

## 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: 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: [www.mauryk12.org](http://www.mauryk12.org) \_\_\_\_\_  
 Addendum Date: 9/15/2023 \_\_\_\_\_

Total Student Enrollment:	13,039
Grades Served:	K-12
Number of Schools:	23

### **Funding**

ESSER 2.0 Remaining Funds:	\$0.00
ESSER 3.0 Remaining Funds:	\$3,756,669.01
<b>Total Remaining Funds:</b>	<b>\$3,756,669.01</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$12,433.55
	Summer Programming		\$375,665.00
	Early Reading		
	Interventionists		\$1,326,382.00
	Other		\$263,556.33
	Sub-Total		\$1,978,036.88
<b> </b>			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		\$189,000.00
	Other		
	Sub-Total		\$189,000.00
<b> </b>			
Educators	Strategic Teacher Retention		\$95,522.00
	Grow Your Own		\$83,600.00
	Class Size Reduction		
	Other		\$797,423.73
	Sub-Total		\$976,545.73
<b> </b>			
Foundations	Technology		\$40,894.00
	High-Speed Internet		
	Academic Space (facilities)		\$497,167.90
	Auditing and Reporting		\$75,024.50
	Other		
	Sub-Total		\$613,086.40
<b> </b>			
<b>Total</b>			<b>\$3,756,669.01</b>

### **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 approximately \$1.9 million in the remaining funds of our ESSER 3.0 grant in support of supplemental curriculum materials for use in Tier 1, 2, and 3 instruction, textbooks, tutoring, summer programming and additional interventionists. All 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 and a 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

### **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 allocated \$189,000 to contract 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 district currently does not have any planned purchases for the "other" category of Student Readiness.

### **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 one program with two cohorts established. The program focuses on middle-level licensure and 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 retainment specialist position to advance recruitment and retention efforts in collaboration with district administrators.

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

Four deans of students’ positions have been filled for the 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. The district has also hired three full-time interventionists for the middle schools with the highest need. They will provide targeted support and resources to teachers that will help improve student outcomes.

### **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 approximately 40K of remaining ESSER funds to purchase additional interactive panels to enhance teaching and learning experiences. Approximately 450K is being used to complete the HVAC system replacement for three schools in the district to improve air quality and limit the spread of viruses and other bacteria. Nearly 38k has been budgeted for final payment of new elementary playground equipment and updates. 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.

The district currently does not have any planned purchases for the “other” category of Foundations.

### **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. This position is 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, and the district website. 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 the 21-22 fiscal year and 463,000 in the 22-23 fiscal year. Currently budgeted is \$2.6 million of ESSER 3.0 carryover on direct services to students, participation in the TN ALL Corps tutoring program, interventions, additional district coaches 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 at board meetings and the district website. Feedback was requested and received.

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.

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 the school board regarding the use of ESSER funds and gather feedback from everyone who provides it to form our plan.

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

Our board meetings are open to all community members. Date, time, and agenda are made public before the meetings allowing all people to plan their participation. Community members can speak on any matter listed on the agenda during the public comment period. Columbia's community includes individuals from various backgrounds, cultures, and experiences which brings a broader perspective and collaboration to the decision-making process.

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 school board meetings and posted the budget with an invitation to share and discuss the ESSER plan for use of funds.