

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 (**March 1 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 FY24 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: TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION_____

Director of Schools (Name): TESS STOVALL_____

ESSER Director (Name): MELANIE HARRELL_____

Address: 500 James Robertson Parkway 8th Floor, Nashville, TN 37243_____

Phone #: 615-532-6245 District Website: www.tn.gov/tn-public-charter-school-commission_____

Addendum Date: September 15, 2023_____

Total Student Enrollment:	4,693
Grades Served:	K-12
Number of Schools:	13

Funding

ESSER 2.0 Remaining Funds:	\$4,170.21
ESSER 3.0 Remaining Funds:	\$1,476,660.73* does not include carry over from transitioning schools from ASD
Total Remaining Funds:	\$1,480,830.94* does not include carry over from transitioning schools from ASD

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		47,000
	Summer Programming		
	Early Reading		
	Interventionists	814.37	454,365.75
	Other	627.34	167,270.25
	Sub-Total	1,441.71	668,636.00
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising	2,728.30	53,771.57
	Special Populations		
	Mental Health		
	Other		
	Sub-Total	2,728.30	53,771.57
 			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		62,961.04
	Sub-Total		62,961.04
 			
Foundations	Technology		156,783.06
	High-Speed Internet		
	Academic Space (facilities)		489,396.35
	Auditing and Reporting		
	Other		45,112.71
	Sub-Total		691,292.12
 			
Total		\$4,170.01	\$1,476,660.73

Academics

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

Tennessee Public Charter School Commission prioritizes our authorized charter schools' autonomy to strategically invest ESSER funds to respond to the specific needs of the students in their school communities. Overall district funds have been allocated to (1) tutoring programs (2) interventionists, and (3) instructional coaches to support teachers, software, and curriculum purchases to support learning. As other schools across the state, TPCSC authorized schools saw a decrease in student achievement outcomes during the 2020-21 school year, and these investments are aimed at addressing those gaps.

2. Describe initiatives included in the "other" category.

The "other" category includes instructional coaches to support teachers, software, and curriculum purchases to support learning.

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.

Overall district funds have been allocated to address learning loss and learning acceleration by helping fund curriculum specialist to support teachers by providing the foundational materials for courses and giving constructive feedback on how teachers are implementing these materials. In addition, funds will be used in helping address learning loss exacerbated by the pandemic by providing teachers with professional development opportunities as well as advising on curriculum and planning for teachers.

2. Describe initiatives included in the "other" category.

None

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.

Overall district funds have been allocated to (1) instructional coaching and professional development (2) class size reduction (3) improved paraprofessional support and (4) comprehensive curriculum and intervention planning services, 5) partnerships with teacher residency programs to recruit and retain strong teachers.

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

These funds are to pay for substitute teachers. This helps ensure that we can maintain small class sizes when teachers are out sick.

Foundations

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

These expenses support the logistical and health needs of dealing with COVID-19 and other health issues. Janitorial and maintenance services help ensure clean buildings and spaces as well as well-ventilated areas. Nursing services allow us to provide medical support for students who are sick or exhibiting specific COVID-19 (or other) symptoms. In addition, technology support has allowed us to provide services to troubleshoot issues, ensure access, and more (including printing services for copy machines which allowed us to provide printed copies of work during the at-home learning phase during the pandemic and more).

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

There are funds programmed for janitorial services, nurses and nursing services, and maintenance services as explained above.

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.

Currently the TPCSC has two primary individuals that will support ESSER reporting: the Fiscal Programs Manager, and the Director of Finance and Operations. The Fiscal Programs Manager is responsible for the monitoring and oversight of all ESSER grant funds, reimbursements, and review of fiscal compliance requirements. The Director of Finance and Operations will additionally support project monitoring, auditing, and oversight efforts, as well as community engagement work.

The team will conduct desktop or on-site monitoring no less than annually of ESSER grant programs. This will be built into the Commission's current monitoring processes used for other grants, though with the additional considerations and requirements associated specifically with relief funds. Schools are required to provide regular updates and supporting documentation with reimbursement requests to provide additional oversight of the use of funds.

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.

We are participating in the TN ALL Corps and are additionally requiring all schools budget at least 25% of their school allocations to addressing learning loss.

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.

The Tennessee Public Charter School Commission will continue to engage with families, communities, and stakeholders through diverse mediums across life of the ESSER grant. We held schools accountable for maintaining regular consultations with their stakeholder communities as they spend ESSER relief dollars and update spending plans. Prior to completing this revision, the TPCSC:

- Released a stakeholder survey on our website and our newsletter requesting feedback
- Held open office hours for feedback from stakeholders
- Checked in with school and network staff members during regular touchpoints

Discussed the ESSER addendum at our quarterly Commission meeting with public comment opportunities and via livestream.

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.

We ensured that we received direct updates from all school teams, and tracked all feedback submitted and incorporated.

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

Surveys, virtual, and in person meeting feedback options were provided to a diverse audience of stakeholders, including:

- Teachers, administrators, special educators, and charter network level staff
- Commissioners
- Advocacy organizations
- Parents, families, and the public

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.

Prior to completing this revision, the TPCSC:

- Released a stakeholder survey on our website and our newsletter requesting feedback
- Held open office hours for feedback from stakeholders
- Checked in with school and network staff members during regular touchpoints
- Discussed the ESSER addendum at our quarterly Commission meeting with public comment opportunities and via livestream.