

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	%	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		%

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.

ACADEMICS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Kindergarten		
50%+ School Year Remote	Provide information on any increase in the number of students whose "first time" experience in a formal school setting will be 2021-2022.	
Instructional Days		
Days In-Person	Total number of in-person days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	
Days Virtual	Total number of virtual days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	
Quarantine Closures	Summarize the number of days or weeks schools were closed due to quarantine and how that varied across the district. Differentiate between elementary, middle and high schools and only provide summaries in the context of broad impact (number of students impacted, on average).	
Additional Impacts on Instructional Time	Summarize any other significant impacts on instructional time (more than 5 days). Examples may include: staffing shortages, weather or natural disasters, technology access or issues, etc.	
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	
Student Achievement, Instructional Materials and Interventions		
Benchmark Data	Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.	
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	

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

STUDENT READINESS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Transitions and Pathways		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	
Dropout Rates and Disengagement	Summarize challenges related to expected drop-out rates credit recovery needs or engagement concerns with high school students in the 2020-21 school year compared to previous years.	
CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inabilities to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	
Course Availability	Provide an overview of courses that were not able to be offered during the 2020-21 school year as a result of pandemic related challenge (not including CTE, which is referenced above).	
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 Supports, Interventions and Staffing	Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment.	
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	

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

EDUCATORS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Staff Retirements	Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	
Staff Resignations	Summarize differences in the number of staff resignations which occurred during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	
Extended Quarantines	Provide the number and percent of instructional staff and non-instructional staff who faced more than two quarantine periods (10 days or longer).	
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	

OTHER CONSIDERATIONS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Access to Technology	Provide the percent of time when students learning in a virtual environment did not have consistent access to a device. Provide this information for elementary, middle, and high school grade bands.	
Access to High-Speed Internet	Summarize student and staff access to high-speed internet during virtual instruction, how that changed over the year, and how that might have impacted opportunity and access.	
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	

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

Summary of Key Priorities

For each of the sections below, list the top 3 investments your district will make to address the data indicated above and accelerate student achievement.

ACADEMICS	
1	
2	
3	

STUDENT READINESS	
1	
2	
3	

EDUCATORS	
1	
2	
3	

FOUNDATIONAL ELEMENTS	
1	
2	
3	

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

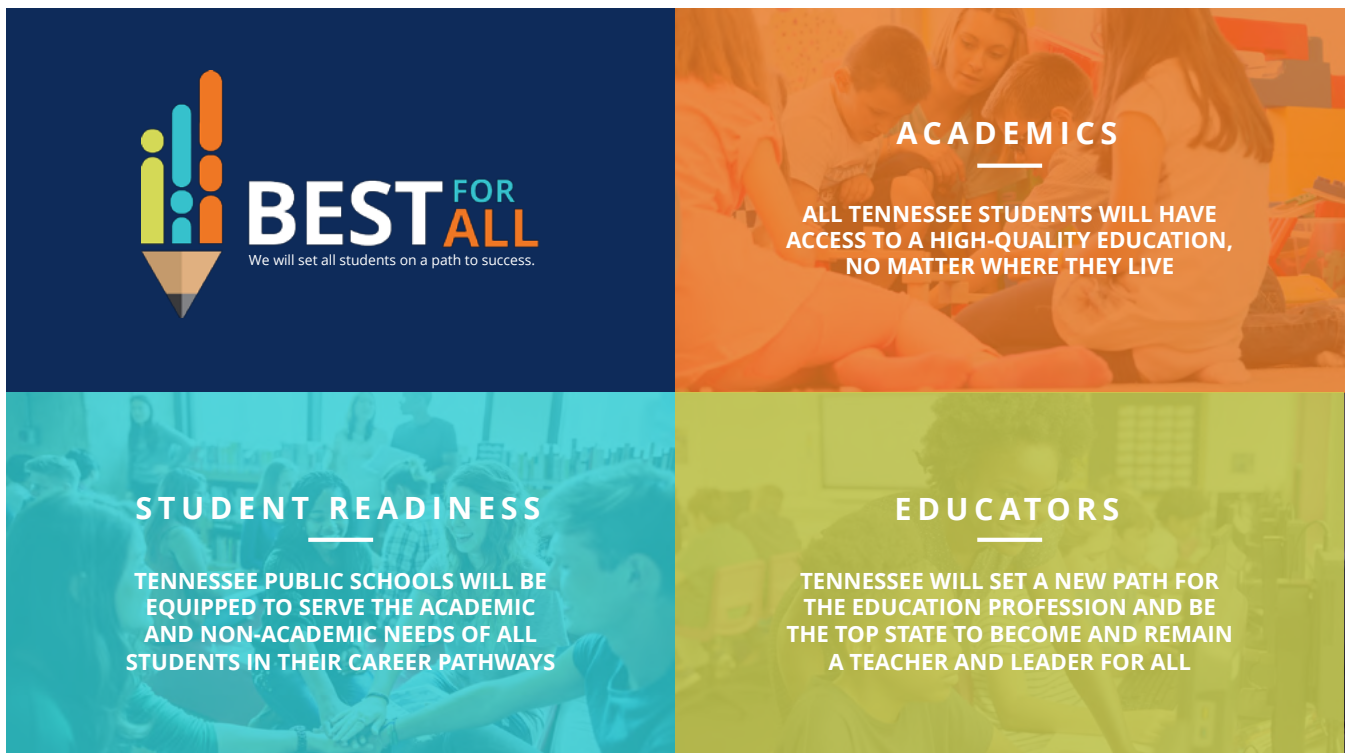
	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		
Community Engagement Template submitted and posted on website?		
Health and Safety Plan submitted and posted on website?		
Needs Assessment submitted and posted on website?		
Translations of Health 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*):

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Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary		%			
Middle		%			
High School		%			
HS Transition		%			
					Yes No
* Applied to TDOE for transportation grant?					

Literacy

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

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$	\$	
Elementary	\$	\$	
Middle	\$	\$	
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
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

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:

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$	
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	\$		
Students in Foster Care	\$		
Students Experiencing Homelessness	\$		
Migrant	\$		
Mental Health Supports	\$		
Other	\$		

	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:

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$		
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$		
Other	\$		

	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:

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	\$			
High-Speed Internet	\$			
Academic Space: Facilities*	\$			
Monitoring, Auditing and Data Collection and Reporting	\$			
Other	\$			

	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
	\$			
	\$			
	\$			
	\$			
	\$			

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.

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.

DISTRICT: _____

Safe Return to In-Person Instruction and Continuity of Services Plan



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, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a *Safe Return to In-Person Instruction and Continuity of Services Plan* that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e.,

families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans to be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days.

Please note that LEAs need to **update** the Safe Return to In-Person Instruction and Continuity of Services Plan **at least every six months** through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

Questions in this health plan were developed by the US Department of Education.

Consultation with Stakeholders

1 Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- v. tribes;
- vi. civil rights organizations (including disability rights organizations); and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

2 Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

3 How did the LEA compile feedback during the open comment period for the ARP Plan?

4 How was the input considered during the open comment period time?

Questions in this health plan were developed by the US Department of Education.

Safe Return to In-Person Instruction

5 Describe to the extent to which the LEA has adopted policies and a description of any such policies on each of the following health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding);
- hand washing and respiratory etiquette;
- cleaning and maintaining healthy facilities,
- including improving ventilation;
- contact tracing in combination with isolation and quarantine;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- appropriate accommodations for children with disabilities with respect to health and safety policies.

Continuity of Services Plan

6 How the LEA will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Questions in this health plan were developed by the US Department of Education.

History Log

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	4/15/2021 10:31:47 AM	Spencer Yonce	Status changed to 'Not Started'.	S

Allocations

**Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER)
3.0 - Rev 0 - Allocations**

	(1)	<u>ESSER 3.0</u>	Total
Original		\$11,704,957.98	\$11,704,957.98
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$11,704,957.98	\$11,704,957.98

Cover Page

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

LEA ID#

LEA Name

LEA Official Address

Street

City

Zip Code

Phone

LEA Website

Director of Schools

Name

Email

Phone

ESSER 3.0 Point of Contact

Name

Email

Phone

* Anticipated Health and Safety Plan URL/Link

The American Rescue Plan Act (ARPA) Act funds available through this grant are one-time grant funds made available through the U.S. Department of Education. All funds should be used for the unique needs identified by LEAs during the COVID-19 pandemic. American Rescue Plan Act (ARPA) funds are intended to support the academic and non-academic needs of students and to help LEAs and schools prepare for re-entry and continuous learning for the upcoming 2021-22 school year.

Budget		
Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant		
Indirect Cost		
Total Contributing to Indirect Cost	\$0.00	
Indirect Cost Rate	0.00%	
Maximum Allowed for Indirect Cost	\$0.00	
Account Number		Total
71100 - Regular Instruction Program		\$0.00
71150 - Alternative Instruction Program		\$0.00
71200 - Special Education Program		\$0.00
71300 - Vocational Education Program		\$0.00
72110 - Attendance		\$0.00
72120 - Health Services		\$0.00
72130 - Other Student Support		\$0.00
72210 - Support Services/Regular Instruction Program		\$0.00
72215 - Support Services/Alternative Instruction Program		\$0.00
72220 - Support Services/Special Education Program		\$0.00
72230 - Support Services/Vocational Education Program		\$0.00
72250 - Education Technology		\$0.00
72260 - Support Services/Adult Education Program		\$0.00

72320 - Office of the Superintendent		\$0.00
72410 - Office of the Principal		\$0.00
72510 - Fiscal Services		\$0.00
72520 - Human Resources/Personnel		\$0.00
72610 - Operation of Plant		\$0.00
72620 - Maintenance of Plant		\$0.00
72710 - Transportation		\$0.00
73100 - Food Service		\$0.00
73300 - Community Services		\$0.00
73400 - Early Childhood Education		\$0.00
76100 - Regular Capital Outlay		\$0.00
99100 - Transfers Out		\$0.00
	Total	\$0.00
	Adjusted Allocation	\$11,704,957.98
	Remaining	\$11,704,957.98

Budget Overview

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER)
3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Filter by Location: All - \$0.00

Line Item Number	Account Number	Total
Total		0.00
	Adjusted Allocation	11,704,957.98
	Remaining	11,704,957.98

Spending Plan

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

After analyzing and repurposing other funding sources, justify the spending plan for the American Rescue Plan Act (ARPA) funds aligned with the needs and the comprehensive LEA-level plan. For each of the applicable focus areas below, verify the amount, and explain how each focus area addresses the needs. The amounts should not exceed the LEA's allocation.

1. Addressing Learning Loss: Coordinators, Summer, Supplemental After School, and Tutoring

LEAs must spend a minimum of 20% of the grant funds on **Addressing Learning Loss**.

\$ 2,340,991.60 The minimum amount required based on the LEA allocation.

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

2. Addressing Learning Acceleration: Summer, Supplemental After School, and Tutoring

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

3. Addressing Facility Needs and Deferred Maintenance/Infrastructure

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

NOTE: Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

4. Purchasing Education Technology (including hardware, software, and connectivity)

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

5. Addressing the Unique Needs of Special Populations

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

6. School Facility Repairs

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

7. Providing Mental Health Supports

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

8. High Quality Instructional Materials for Math Adoption

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

NOTE: Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

9. High Quality Instructional Materials for Early Literacy

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

10. Public Health Coordination and Protocols

\$ Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

will be assessed.

11. Conducting Other Necessary Activities

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

12. Indirect Cost

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

13. Administrative Cost (5% limit)

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Resources

[Click here to open the application guide.](#)

LEA Program Details

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Administration Cost

Program Administration: The reasonable and necessary costs to manage the federal grant in a compliant and effective manner.

☐ The LEA is not utilizing grant funds to administer the ESSER 3.0. Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and the other funding sources that will contribute to administrative staff salaries/benefits.
 ☐ The LEA is utilizing grant funds to administer the ESSER 3.0.

Systemwide Administration for ESSER 3.0 Grant Administration - Staff in this table are those who work in the central office on the direct administration of the grant.

Systemwide Administration for LEAs Using ESSER 3.0 Funds for Direct Administration: Staff in this table are those who work in the central office on the direct administration of the grant. If the LEA is not using ESSER 3.0 funds for grant administration, do not enter staff in this table.

	Headcount	FTE
Administration	<input type="text"/>	<input type="text"/>
Resource Specialist	<input type="text"/>	<input type="text"/>
Program/Project Director	<input type="text"/>	<input type="text"/>
Other (specify)	<input type="text"/>	<input type="text"/>

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Total			
Will new positions be hired with these funds? Select... ▼			
If yes, ensure these positions are reflected above.			
Provide a brief description of the reasonable and necessary administrative activities and personnel. This includes the FTE and amount deducted from the grant.			
Planning			
Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic?			
Learning Loss			
Note: Required minimum of 20% of funds must be used to address learning loss through evidence-based interventionist that respond to students' academic, social, and emotional needs.			
\$ 2,340,991.60 The minimum amount required based on the LEA allocation.			
Provide information on how the LEA is measuring and addressing learning loss and how ESSER 3.0 funds will support these measures. Please include an overview of the evidence-based interventions the LEA will implement to address learning for students.			
Oversight Plan			
Summarize the LEA's plan for reporting, monitoring, and auditing supports and capacity related to ESSER 3.0 funds.			

Consultation with Stakeholders

Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- v. Tribes;
- vi. civil rights organizations (including disability rights organizations); and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

*

* Provide an overview of how the public stakeholder input was considered in developing the LEA's plan for ARP ESSER funds.

Planning for the Use and Coordination of ARP ESSER Funds

* How will the LEA use the remaining ARP ESSER funds consistent with statutory requirements?

* How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families,

students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?

Resources

[Click here to open the application guide.](#)

Personnel Details Systemwide

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Systemwide Instruction & Support - Staff in this table are those who are supported with one-time funds and work across multiple school sites as needed.

Systemwide Administration for LEAs **Using ESSER 3.0 Funds for Direct Administration:** Staff in this table are those who work in the central office on the direct administration of the grant. If the LEA is not using ESSER 3.0 funds for grant administration, do not enter staff in this table.

	Headcount	FTE
Coaches / Consulting Teachers	<input type="text"/>	<input type="text"/>
Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Non-Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Interventionists	<input type="text"/>	<input type="text"/>
Parent and Family Engagement	<input type="text"/>	<input type="text"/>
Other (specify)	<input type="text"/>	<input type="text"/>
Total	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>

Resources

[Click here to open the application guide.](#)

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Regular School-Year Staff Funded with One-Time Funds

Teachers	Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		Other 2 - Specify		Other 3 - Specify		Other 4 - Specify		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
	0	0.00		0		0.00		0		0.00		0		0.00		0		0.00

Resources

[Click here to open the application guide.](#)

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

☐ ☐ N/A

Summer School Personnel Funded with One-Time Funds

Teachers		Paraprofessionals		Instructional Facilitators		Site Administrator / Clerical		School Counselors		Parent and Family Engagement		Other - Specify	
Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>

Resources

[Click to open the application guide.](#)

Charter Schools Program Details

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

☐ ☐ N/A: The LEA certifies that no public charter schools are geographically located in the district.

The following question must be answered by LEAs with charter schools. ARPA and specifically the ESSER 3.0 funds were intended to provide relief funding and support for all public schools - both traditional and charter. Additionally, all LEAs with charter schools can retrieve the Charter School Needs Assessment template from the Related Documents page, share the template with each charter school, and reupload all completed overviews prior to submitting this application for review and approval.

* 1. LEAs receive a per-pupil allocation for students in public and charter schools. Outline the process used to ensure charter schools are receiving their proportionate share of ESSER 3.0 benefits to their traditional public school counterparts.

Resources

[Click to open the application guide.](#)

Related Documents

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Optional Documents		
Type	Document Template	Document/Link
Charter School Needs Assessments: Only for LEAs That Have Charter Schools within Their Boundaries	N/A	

Assurances
<p>Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant</p>
<p><input type="checkbox"/> * The local educational agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:</p>
<p>Assurances</p>
<p>1. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.</p>
<p>2. The LEA shall report spending progress and reimbursement request on a monthly basis to the Tennessee Department of Education, along with any other required documentation..</p>
<p>3. The LEA must track in their standard accounting program ESSER 3.0 funds separately from ESSER 1.0 and 2.0 funds.</p>
<p>4. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available here.</p>
<p>5. Expenditures will be in compliance with the standard accounting procedures and guidelines established by the Tennessee Department of Education, federal legislation, and F&A Accounts Policy 03.</p>
<p>6. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.</p>
<p>7. Grant funds will not be expended in any manner other than as outlined in the budgeted section of the approved grant application. Funds will only be expended for allowable costs. Any changes to the original budget must be pre-approved by the department before line items are modified. The LEA acknowledges that this program is subject to funds availability and that the department reserves the right to terminate program activities and expenditures for convenience at any time.</p>

8. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program as noted in Cash Management Improvement Act (CMIA) 7211R rule.

9. Keep such records, and provide such information to the department, as may be reasonably required for fiscal audit, data reporting, and program evaluation.

10. Program activities, expenditures, and records shall be subject to monitoring by the department. LEAs must maintain documentation of all expenditures and should submit this documentation with the final report.

11. Activities should align with the intent and purpose of the ARPA Acts as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the ARPA Act align with the ESEA, IDEA, and Perkins, and other allowable programs shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

12. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

13. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;

14. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and

15. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

Charter Assurances (if applicable)

The LEA will ensure that Charter Schools have an equal opportunity to participate to the full extent in the ARPA grant and will allocate per-pupil funds accordingly.

1. The LEA has a clear process for ensuring all applicable laws and regulations regarding ESEA, IDEA, and other programs and funding are followed in its authorized charter schools.

2. The charter school will comply with all requirements associated with the funding source as a condition for the state to receive any of the federal funds.

3. The charter school will maintain accurate and timely project records which document progress in implementing

this project, and which demonstrate compliance with all state and federal fiscal and program requirements.

4. Charter schools will receive reimbursements within three business days of the LEA receiving the reimbursement request allocation from the Tennessee Department of Education.

5. Charter plans submitted to the LEA must be approved within five business days and any non-approved plan must be sent Tennessee Department of Education, Division of Federal Programs and Oversight for a third-party review.

☐ * **Additional Assurances -The assurances below were added to the application in May 2021, in connection with the Safe Return to In-Person Instruction and Continuity of Services Plan. Check the box to agree.**

1. LEAs must develop and make publicly available their *ARP ESSER Funding Application* no later than **Aug. 1, 2021**. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days of approval.

2. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input.

3. ESSER plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally interpreted; and upon request by a parent who is an individual with a disability, provided in an accessible format to that parent.

4. LEAs must **update** the *Safe Return to In-Person Instruction and Continuity of Services 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. All revisions must include an explanation and rationale of why the revisions were made.

Elementary and Secondary School Emergency Relief (ESSER) 3.0 Checklist

Anderson County (010) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Checklist






This checklist is a means of communication between the TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the TDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

General Checklist Comment

No comments have been made at this time

Checklist Description ([Collapse All](#) [Expand All](#))

	1. Cover Page	Not Reviewed ▼
	1. Cover Page	
	2. Budget	Not Reviewed ▼
	1. Budget	
	2. Spending Plan	
	3. Program Details	Not Reviewed ▼
	1. Program Details	
	4. Personnel Details	Not Reviewed ▼
	1. Systemwide	
	2. Regular School Year	
	3. Summer School	
	5. Charter Schools	Not Reviewed ▼
	1. Charter	
	2. Related Documents	



TDOE GEPA STATEMENT

In accordance with Section 427 of the U.S. Department of Education's General Provision Act (GEPA), the Tennessee Department of Education (TDOE) ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered.

For state-level activities as well as all other activities supported by federal assistance, the TDOE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. Further, the TDOE will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals. Further, all partners and providers will be required to complete and submit assurance documents that comply with GEPA commitments as a condition of their participation in any project.

To address potential accessibility and participation barriers for students, teachers, and other beneficiaries with visual and other impairments, TDOE will utilize the following accessibility principles:

- All non-text content will have alternative text;
- All data tables will have headings;

- Users will be able to complete and submit all forms;
- Links will make sense out of context;
- Media will have captions and/or transcripts;
- Non-HTML content will be accessible;
- Users can comprehend the page structure and purpose;
- Meaning will not be conveyed through color alone;
- Content will be clearly written and easy to read;
- JavaScript will be accessible;
- Users will be able to access content from various devices and browsers; and
- All sites will comply with accessibility standards.

Many of Tennessee's vulnerable students and families primarily speak a language other than English. TDOE will utilize grant funds to provide web-based translation/interpretation services for communications in Spanish, the state's most prominent second language.

The following steps will be implemented as necessary with the intent to reduce access barriers and to maximize participation:

- Identify the special needs of students, parent, and other beneficiaries including, but not limited to, access requirements (wheelchair access, signers, and interpreters), as needed.
- Develop and implement a plan to address the identified special access needs.
Best efforts will be made to hold all meetings in ADA accessible facilities.

- Post grant information on website which will enable equitable access by participants and enable assistive computer devices to interpret the materials.

The plan will be monitored over the life of the grant. If necessary, corrective steps will be taken to address deficiencies and maximize participation.