ESSER Planning: Accelerating Achievement in K-12 Education

June 2021
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
Overview of ESSER and the State Agency
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 2024.

- 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
Fund Availability and Planning Timelines

**SY 2020-2021**
- **Mar 2020**: ESSER I Fund (CARES Act)
  - $13b

**SY 2021-2022**
- **Sep 2022**: ESSER II Fund (CRRSA Act)
  - $54b

**SY 2022-2023**
- **Sep 2023**: ESSER III Fund (ARP Act)
  - $123b

**SY 2023-2024**
- **May 1 – May 2021**: LEA Support and Technical Assistance

**SY 2024-2025**
- **May 1 – August 1, 2021**: LEA ESSER Plans Due

**Timeline Details**
- **Spring 2020**: ESSER 1.0 and Initial Recovery
- **January - March 2021**: ESSER 2.0 Application and Support
- **March – April 2021**: ESSER 3.0 Release and Initial Planning
- **April – May 2021**: LEA Support and Technical Assistance
- **May 1 – August 1, 2021**: LEA ESSER Plans Due

**Funds Availability Periods**
- Backdate Period
- Funds Availability Period

**Notes**
- All funds are subject to availability and eligibility criteria set by the federal government.
State Plan Requirements

The State Plan is due by June 7, 2021 and includes sections for:

- State’s Current Status and Needs
- Safely Reopening Schools and Sustaining Safe Operations
- Planning for the Use and Coordination of ARP ESSER Funds
- Maximizing State-Level Funds to Support Students
- Supporting LEAs in Planning for and Meeting Students’ Needs
- Supporting the Educator Workforce
- Monitoring and Measuring Progress

**Note: the state only has one year from the point of receiving funds to award those funds through procurements, grants, etc.**
Public Feedback and Comment Requests

- Agape
- American Federation for Children+ TN
- Association of Infant Mental Health in TN
- Ayers Foundation
- Blenwood 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
- Knox County Area Chamber of Commerce
- Memphis Chamber of Commerce
- Memphis Education Fund
- Memphis 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
- TenneSEAs for Quality Early Education
- TenneSEAs 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
- TenneSECan
- 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
- Bella Vista 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
- Tuscumbia 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
Overall District Requirements
Supports from the TDOE

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

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

- **Resources Available**
  - Template for public-facing and required plans
  - Section posted on the website that will continue to be updated
# Grants Preview Sheet

**Tennessee Department of Education LEA Grant and Resource Opportunities**

<table>
<thead>
<tr>
<th>Strategic Priority Area</th>
<th>Topic</th>
<th>Tentative Grant Title</th>
<th>Tentative Release</th>
<th>Due Date</th>
<th>Amount</th>
<th>Competitive or Not Competitive</th>
<th>Match Requirement?</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best for All</td>
<td>ESER Planning</td>
<td>ESER Planning Grant</td>
<td>May 21, 2021</td>
<td>June 15, 2021</td>
<td>Varies</td>
<td>Not Competitive</td>
<td>No</td>
<td>Grant to support planning and implementation work related to ESER funds</td>
</tr>
<tr>
<td>Academics</td>
<td>Tutoring</td>
<td>Connected Literacy</td>
<td>Early Summer 2021</td>
<td>TBD</td>
<td>Parent/ Family grants</td>
<td>Lottery</td>
<td>No</td>
<td>Grants to families to secure tutoring services for 1st-3rd grade students. Service providers can be districts, schools, teachers, non-profits, etc.</td>
</tr>
<tr>
<td>Academics</td>
<td>TN ALL Corps</td>
<td>TN ALL Corps LEA Grants</td>
<td>June 1, 2021</td>
<td>July 15, 2021</td>
<td>Varies (min. $15M total)</td>
<td>Not Competitive</td>
<td>Yes</td>
<td>Grants will cover a specific number of grades and follow the students over three years. Grants are intended to target those students who are not at the 1st or 2nd grade levels and should cover 25% of students in grade bands served. Additional grants will be made available to districts serving other grade bands.</td>
</tr>
<tr>
<td>Academics</td>
<td>TN ALL Corps</td>
<td>TN ALL Corps Partner Grants</td>
<td>June 1, 2021</td>
<td>July 15, 2021</td>
<td>$1M</td>
<td>Not Competitive</td>
<td>Yes</td>
<td>Grants to community partner organizations to support after-school tutoring. Preference will be given to those partners with relationships with LEAs, charter schools, and/or EPPs.</td>
</tr>
<tr>
<td>Academics</td>
<td>Reading 360</td>
<td>Early Literacy Networks</td>
<td>Open</td>
<td>May 2021</td>
<td>$40,000 per year</td>
<td>Not Competitive</td>
<td>No</td>
<td>$40,000 yearly grant for two years ($80,000 total) for districts that have a literacy implementation support providers and quarterly regional community of practice meetings.</td>
</tr>
<tr>
<td>Academics</td>
<td>Reading 360</td>
<td>Summer 2022 Advanced Literacy PD</td>
<td>Early Spring 2022</td>
<td>TBD</td>
<td>N/A</td>
<td>Not Competitive</td>
<td>No</td>
<td>Building off the summer 2022 literacy training, the TDOE will incorporate feedback and offer another round of PD as well as expand those sessions to include middle and high school educators in LEA, special education, and social sciences.</td>
</tr>
</tbody>
</table>
Planning Grant

The ESSER planning grant is:
- Non-competitive and available to all interested districts
- Available for the period beginning June 7, 2021 through June 30, 2023
- For use in procuring third-party services to support ESSER planning and implementation

<table>
<thead>
<tr>
<th>District Enrollment</th>
<th>Base Planning Grant</th>
<th>Bonus Grant for TN ALL Corps Participation*</th>
<th>Total Possible Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 3,000 Students</td>
<td>$75,000</td>
<td>$50,000</td>
<td>$125,000</td>
</tr>
<tr>
<td>3,001 – 5,000 Students</td>
<td>$100,000</td>
<td>$50,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>5,001 – 10,000 Students</td>
<td>$125,000</td>
<td>$50,000</td>
<td>$175,000</td>
</tr>
<tr>
<td>More than 10,000 Students</td>
<td>$150,000</td>
<td>$50,000</td>
<td>$200,000</td>
</tr>
</tbody>
</table>
Health and Safety Plan

- The LEA plan for a safe return to in-person instruction
  - How it will maintain the health and safety of stakeholders and the extent to which it has adopted policies established by the CDC
  - Services to address student and staff academic, social, emotional, mental health, and other needs, including health and food service.

- Plans must be updated every 6 months based on updated CDC guidance (August 1st and February 1st) and must be made publicly available within 30 days.

- All revisions must include an explanation and rationale, with meaningful public consultation, and in an understandable format.

- TDOE will provide a template for use by LEAs

**If a plan was developed prior to this date and meets the above requirements, it only needs to be posted and then revised every 6 months. TDOE will provide a brief assurance form should a district qualify for this provision.**
ESSER 3.0 Funding Application sections include:

- Budget
- Spending Plan
- Programs Details
- Personnel Details
- Charter School
- Assurances
ESSER Community Engagement

DISTRICT: Community Engagement Checklist

Interim Final Requirements from the U.S. Department of Education: LEA ARP ESSER Plan Meaningful Consultation

"COVID-19 has had a dramatic impact on the Nation's education system. In addition to disrupting teaching and learning, it has exacerbated existing inequities in our schools and school districts. Every aspect of student life has been impacted by the COVID-19 pandemic: students' classes and courses of study have been interrupted and/or delayed; and students' social, emotional, and mental health have been negatively impacted by the isolation and anxiety of living through a pandemic and quarantine along with the additional associated stresses placed on their families.

As students and teachers continue to return to full-time in-person education, they will have important insights into how schools should approach prevention and mitigation of COVID-19, and into what may be needed to support student success. For this reason, in developing their ARP ESSER plans, LEAs will be required to meaningfully consult with students, families, school and district administrators (including special education administrators), and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA is also required to engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

An LEA's decisions about how to use its ARP ESSER funds will directly impact the students, families, and stakeholders in their school district, and thus the LEA's plans must be tailored to the specific needs faced by students and schools within the district. These diverse stakeholders will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

With regard to addressing the academic, social, emotional, and mental health needs of all students, particularly those most impacted by the pandemic, we believe that it is critical that LEAs solicit and consider the input of students and their families to identify their most pressing needs. Close coordination with Tribes is critical to effective support for Native American students, so LEAs need to consult with Tribes, as applicable. In addition, the Department understands educators and student families will have important insights into and observations of students' academic, social, emotional, and mental health needs garnered from their experiences during the COVID-19 pandemic. Stakeholders will similarly have critical insights into how best to address the academic impacts of lost instructional time that LEAs are required to address with at least 20 percent of their ARP ESSER funds. For all of these reasons, through this consultation, LEAs will be better positioned to fully plan to use ARP ESSER funds to adequately respond to the needs of all students, particularly those most impacted by the COVID-19 pandemic."

<table>
<thead>
<tr>
<th>Group (as applicable)</th>
<th>Number Engaged</th>
<th>Number of Responses Received</th>
<th>Mode(s) of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
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<tr>
<td>Families</td>
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<tr>
<td>Elected Officials and School Board Members</td>
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<tr>
<td>School and District Administrators</td>
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<tr>
<td>Special Education Administrators</td>
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<tr>
<td>Principals</td>
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<tr>
<td>School Leaders</td>
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<tr>
<td>Other Educators</td>
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<tr>
<td>School Staff</td>
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<tr>
<td>Civil Rights Organizations</td>
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<tr>
<td>Disability Rights Organizations</td>
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<tr>
<td>Interest Group(s) for Disabilities</td>
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<tr>
<td>Interest Group(s) for English Learners</td>
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<tr>
<td>Interest Group(s) for Children Experiencing Homelessness</td>
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<tr>
<td>Interest Group(s) for Children in Foster Care</td>
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<tr>
<td>Interest Group(s) for Migratory Students</td>
<td></td>
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<td></td>
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<tr>
<td>Interest Group(s) for Students who are Incarcerated</td>
<td></td>
<td></td>
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<tr>
<td>Other Underserved Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any additional information related to the public engagement you would like to share:

Please note who you engaged, as applicable, and the strategies used to engage these groups (ex. public meeting, request for comments, survey, etc.).
ESSER Needs Assessment

DISTRICT: Public Plan - Needs Assessment for ESSER 3.0

General Information
LEA Name: Director of Schools
Address:
Phone #: -

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: %
- Multiracial: %

Economically Disadvantaged: %
Students with Disabilities: %
Students Experiencing Homelessness: %
Migrant: %

Students with High Speed Internet at Home: %

This needs assessment for ESSER 3.0 is built to be a summary of the major elements to consider in strategic planning for effective resource allocation for those funds. The department also encourages updates to ESSER 1.0 and 2.0 spending plans to align with needs as they are updated and develop. Local plans and those submitted through InformTN for the comprehensive district plans will likely be more detailed and thorough, with specific call-outs by individual school need. The state template is intended to provide the public with a data snapshot to inform community engagement related to the needs of the district that ESSER 3.0 dollars may support.

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STUDENT READINESS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Supporting Data and Notes</th>
<th>Interpretation of Data and Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions into Middle School</td>
<td>Summarize challenges for students now to middle school during the 2020-21 school year.</td>
<td></td>
</tr>
<tr>
<td>Transitions from Middle School</td>
<td>Summarize challenges related to students who are leaving middle school in Spring 2021.</td>
<td></td>
</tr>
<tr>
<td>Transitions into High School</td>
<td>Summarize challenges for students now to high school during the 2020-21 school year.</td>
<td></td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.</td>
<td></td>
</tr>
<tr>
<td>Dropout Rates and Drop-Out Prevention</td>
<td>Summarize challenges related to expected drop-out rates and recovery needs or engagement concerns with high school students in the 2020-21 school year compared to previous years.</td>
<td></td>
</tr>
<tr>
<td>CTE</td>
<td>Provide any increase in the number of CTE courses, concentrators, completers, and/or enrollees to participate in coursework needed to fulfill concentrations/decision or due to pandemic restrictions.</td>
<td></td>
</tr>
<tr>
<td>Course Availability</td>
<td>Provide an overview of courses that were not able to be offered during the 2020-21 school year as a result of pandemic related challenges (not including CTE, which is referenced above).</td>
<td></td>
</tr>
</tbody>
</table>

Special Populations and Mental Health

Special Populations
- Summarize challenges related to supporting students with disabilities, English learners, students experiencing homelessness, students in foster care, migrant students, and economically disadvantaged students during the 2020-21 school year.
- Mental Health, Behavioral and Other Support: Interventions and Staffing
- Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with students in the virtual learning environment.

School Nurse
- Summarize challenges related to shortages or limitations in school nursing (or similar).

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. This requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already high areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

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# ESSER Public Plan

## District:
**Public Plan - Federal Relief Spending**

In response to COVID-19, the U.S. Congress passed several pieces of legislation that set aside billions in relief funding to states. Tennessee received $1.2 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

<table>
<thead>
<tr>
<th>Grantees</th>
<th>LEA Name</th>
<th>Director of Schools</th>
</tr>
</thead>
</table>

### Students & Enrollment

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Students</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
</table>

### Accountability

- **View the District Report Card**

### Funding

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
</table>

### Summary of Requirements

<table>
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<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
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### Summary

<table>
<thead>
<tr>
<th>Topic</th>
<th>Amount Spent</th>
<th>Percentage of Total</th>
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## Academic

### Academics

<table>
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<tr>
<th>Topic</th>
<th>Amount Spent</th>
<th>Percentage of Total</th>
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### Student Readiness

<table>
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<th>Amount Spent</th>
<th>Percentage of Total</th>
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### Educators

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<thead>
<tr>
<th>Topic</th>
<th>Amount Spent</th>
<th>Percentage of Total</th>
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### Foundations

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<tr>
<th>Topic</th>
<th>Amount Spent</th>
<th>Percentage of Total</th>
</tr>
</thead>
</table>

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*TN Department of Education*
What is a Best For All District (or charter school)?

- Tennessee has a once-in-a-lifetime opportunity to strategically invest in our students. Best For All Districts are those organizations that have strategically planned for and invested in ways that are likely to accelerate student achievement.

How do you qualify to become a Best For All District (or charter school)?

- The department understands the importance of rewarding investments in mission-critical initiatives that are most likely to benefit students and drive achievement. To qualify, districts must complete basic application assurances that the district will:
  - participate in the TN ALL Corps for at least 2 of the 3 years (min. 15% of students by Year 2) and
  - spend 50% of the ESSER 3.0 award amount on proven/research-based strategies to raise student academic achievement (inclusive of TN ALL Corps and demonstrated on the district’s Public ESSER Plan)
Program Benefits

Primary Benefit
- Increased student achievement and accelerated growth

Celebration and Reporting Benefits
- Celebratory letter from the TDOE
- Public Reporting: Best for All Leader Board
- Recognition and banner as a TN ALL Corps District or School
- Notation on the accountability report card (Best For ALL District; TN ALL Corps School/District; Reading 360 School/District)
- Highlights in external reporting (percent of students receiving tutoring, number of tutors, etc.)
- Media and district highlighting and supports
- Parent communication support
- Video for school boards celebrating work of the district
- Encouragement from Governor Lee and the General Assembly

Resource Benefits
- Free online high school tutoring services
- Access to high quality, no-cost online math support and content
- Membership in Best For All /TN ALL Corps Community of Practice

Financial Benefits
- Planning grant bonus for TN ALL Corps participation
- Planning Grants Redistributed ONLY for TN ALL Corps
- Grants for TN ALL Corps
- Automatic financial support to cover a portion of tutoring for 4th grade families selecting tutoring as the pathway in lieu of retention
- Consideration and bonus points for future grants and resources
- Opportunities to increase teacher income through tutoring income
- Exclusive access to funds that need to be recouped and reallocated to districts
- Access to planning grants upon request, as part of the network

Operational Benefits
- Prioritized reimbursement processing
- Additional consideration for 3rd grade retention waivers (require consideration for special education evaluation)
- Consideration related to priority school supports and interventions
- Paperwork reduction, when available
- Early enrollment in trainings
Initial District Reporting Requirements
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 September 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 attendance, assessment data, staffing models, schedules
- Tutoring: ratios, hours, tutors used, materials, performance data
- Staffing: purpose, students served, hours devoted to activities, comparative results, sustainability models, licensure
- Materials: purchases, students served
These are only initial example requirements based on the current information requested in ESSER plans. Final data collection requirements will be available by September 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
These are only **initial example requirements** based on the current information requested in ESSER plans. Final data collection requirements will be available by September 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 September 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
Brief Monitoring Overview
Questions?