

ESSER 3.0 Public Plan-Federal Relief Spending Addendum Addendum Guidance

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 (February 1 and August 27). 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 intent of the plan is to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total for each relief fund: ESSER 1.0, ESSER 2.0, and ESSER 3.0. and equal the allocation amounts.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align to the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it used 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.
- 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, if 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-Federal Relief Spending Addendum

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) help 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: Maury County Public Schools

Director of Schools (Name): Michael Hickman

ESSER Director (Name): Renee Palakovic

Address: 501 West 8th St, Columbia, TN 38401

Phone #: 931-388-8403 District Website: www.mauryk12.org

Addendum Date: 02/01/2022

| | |
|---------------------------|--------|
| Total Student Enrollment: | 13,212 |
| Grades Served: | K-12 |
| Number of Schools: | 22 |

Funding

| | |
|--------------------------|------------------------|
| ESSER 1.0 Allocation: | \$2,101,141.00 |
| ESSER 2.0 Allocation: | \$8,095,367.70 |
| ESSER 3.0 Allocation: | \$18,181,045.00 |
| Total Allocation: | \$28,377,553.70 |

Budget Summary

| | | ESSER 1.0 | ESSER 2.0 | ESSER 3.0 |
|-------------------|---|-----------------------|-----------------------|------------------------|
| Academics | Tutoring | | \$1,013,000.000 | \$777,694.00 |
| | Summer Programming | \$135,528.71 | \$1,166,272.26 | \$493,796.00 |
| | Early Reading | | | |
| | Interventionists | | \$1,073,730.31 | |
| | Other | \$238,011.32 | \$1,161,998.75 | \$4,180,264.30 |
| | Sub-Total | \$373,540.03 | \$4,415,001.32 | \$5,451,754.30 |
| | | | | |
| Student Readiness | AP and Dual Credit/ Enrollment Courses | | | |
| | High School Innovation | \$107,790.00 | | |
| | Academic Advising | | \$342,601.38 | |
| | Special Populations | \$239,572.50 | \$75,000.00 | |
| | Mental Health | | \$280,000.00 | |
| | Other | \$21,226.43 | \$573,394.00 | |
| | Sub-Total | \$368,588.93 | \$1,270,995.38 | |
| | | | | |
| Educators | Strategic Teacher Retention | | | \$3,784,332.04 |
| | Grow Your Own | | | \$582,001.66 |
| | Class Size Reduction | | | \$1,272,000.00 |
| | Other | | \$17,600.00 | |
| | Sub-Total | | \$17,600.00 | \$6,038,333.70 |
| | | | | |
| Foundations | Technology | \$1,178,743.49 | \$2,174,976.00 | |
| | High Speed Internet | \$39,989.58 | \$4,352.00 | |
| | Academic Space (facilities) | | | \$6,690,957.00 |
| | Auditing and Reporting | \$19,444.54 | | \$400,000.00 |
| | Other | \$4,722.07 | \$212,443.00 | |
| | Sub-Total | \$1,242,899.68 | \$2,391,771.00 | \$6,690,957.00 |
| | | | | |
| Total | | \$1,985,028.64 | \$8,095,367.70 | \$18,181,045.00 |

Academics

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

ESSER funds have been strategically allocated in support of academic achievement in Maury County Schools. We have budgeted nearly \$9.5 million of our three ESSER grants in support of supplemental curriculum materials for use in Tier 1, 2, and 3 instruction, textbooks, instructional materials and supplies, after school and summer school academic supports, and additional interventionists. All of these investments are targeted to address our district goals for improving academic achievement in math and ELA and address the needs identified through our annual district needs assessment. NOTE: ESSER 1.0 funds were used to support academics for two participating nonpublic schools in Maury County.

2. Describe initiatives included in the "other" category

Within the "other" category, we have invested funds in textbooks, intervention materials, instructional materials and supplies, evidence-based intervention programs, CTE curriculum materials, musical instruments, and STEM materials.

Student Readiness

1. 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:

The district has strategically allocated approximately 1.6 million to provide supports to students around readiness. To better prepare students for graduation and college/career, we have allocated funds in support of graduation coaches in our high schools. Curriculum and materials have been purchased to provide supports to special education students and English learners. The district has contracted with STARS to provide students with mental health supports through supplemental, one-on-one counselors and we will contract with a mental health provider for virtual mental health services for at-risk students.

2. Describe initiatives included in the "other" category

The other category includes investments and expenditures in areas such as ACT preparation materials for middle and high school, PPE, stipends for school nurses to collect COVID19 data and contact tracing reporting.

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:

The district strategically budgeted funds to provide retention bonuses to all Maury County Schools' staff. Bonuses will serve to retain teachers, bus drivers, educational assistants, food service staff, principals, etc. who are vital to the education of our students. A sizable investment is also being made into growing our own staff. We have three programs established and starting in the second semester. One program focuses on licensure for staff in CTE, math and science; a second program focuses on all other content areas; and the third on middle-level licensure. All of these programs will meet identified needs related to filling teaching positions and addressing ATSI needs in our middle schools. Finally, we have budgeted funds to employ class size reduction teachers; however, hiring has been an issue, so these positions remain unfilled.

2. Describe initiatives included in the "other" category

In the other category, we have budgeted funds to provide for online, professional learning opportunities for staff. Funds have been used to purchase Canvas. This program is an learning management system that allows for delivery of content to teachers that can be done at different times and with different audiences throughout the year. This allows teachers to build capacity at their own pace and on their own schedule.

Foundations

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

The district has placed a significant priority on obtaining devices for all students in the district with ESSER funding. Over \$3 million has been spent and/or budgeted for this purpose and students now all have access to devices. Additionally, the district has utilized ESSER funds for hotspots for students living in rural areas of the county. These students would not have access to online content, Google classroom, Teams, etc. without the use of these hotspots. Over \$6 million is being used to purchase HVAC systems for three schools in the district in order to improve air quality and limit the spread of viruses and other bacteria. Finally, two staff have been hired to manage the ESSER funds in the district, administer all data requirements, and handle grant reporting.

2. Describe initiatives included in the "other" category

The only item in the "other" category is for the purchase of the CASE benchmark assessment system. This system was purchased to provide teachers, leaders, and others in the district with assessment data that is standards aligned. The data from these periodic benchmark assessments provides staff

with vital information necessary for instructional shifts. These assessments are a key part of our district's plan for improving student academic achievement.

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.

The district has just hired an ESSER Grant Facilitator and an ESSER Grant Clerk. These positions are supervised by the Director of Federal Programs. All grants are managed by these positions and monthly reconciliations are completed to ensure grant funds are being spent according to budget. Monthly drawdowns are submitted. No purchases are submitted for payment without the approval of the Director of Federal Programs and the ESSER Grant Facilitator. All purchases are made according to district procurement policies and procedures. Grant information is shared with the board every quarter and the public through parent advisory committee meetings and townhalls. All data reports are completed by these staff and submitted according to established guidelines and timelines of the Tennessee Department of Education.

2. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.

The district will spend at least \$4 million (more than 20% of the ESSER 3.0 grant) on direct services to students and learning loss through participation in the TN All Corps tutoring program, high school tutoring and credit recovery, the purchase of curriculum and textbooks, class size reduction teachers, and summer learning programs.

Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

The district provided an overview of the ESSER plans to parents during parent advisory committee meetings, board meetings, and two virtual townhall meetings. During all of these meetings, feedback was requested and received. All feedback was documented and used to revise the plans accordingly.

2. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.

Parent advisory committee meetings are open to all parents in the district who are interested in attending. At the December 2021 meeting, there were 25 parents in attendance. The school board meeting are broadcast live and the recording is available on the district website for viewing by anyone. The townhall meetings had a total of 14 attendees. We continue to talk with our parent groups in our Title I schools and the school board regarding the use of ESSER funds and gather feedback from everyone who provides it in order to inform our plan.

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

The district's parent advisory council is comprised of representatives from each school and from each of our subgroup populations. We have an EL representative, and members who are from all racial and ethnicities within the district. Our virtual townhall meetings are open to all parents, but we cannot be sure of the people participating because of the virtual nature of the meeting.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, town halls) to gain input from stakeholders in development of the revised plan.

We used in person meetings, school board meetings, and virtual townhall meetings to share and discuss ESSER funds and plans for the use of the funds.