekly to a **monthly basis**.

- **Report learning model (by district)**
  - Overall district enrollment for all students and student groups for each learning model
  - Overall district attendance for all students and student groups for each learning model
- **Report learning model (by school)**
  - Enrollment at each school for all students and student groups for each learning model
  - Attendance at each school for all students and student groups for each learning model
- **Student groups identified by USDOE**
  - Students from low-income families, each racial and ethnic group, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students, and other groups disproportionately impacted as identified by TDOE

*Please note this is considered formal reporting to USDOE, so accuracy is important.

Academics Data

These are only **initial example requirements** based on the current information requested in ESSER plans. Final data collection requirements will be available by July 1, 2021. Any strategy funded will need to report the outcomes/results of all investments. This must also be reported by student group and grade level, including the outcomes for those student groups who the district identified as disproportionately impacted.

- Benchmark Data

- Summer Programming
  - Pre- and post-tests
  - Attendance
  - Level of teacher or tutor
  - Student selection

- Tutoring
  - Ratio, by student
  - Hours
  - Quality of tutor or teacher
  - Content and Materials
  - Ongoing data
  - By school and student group

Student Readiness Data

These are only **initial example requirements** based on the current information requested in ESSER plans. Final data collection requirements will be available by July 1, 2021. Any strategy funded will need to report the outcomes/results of all investments. This must also be reported by student group and grade level, including the outcomes for those student groups who the district identified as disproportionately impacted.

- Hours of nurses (need vs. access)
- Data related to how LEAs are addressing students' and staff mental health and other needs, per USDOE
- Engagement metrics for high school students
- Credit Recovery Needs
- Dual Credit Enrollment
- Post-secondary and EPSO Opportunity, Access, and Uptake
- Transition data for all applicable grades
- Supports for special populations

Educators Data

These are only **initial example requirements** based on the current information requested in ESSER plans. Final data collection requirements will be available by July 1, 2021. Any strategy funded will need to report the outcomes/results of all investments. This must also be reported by student group and grade level, including the outcomes for those student groups who the district identified as disproportionately impacted.

- Shortages in every staffing category (unfilled vacancies)
- Retention incentives and outcomes
- Recruitment incentives/strategies and outcomes
- Professional development
- Data related to how LEAs are addressing students' and staff social, emotional, mental health, and other needs

Health and Safety Data

These are only **initial example requirements** based on the current information requested in ESSER plans. Final data collection requirements will be available by July 1, 2021. Any strategy funded will need to report the outcomes/results of all investments. This must also be reported by student group and grade level, including the outcomes for those student groups who the district identified as disproportionately impacted.

These are not required, but the USDOE would like information on the strategy around usage and implementation of these items:

- PPE
- Physical distancing (e.g., including use of cohorts/podding)
- Handwashing and respiratory etiquette
- Cleaning and maintaining health facilities, including improving ventilation
- Contact tracing in combination with isolation and quarantining in collaboration with the state, local, or tribal health departments
- Diagnostic and screening testing
- Efforts to provide vaccinations to educators, other staff, and students, if eligible
- Appropriate accommodations for children with disabilities with respect to the health and safety policies

Other Data

These are only **initial example requirements** based on the current information requested in ESSER plans. Final data collection requirements will be available by July 1, 2021. Any strategy funded will need to report the outcomes/results of all investments. This must also be reported by student group and grade level, including the outcomes for those student groups who the district identified as disproportionately impacted.

- Attendance and Chronic Absenteeism (as outlined)
- Spending Reports (with attached supporting documentation)
- Per-pupil Allocations (by school)
- Plan Changes (with rationale)
- Student Discipline
- Technology Access
- Internet Access

Brief Monitoring Overview

Monitoring: What to Expect

- Integration into existing monitoring protocols
  - Results-based
  - Desktop
  - Self
  - Fiscal

- Additional oversight/monitoring
  - Random informal monitoring reviews each quarter
  - Interim monitoring once per semester (desk)
  - Follow-up/focus monitoring
  - Summative report bi-annually shared with stakeholders

Monitoring and Auditing: Expectations and Opportunities

- Reimbursement requests
  - Districts should submit reimbursements monthly
  - Documentation must be uploaded for each reimbursement request
  - The department will be monitoring draw downs monthly
    - Follow up and technical assistance as needed
- Opportunity for audit support
  - Statewide contract for interim/informal auditing support made available for districts to purchase from
- Additional information to be released June 2021
  - Protocols, timelines, technical assistance

Standard Committee Meetings and Practice

Department of
Education

Moving Forward

- What information do you need to best participate in this committee?

- How do you see your role supporting districts and school communities in this work?

Questions?

Final Reminders & Adjourn

- Prework and calendar holds to follow suit

- First full quarterly meeting:
    - August 6, 2021 2-4pm CT