

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 FY23 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: Maury County Public Schools

Director of Schools (Name): Lisa Ventura

ESSER Director (Name): Katrina Davis

Address: 501 W. Eighth St. Columbia, TN 38401

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

Addendum Date: 3/1/2023

Total Student Enrollment:	<u>12,754</u>
Grades Served:	<u>K-12</u>
Number of Schools:	<u>23</u>

Funding

ESSER 2.0 Remaining Funds:	<u>3,879,394.03</u>
ESSER 3.0 Remaining Funds:	<u>10,258,216.26</u>
Total Remaining Funds:	<u>14,137,610.29</u>

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	<u>290,128.50</u>	<u>724,000.00</u>
	Summer Programming		<u>400,000.00</u>
	Early Reading		
	Interventionists	<u>620,383.88</u>	<u>761,576.00</u>
	Other	<u>1,382,748.65</u>	<u>1,868,032.26</u>
	Sub-Total	<u>2,293,261.03</u>	<u>3,753,608.26</u>
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising	<u>325,736.31</u>	
	Special Populations		
	Mental Health		<u>360,000.00</u>
	Other	<u>778,254.06</u>	
	Sub-Total	<u>1,103,990.37</u>	<u>360,000.00</u>
Educators	Strategic Teacher Retention		<u>86,411.00</u>
	Grow Your Own		<u>315,721.00</u>
	Class Size Reduction		
	Other	<u>362,007.88</u>	
	Sub-Total	<u>362,007.88</u>	<u>402,132.00</u>
Foundations	Technology		<u>379,913.00</u>
	High-Speed Internet		
	Academic Space (facilities)		<u>5,119,590.00</u>
	Auditing and Reporting		<u>242,913.00</u>
	Other		
	Sub-Total		<u>5,742,476.00</u>
Total		<u>3,879,394.03</u>	<u>10,258,216.26</u>

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 \$6 million in the remaining funds of our two ESSER grants in support of supplemental curriculum materials for use in Tier 1, 2, and 3 instruction, textbooks, instructional materials and supplies, after school 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.

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. Included in this category is the purchase of a benchmark assessment system. This system was purchased to provide teachers, leaders, and others in the district with assessment data that is standards aligned and has been added to the budget to continue assessment next school year. 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.

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.

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. The district has contracted with STARS to provide students with mental health supports through supplemental and one-on-one counselors.

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. Included are ACT test fees for middle school students to take the exam to better understand the expectations, testing format, test questions, and platform. The district has also contracted with Specialized Education of Tennessee for Catapult Learning services that will support the student's challenges such as learning idiosyncrasies, social relationships, emotional demands, behavior patterns, communication challenges, and health and wellness issues at each off the two middle schools. This service will change student's attitudes, improve their behavior, and improve their academic performance.

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 continue growing our own staff. We have four programs established and beginning a 2nd cohort for one of the programs this May, 2023. One program focuses on licensure for staff in CTE, math and science; a second program focuses on all other content areas; the third on middle-level licensure; and the fourth on educational assistants gaining licensure. All of these programs will meet identified needs related to filling teaching positions and addressing ATSI needs in our middle schools. In addition to the Grow Your Own programs, the district has hired a recruitment and retention specialist position to advance recruitment and retention efforts in collaboration with district administrators.

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

Three deans of students’ positions have been budgeted for the 22-23 & 23-24 SY. These positions are placed at our highest need schools to further monitor, enhance the quality of student life, and help improve student behavior. Supporting these needs in the three selected schools will improve student academic achievement.

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 \$2 million has been spent and/or budgeted for this purpose and students now all have access to devices. Over \$6 million is being used to purchase HVAC systems for three schools in the district to improve air quality and limit the spread of viruses and other bacteria. Nearly 700k has been budgeted for updates and new elementary playground equipment. Adding and updating the district's elementary playground equipment will promote physical activity for students while improving their learning, as well as social and physical development.

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

There are no initiatives in the “other” category for this section.

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 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 the 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, social media, the district website, and scheduled virtual meetings. 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 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.

The district spent close to 800,000 from ESSER 3.0 in 21-22 fiscal year. Currently budgeted is \$2.8 million of ESSER 3.0 carryover on direct services to students and learning loss through participation in the TN All Corps tutoring program, high school tutoring and credit recovery, interventions, and the purchase of curriculum and textbooks, and summer learning programs. This budget will meet the 20% requirement equaling \$3.6 million.

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 district provided an overview of the ESSER plans to the parent advisory committee, board meetings, district website and the district's social media platforms. 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 percent 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. Names are suggested by each principal for initial invites. The school board meetings are broadcast live, and the recording is available on the district website for viewing by anyone. 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 races and ethnicities within the district. Our virtual 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, and town halls) to gain input from stakeholders in the development of the revised plan.

We used in school board meetings, virtual meetings, and posted the budget with an invitation to share and discuss ESSER funds and plans for the use of the funds.