

THE GRANT BUZZ

Office of Federal Programs Quarterly Newsletter



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A NOTE FROM THE CHIEF OF FEDERAL PROGRAMS

We are all excited that we can welcome our students back to campus this semester for in-person teaching and learning. We know that our schools will create the most enriching educational environment possible this year while of course prioritizing the health and safety of staff, students, and all those we encounter in the broader community. We hope you will join us in greeting the new school year with gratitude for the resilience of our community and schools, with excitement about the prospect of being able to support one another and with a continued commitment to safeguarding our community's health. We welcome and value your positive energy and dedication to excellence in education and look forward to working with you this year.

NEW FOR FY 22

We are implementing a new requirement for grant spend down this fiscal year. All schools will be expected to expend a minimum of 25% of all grant funding on a quarterly basis. This expectation is set to ensure that schools draw down on all grant funding streams at or above 95% by the end of the fiscal year. During Federal Programs quarterly check-ins, our team will be monitoring the progression of grant spending and providing schools with financial reports that detail the amount expended from all funding streams. Additionally, each quarter, the financial statements will include a tab that clearly displays the spend down percentage per grant for each school.

Sharon D. Smith

COVID-19 AND THE NEW SCHOOL YEAR

By Kathy Green, Federal Programs Coordinator

The new school year is always an exciting time for educators as well as students. After 2020-21 year, this year has promises of on ground learning again; however, with new strains of the virus there are many questions and concerns about what to do if or what to do when. The TN Department of Education has Reopening Guidance to answer all your questions and put your concerns at rest. Here you will find everything from a District Information Dashboard which gives numbers of new positive COVID-19 cases by district and school, very informative FAQ for COVID-19 Effect on Schools, and much more.



Important Dates:

Quest for Success - October 6,2021

Reimbursement Submission Deadline - October 15,2021

Quest for Success - November 3, 2021

November Reimbursement Request Deadline - November 15,2021

Helping Students Transition Back to School After COVID

- Be honest and listen
- Provide clear and up to date information for families
- Build a predictable routine
- Help them focus on positives
- Take Care of yourself!



- **TRU UPS will take place in October.**
- **The Monthly Financial Statements will go out the last week of each month.**
- **Please review the financial statements in a timely manner. Our records should agree. If they do not, please ask questions.**
- **Please take note- Rose Johnson has a new phone number- It is 615 -232-4712.**

"Education is the most powerful weapon which you can use to change the world."

-Nelson Mandela

EARLY CHILDHOOD EDUCATION: TEACHER ACCOMPLISHMENTS

By Valencia Stone, M.Ed.



ASD Early Childhood Education Division Survey

ASD Early childhood Education Division Survey will be shared following each quarterly monitoring check-in and professional development opportunities. Please complete this survey to aide the enhancement ASD Early Childhood Education Programs and the development of district support with the ECE Division. Thanks for your on gong support and commitment to providing the best quality ECE Programs! Click here for the survey.

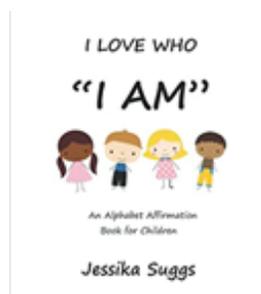
Jessika Suggs and Larshes Benson both started as PreK Assistants within the Achievement Schools over 6 years ago. Both have worked in the early childhood setting while working towards professional goals to earn bachelor's degrees, obtain teaching certification and become lead teachers. Kiddos, to these two ladies for setting such prestigious goals and making such notable accomplishments.

Larshes Benson is the lead teacher at Frayser Corning Achievement Elementary. This is her first year teaching. She is currently enrolled in a Teacher Education Program and aims to obtain her teaching certification by June 2022.

Jessika Sugg currently teaches PreK at Georgian Hills Achievement Elementary. She recently published a children's book filled with positivity, that will help encourage young children to embrace who they are and appreciate the diversity of others. This book focuses on alphabet knowledge as it aims to help build the vocabulary and self-esteem of our young children in each "I am" statement.

TEAM Portfolio Growth

Director of ECE Division, Valencia Stone, will supervise districtwide implementation of TEAM Portfolio Growth Assessment for ASD portfolio grades PreK - K. Contact Valencia Stone, vstone@tnasd.org or 901.440.7517 to collaborate with and/or aide in developing training modules that support assessment revisions, portfolio collections and implementation plans.



ASD PRIVATE SCHOOLS HIGHLIGHTS AND PROGRAM UPDATES

By Rica Douglas, ASD, Non-Public/Private School Compliance Coordinator

Whether it is welcoming new staff, debuting new/updated facilities or sharing ambitious academic goals for the year all our private schools are gearing up for a great start to the 2021-2022 school year!

We met with some of our schools in person last month to give an in-person hello; it was great to see all the campuses and the excited students. Services for students and staff will begin soon, so there is much to look forward to.

After receiving feedback from our schools, our beginning of the year webinar will be focusing on preparing for the unexpected. We will be discussing Title I funding and how to get creative with our allocations if in-person instruction is no longer an option.

ESL, HOMELESS, FOSTER CARE & MIGRANT FEDERAL PROGRAMS

- Schools must ensure there is a process to identify, **immediately enroll** and provide services and supports for students in special populations.
- Schools must ensure accurate coding of special populations in SIS/EIS.
- Liaisons must conduct school staff training on the requirements for serving Homeless, Foster Care, and Migrant students by **10.08.2021**.
- ESL Leads must conduct school staff training on the requirements for serving ELL students by **11.09.2021**.
- All Special Pops' cumulative files must contain the required documentation by **11.12.2021**.

Important/upcoming Dates:

9/22/21 – “Expecting the Unexpected: Navigating and Preparing with Title I Funding” Beginning of the year webinar from 1:00-1:30PM via Teams

10/25-27/2021 – Monthly Virtual Meetings

11/15-17/2021 – Monthly In-Person Meetings (Contingent on Health and Safety Measures)





UPCOMING EVENTS

- SEP All day 
24 Case Benchmark Assessment 1
- SEP All day
30 Network Professional Learning
- OCT All day 
4 Instruction Partners – IPG Observations of Instruction
- OCT All day
8 1st 9 Weeks Ends
- OCT All day 
11 Fall Break

M.L.K College Prep High School
Humes Middle School

Extended Learning OFFICE HOURS

Office Hours are held the first and third Thursday of the month from 1:00—2:30 p.m. CT] 2:00—3:30 p.m. ET for 21st CCLC and LEAPs After School Programs (ASP).

All Things ESSRER

By Jessica Johnson

ESSER 1.0 Carry Forward

Schools will receive a ESSER 1.0 mini application to receive ESSER 1.0 carry forward funding in October 2021. ESSER 1.0 carry forward funding will be used to fund supplemental school projects or initiatives that prevent, respond to, or prepare for COVID-19.

Monthly Check-Ins

All schools will be provided with a schedule for monthly 1on1 ESSER Compliance check-ins. Please ensure that the appropriate school-level personnel are available to participate in monthly check-in meetings. During monthly check-ins, schools will be provided with an updated ESSER spending report that details the amount of ESSER funding expended.

Grant Spend Down

All schools are expected to expend a minimum of 25% of all grant funding on a quarterly basis. This expectation is set to ensure that schools draw down on all grant funding streams at or above 95% at the end of the fiscal year. During Federal Programs quarterly check-ins, the Office of Federal Programs team will be monitoring the progression of grant spending, and provide schools with financial reports that detail the amount expended from all funding streams.

Resources

Please click [here](#) to view a resource guide for Strategies for Using ESSER Funds to Address the Impact of Lost Instruction Time.

ESSER Budget Revisions

October 2021

March 2022

As we prepare to enter our first Budget Revision for FY22, please use this guide as an additional resource and reference for allowable activities for the use of ESSER funds.

How may an LEA use ESSER funds?

An LEA may use ESSER funds for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER) may be used to support all of the allowable uses of funds listed in any of the ESSER programs. We have consolidated below the three ESSER programs' lists of allowable uses of funds.

The activities that are listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act that an LEA may support with ESSER funds are:

1. Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).
2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
3. Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
5. Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).²
6. Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.³
8. Activities to address the unique needs of low-income children or students, students with disabilities,⁴ English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
10. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
11. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
12. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.

13. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.⁵

15. Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.

16. Addressing the academic impact of lost instructional time⁶ among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by—

a. Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

b. Implementing evidence-based activities to meet the comprehensive needs of students.

c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

d. Tracking student attendance and improving student engagement in distance education.⁷

17. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

18. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

19. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.⁸

20. Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.⁹

In determining how to prioritize its funds, an LEA should consider how to use those funds to safely reopen schools for full-time instruction for all students, maintain safe in-person operations, advance educational equity, and build capacity. An LEA may provide services directly or enter into an agreement (e.g., a contract or interagency agreement consistent with procurement requirements or otherwise legally authorized) for allowable activities under ESSER.

Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the Department's COVID-19 Handbook available [here](#).