

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2023

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: Dickson County Schools

Director of Schools (Name): Dr. Danny Weeks

ESSER Director (Name): Dr. Mary Collins

Address: 817 N. Charlotte St, Dickson, TN 37055

Phone #: 615-446-7571 District Website: <http://www.dcstn.org>

Addendum Date: September 8, 2023

| | |
|---------------------------|---------|
| Total Student Enrollment: | 7914 |
| Grades Served: | PreK-12 |
| Number of Schools: | 16 |

Funding

| | |
|-------------------------------|------------------------|
| ESSER 2.0 Remaining Funds: | \$0 |
| ESSER 3.0 Remaining Funds: | \$10,082,508.11 |
| Total Remaining Funds: | \$10,082,508.11 |

Budget Summary

| | | ESSER 2.0 Remaining Funds | ESSER 3.0 Remaining Funds |
|-------------------|---|---------------------------|---------------------------|
| Academics | Tutoring | | \$702,441.89 |
| | Summer Programming | | |
| | Early Reading | | \$125,601.92 |
| | Interventionists | | |
| | Other | | \$643,373.46 |
| | Sub-Total | | \$1,471,417.27 |
| | | | |
| Student Readiness | AP and Dual Credit/ Enrollment Courses | | |
| | High School Innovation | | |
| | Academic Advising | | \$145,725.00 |
| | Special Populations | | \$414,837.22 |
| | Mental Health | | \$205,040.19 |
| | Other | | |
| | Sub-Total | | \$765,602.41 |
| | | | |
| Educators | Strategic Teacher Retention | | \$3,279,139.94 |
| | Grow Your Own | | \$40,000 |
| | Class Size Reduction | | |
| | Other | | \$100,000 |
| | Sub-Total | | \$3,419,139.34 |
| | | | |
| Foundations | Technology | | \$838,838.61 |
| | High-Speed Internet | | \$ |
| | Academic Space (facilities) | | \$226,715.00 |
| | Auditing and Reporting | | \$1,134,794.88 |
| | Other | | \$2,226,000.00 |
| | Sub-Total | | \$4,426,348.49 |
| | | | |
| Total | | \$0 | \$10,082,508.11 |

Academics

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

Dickson County Schools are participating in the TN ALL Corps tutoring initiative. Students identified to participate in this program demonstrated learning loss and a need for remediation. We have hired Learning Loss Teachers for all elementary schools. Learning Loss Teachers provide tutoring two to three times a week in a 1:3 ratio. The Learning Loss Teachers are able to provide tutoring in an accelerated model during the school day, removing the barrier of transportation and involvement in other after-school activities. We will also utilize high impact/low ratio afterschool tutoring to daycare students in elementary schools. The high impact/low ratio afterschool tutoring will utilize classroom teachers to provide tutoring two times a week in a 1:3 ratio. An additional identified need is kindergarten readiness. Dickson County is providing early registration and parent coaching lessons around kindergarten student readiness kits, which will be taught by the K-5 Literacy Coordinator and K-5 Math Coordinator. Certified kindergarten teachers will provide a kindergarten academic readiness camp prior to a student’s entrance into school. The academic readiness camp will focus on deficiencies on Brigance Assessment skills, FAST Bridge universal screening benchmarks, and basic kindergarten skills. Dickson County will also provide before and after school tutoring to kindergarten students based on identified skill deficits.

2. Describe initiatives included in the “other” category.

Initiatives included in the “other” category are textbooks for Math; High Quality Instructional materials for math; and salary and benefits of a Testing and Data Coordinator and a 6-12 Literacy Coordinator.

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.

Allocations for Student Readiness include additional Social Workers, a Behavior Coordinator, sensory room materials, stipends for school-level gifted facilitators, High School Learning Loss coaches and a College and Career Coach, as well as additional monies to support Homeless students. The district’s needs assessment identified a large number of at-risk students to be targeted due to the lack of credits required toward graduation. Students returning to in-person learning in the 2023-2024 school year may also need additional mental health supports to adjust to a traditional learning model. Training for the behavior team, teachers and administrators in restorative practices support school level, and student behavior and mental health needs.

2. Describe initiatives included in the “other” category.

There were no monies allocated in the “other” category.

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 needs assessment revealed a lack of qualified teacher candidates to fill need vacancies. Allocations to Recruit, Retain, and Support Educators and School Personnel are used in our Grow Your Own program and to increase participation in our minority Grow Your Own candidates and mentors. An additional allocation for a staff retention bonus was added this year based on the 2023 survey sent by the district.

2. Describe initiatives included in the “other” category.

In the “other” category professional development for librarians, instructional coaches, and guidance counselors will be provided to increase the quality of instruction.

Foundations

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

The district’s need assessment revealed a lack of 1:1 chrome books for students as well as a need for improvement in buildings to make them safer for COVID protocols. Allocations to Strengthen Structural Expectations include enhancements and additions of technology programs; establishing and maintaining a 1:1 ratio of chrome books to students; and improving existing buildings to make them safer for COVID protocols.

2. Describe initiatives included in the “other” category.

In the “other” category additional buses will be purchased.

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 Federal Programs Director will actively monitor ESSER grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with statutory requirements. The

Federal Programs Director is responsible for the oversight of eplan and the oversight of the grant funds. The Grant Accountant is responsible for managing the accounting records and the Finance Director is responsible for requesting funds.

Additionally, the Federal Programs Director will collect and manage all required data elements by developing systems of collaboration with relevant program directors and coordinators in the collection of required data pieces. Required reporting elements will be posted on the DCBOE ESSER public site for public comment. The Federal Programs Director will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications. The Grant Accountant will audit expenditures prior to requesting grant reimbursements and maintain documentation necessary for year-end audit reporting. Additional responsibilities include developing systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against stated objectives. The Federal Programs Director will also develop program goals in collaboration with district and school leaders, teachers, and other stakeholders. The Federal Programs Director is paid from Consolidated Administration Federal Funds. The Finance Director is paid from state and local funds. The Grant Account is paid from ESSER funds. Upon clarification of required monitoring, auditing, and reporting elements at the state and federal levels, Dickson County will update the procedures for ensuring compliance, if necessary.

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.

Dickson County Schools are participating in TN ALL Corps.

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.

Dickson County schools has continued to engage in meaningful consultation with stakeholders on the development and revision of the ESSER plan through public meetings, school board meetings, radio broadcasts and a district-wide survey. Dickson County Schools will post all ESSER plan on their website in multiple languages. The site information includes phone and contact information for stakeholder to address comments related to ESSER funding, programs, and reporting. Stakeholders will also be notified of any public meetings that address the use of ESSER funds. The plan will be reviewed regularly and as new guidelines are released by state and federal agencies. Adjustments to programming, practices, and polices will be made based on data, impact of programming, and local, state, and/or federal guidelines.

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.

Dickson County engaged stakeholders through public meetings, school board meetings, radio broadcasts and a district-wide survey. There were 602 responses to the fall 2023 district survey. Twenty-eight percent of responders were teachers or school staff, 65.1% of responders were families, 1.3% of responders were school and district administrators, and 1.7% were stakeholders representing the interest of SWD or EL. The responses were utilized in the establishment of the FY24 ESSER 3.0 budget.

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

Dickson County engaged stakeholders through public meetings, school board meetings, radio broadcasts and a district-wide survey. Public meetings, school board meetings, and radio broadcasts are available to any member of the public who chooses to listen. A call for input was made at each engagement. The district survey was sent to all school staff, parents, and a diverse population of stakeholders including civil rights organizations, elected officials, and stakeholders representing the interest of SWD and EL students. The responses were utilized in the establishment of the FY24 ESSER 3.0 budget.

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.

Dickson County engaged stakeholders through public meetings, school board meetings, radio broadcasts and a district-wide survey. Public meetings, school board meetings, and radio broadcasts are available to any member of the public who chooses to listen. A call for input was made at each engagement. The district survey was sent to all school staff, parents, and a diverse population of stakeholders including civil rights organizations, elected officials, and stakeholders representing the interest of SWD and EL students. The responses were utilized in the establishment of the FY24 ESSER 3.0 budget.