



DISTRICT: Public Plan

Federal Relief Spending

NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.

DISTRICT: _____

Public Plan - *Federal Relief Spending*



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

General Information

LEA Name		Director of Schools	
Address			
Phone #	() -		
District Website <i>(where plan is posted):</i>			

Students & Enrollment

Mission & Vision					
Grades Served		# of Schools		Total Student Enrollment	
Race/ Ethnicity	American Indian/Alaska Native	%	Asian	%	
	Black/African American	%	Hispanic	%	
	Native Hawaiian/Pacific Islander	%	White	%	
	Multiracial	%			
Economically Disadvantaged	%	English learners	%		
Students with Disabilities	%	Foster	%		
Students Experiencing Homelessness	%	Students in Military Families	%		
Migrant	%	Students with High-Speed Internet at Home	%		

Accountability

View the District Report Card:	
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Funding

ESSER 1.0 Allocation	\$	ESSER 2.0 Allocation	\$	ESSER 3.0 Allocation	\$
ELC Allocation	\$	Students Experiencing Homelessness Allocation:			\$
TOTAL ALLOCATION:					\$
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):					\$

Summary of Requirements

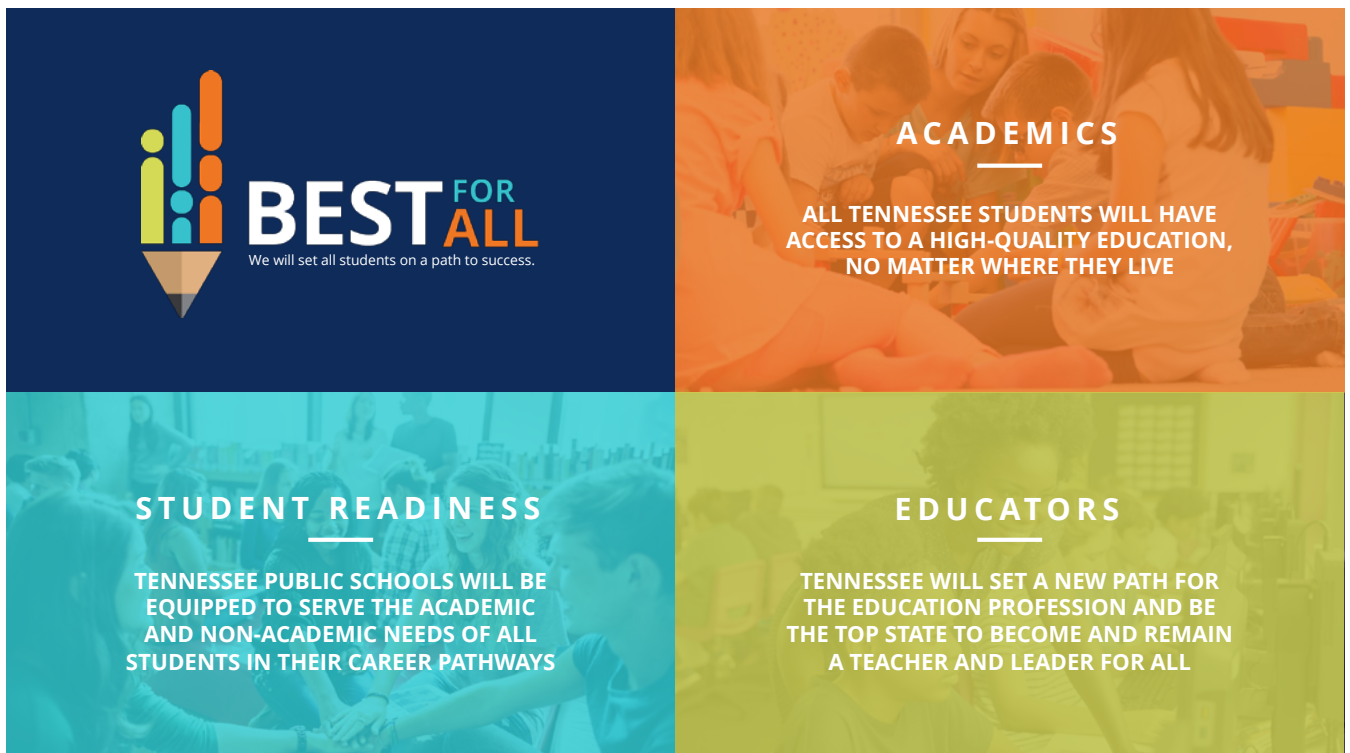
	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		
Community Engagement Template submitted and posted on website?		
Health and Safety Plan submitted and posted on website?		
Needs Assessment submitted and posted on website?		
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?		
Spending Plan submitted in ePlan and available to public?		
How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? <i>Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."</i>		

Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department's strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.¹ The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.



¹ LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$	%
Summer Programming (Supplement to State Funding)	\$	%
Early Reading (Pre-K – 3rd)	\$	%
Interventionists	\$	%
Other	\$	%

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$	%
Academic Advising	\$	%
Special Populations	\$	%
Mental Health	\$	%
Other	\$	%

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$	%
Grow Your Own	\$	%
Class Size Reduction	\$	%
Other	\$	%

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$	%
High-Speed Internet	\$	%
Academic Space: Facilities*	\$	%
Auditing and Reporting (1% min. recommended)	\$	%
Other	\$	%

ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

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

High Dosage, Low Ratio Tutoring

Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten		%			
1 st Grade		%			
2 nd Grade		%			
3 rd Grade		%			
4 th Grade		%			
5 th Grade		%			
6 th Grade		%			
7 th Grade		%			
8 th Grade		%			
9 th Grade		%			
10 th Grade		%			
11 th Grade		%			
12 th Grade		%			

	Yes	No
* Participating in TN ALL Corps?		
* Plan to use free high school tutoring services through TDOE?		

ACADEMICS (continued)

Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

Summer programming was funded primarily through the Learning Camps Grant. Summer programming consisted of 21 days of summer school for K-8 students provided at 3 locations throughout the district. Students received reading, math, and intervention during the summer school day. Extra curricular activities were also provided each day including art, music, PE, recess, yoga, and gardening.
High School summer school was provided for 9th - 12th graders to provide credit recovery. Students with missing credits attended their respective high schools and were provided on-line options for credit recovery.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary		%			Students received reading, math, intervention, and extra curricular activities provided through Learning Camps Grant.
Middle		%			Students received reading, math, intervention, and extra curricular activities provided through Learning Camps Grant.
High School		%			Credit recovery provided through general purpose funds
HS Transition		%			
					Yes No
* Applied to TDOE for transportation grant?					

Literacy

Link to **TN Foundational Literacy Skills Plan**: _____

Spending Amount Planned on...			Description
Grade Band	Approved Instructional Materials	Professional Development	
Pre-K	\$	\$	
Elementary	\$	\$	Materials & supplies for kindergarten academic readiness camp; Benchmark Grade K-3 intervention kits; instructional supplies & materials for tutoring; MyOn for all K-5 students
Middle	\$	\$	Read 180/System 44 reading intervention for middle school Tier 2 and Tier 3 students
High School	\$	\$	
			Yes No
* Participating in Reading 360 Summer Teacher PD (elementary)?			
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?			
* Participating in Reading 360 PK-12 Literacy Implementation Networks?			
* Participating in Reading 360 Early Reading Implementation Networks?			
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?			
* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?			
* Provided families with information on FREE at-home decodables?			
* Using the free universal screener provided to districts?			
* Considering use of free TDOE supplemental instructional materials for math (elementary)?			
* Considering use of free TDOE math professional development, implementation support and networks?			

ACADEMICS (continued)

Other: Academics

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Distance Learning Teachers for FY21-FY23	\$		Universal Screening, Benchmarks, TCAP and EOC results	In FY21 Distance Learning teachers were provided as an alternative to brick and mortar school attendance for K-12 students. In FY22 and FY23 Distance Learning will still be an option for 4th-12th grade students.
Math adoption materials	\$		Universal Screening, Benchmarks, TCAP and EOC results	Math pre-adoption for FY22, FY23, FY24; Math consumable Ready Math Practice (K-5) for 3 years; Secondary math textbooks
Intervention materials	\$		Universal Screening, Benchmarks, TCAP and EOC results	Math and reading intervention materials for K-12
Distance Learning Liason	\$		Enrollment in DCDLA and DC home-school learning options	Organize and promote the on-line school programs including the Distance Learning Academy and Dickson County home-school learning options.
Edgenuity	\$		Universal Screening, Benchmarks, TCAP and EOC results	Online platform to supplement instruction for Distance Learning high school students, also used for credit recovery in summer school
Standards-Based Benchmarks	\$		Universal Screening, Benchmarks, TCAP, and EOC results	Standards-based benchmark assessment given three times a year and used for formative instruction
Textbooks	\$		Benchmarks, TCAP and EOC results	Online and hardback textbooks to increase the number of books available to students
Substitute Teachers	\$		Universal Screening, Benchmarks, TCAP, and EOC results	Substitute teacher pay when instructional teacher was out with COVID-19 or contact traced
	\$			
	\$			

STUDENT READINESS



Tennessee 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. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

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:

Allocations for Student Readiness include an additional ESL teacher, additional Social Workers, a Behavior Coordinator, a Secondary Instructional Coordinator, sensory room materials, 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 2021-22 school year may also need additional mental health support to adjust to a traditional learning model.

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$	High School Learning Loss Coaches and a College and Career Coach will be placed at DCHS to ensure that students are on-track to graduate as well as have the needed CTE supports for post-graduate success.
Other	\$	

	Yes	No
* Received an Innovative High School Grant?		
* Using or planning to use free ACT preparation courses?		
* Using or planning to use free and online AP Access for All?		
* Received an Early Postsecondary Expansion Grant?		
* Received a Middle School STEM and CTE Grant?		
* Received a STEM Designation?		
* Participating in the free Work Keys program?		
* Using or planning to use free STEAM Resource Hub?		
* Received a Governor's Civics Seal Grant?		
* Plan to participate in computer science networks and related grants?		

STUDENT READINESS *(continued)*

Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$		
Students with Disabilities	\$	Increase gifted achievement	Stipend and PD for gifted coordinators at each school
Students in Foster Care	\$		
Students Experiencing Homelessness	\$	Increase attendance of homeless students	Additional support for homeless students including transportation, school supplies, and clothing
Migrant	\$		
Mental Health Supports	\$	Decrease behavior referrals	Additional Social Workers; Sensory room materials, therapeutic counseling
Other	\$	Increase ESL student achievement	Provide ESL services to ESL students, Behavior Coordinator, Secondary Instructional Coordinator,

	Yes	No
* Applied for and received a TDOE trauma informed school grant?		
* Will receive a supplemental grant for serving students experiencing homelessness?		
* Applied for and received the ELC grant to support health and wellness activities?		
* Planning to apply for mental health grants (\$100,000 - \$200,000)?		
* Applied for an IDEA Partnership Grant to support students with disabilities?		
* Plan to use attendance support to identify and re-engage missing students?		

Other: Student Readiness

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

Description of strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment:

Allocations to Recruit, Retain, and Support Educators and School Personnel are used in our Grow Your Own program; to provide professional development for Principals, Assistant Principals, and Teachers; and for rewards and incentives for existing personnel. The district's needs assessment revealed an increase in staff retirements and resignations compared to the 2019-2020 school year.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$		
Establishing Sustainable Teacher Recruitment Models	\$	Increase county-wide teacher pool	Support for Grow Your Own teacher candidates; stipends for minority Grow Your Own mentors
Class Size Reduction	\$		
Other	\$	Decrease teacher turn-over	Professional development for Principals, Assistant Principals, and Teachers

	Yes	No
* Participating in Grow Your Own?		
* Participating in Aspiring Assistant Principal Network?		
* Participating in Diverse Leaders Network?		
* Participating in Rural Principal Network?		
* Participating in Turnaround Principal Network?		
* Participating in Principal Supervisor Network?		
* Participating in TASL Academies?		
* Participating in TDOE Special Education and ESL additional endorsement grants?		
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?		
* Encouraged participation in or actively utilized Best For All Central?		

EDUCATORS *(continued)*

Other: Educators

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

FOUNDATIONS



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

Allocations to Strengthen Structural Expectations include enhancements and additions of technology programs; establishing a 1:1 ratio of chrome books to students; installing Kajeet hotspots around the county giving students access to high speed internet; improving existing buildings to make them safer for COVID protocols; providing PPE and cleaning supplies; providing access to COVID testing within the Dickson County Schools' Employee Family Clinic; hiring a Testing and Data Facilitator to assist with identifying learning loss; hiring a Grant Accountant to assist with ESSER monies; hiring an Instructional Technology Coach to provide PD to teachers on utilizing best practices in instructional technology and indirect costs associated with the ESSER grant monies.

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$ 3,801,803	Achieve 1:1 ratio of chrome books to students; increase student engagement with technology	Maintenance of 1:1 ratio of chrome books to students	Enhancements and additions of technology programs; establishing a 1:1 ratio of chrome books to students; hiring an Instructional Technology Coach to provide PD to teachers on utilizing best practices in instructional technology.
High-Speed Internet	\$ 113,476	Increase internet connectivity opportunities	Hotspot used data kept each month	Hotspots placed around the county where high-speed internet is not as assessable. Usage will be monitored monthly and hotspots moved as usage changes.
Academic Space: Facilities*	\$ 3,216,642	Facilities upgrades to comply with COVID guidelines; purchase of PPD equipment	Completion of upgrades and purchase of PPE equipment	Purchase of PPE equipment and increase cleaning; facilities upgrades to comply with COVID guidelines including water filling stations, no-touch flushable toilets, and deferred maintenance
Monitoring, Auditing and Data Collection and Reporting	\$ 2,447,719	Hiring Testing and Data Facilitator; Hiring Grant Accountant; Indirect Costs	Completion of federal monitoring	The testing and data facilitator will assist with identifying learning loss and providing data for all ESSER grants. The grant accountant will assist with the tracking and monitoring all ESSER dollars.
Other	\$ 2,213,877	Access to COVID testing; increase number of school buses	Number of COVID tests given will be reported; purchase of additional school buses	DC School staff will have access to COVID testing and health appointments. Additional school buses purchased.

	Yes	No
* Participated in the TDOE device grant program?		
* Participated in the TDOE connectivity grant?		
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?		

OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

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Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Instructional Wing at DCHS	\$ 3,100,000	Facilities upgrades to comply with COVID guidelines	Completion of upgrades	Additional instructional wing built at DCHS
Vocational Space at CWHS	\$ 1,100,000	Facilities upgrade to comply with COVID guidelines	Increase enrollment in CTE programs	Additional vocational space at CWHS to comply with COVID guidelines and add additional programs
HVAC and Roofing Upgrades	\$ 800,000	Facilities upgrade to comply with COVID guidelines	Completion of upgrades	HVAC and roofing upgrades at Central Office
Parking Lot Repairs	\$ 900,000	Facilities upgrade to comply with COVID guidelines	Completion of upgrades	Repair and resurface all parking lots
	\$			

Monitoring, Auditing and Reporting

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

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.

Family and Community Engagement

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and *be sure to include which area you are adding a response to at the beginning.*

SUPPLEMENTAL RESPONSES *(continued)*

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SUPPLEMENTAL RESPONSES *(continued)*

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