

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: Metro Nashville Public Schools

Director of Schools (Name): Dr. Adrienne Battle

ESSER Director (Name): Dr. Keri Randolph

Address: 2601 Bransford Avenue; Nashville, TN 37204

Phone #: 615-259-8587 District Website: https://mnps.org

Addendum Date: January 27, 2022

Total Student Enrollment:	80,486
Grades Served:	PreK-12
Number of Schools:	160

Funding

ESSER 1.0 Allocation:	\$26,007,293
ESSER 2.0 Allocation:	\$123,220,824
ESSER 3.0 Allocation:	\$276,736,466
Total Allocation:	\$425,964,583

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	-	-	\$29,952,547
	Summer Programming	-	\$5,465,420	\$18,000,000
	Early Reading		\$10,161,415	\$2,420,172
	Interventionists	-	\$3,031,800	\$6,063,600
	Pre-K-12 Multi- Content Materials and Supports	\$613,363	-	\$4,271,600
	Pre-K-12 High Quality Math Materials and Supports	-	-	\$5,521,247
	Instructional Supplies	\$940,000	-	\$1,100,000
	Adaptive Intervention Platforms for math and literacy	\$1,613,553	\$3,300,000	\$6,600,000
	School-Level Instructional Software	-	\$1,017,342	\$2,034,684
	Consultants for school-level instructional supports	-	\$2,183,377	\$4,366,754
	Academic Feedback Support	-	-	\$1,236,000
	Benchmark Assessment Development	-	-	\$700,000
	Numeracy Learning Acceleration Position	-	-	\$336,225
	Schools of Innovation Academic Support	-	-	\$834,250
	Leveraging Athletics to Accelerate Academics	-	-	\$2,000,000
	Accelerating Academics through the Arts	-	-	\$4,000,000
	MNPS Virtual School- Additional Support for Continuity of Learning	-	\$1,559,850	-
	Charter/Non-Public	\$1,017,118	\$4,812,398	\$10,732,218
	Other			
	Sub-Total	\$4,184,034	\$31,531,602	\$100,169,297
Student Readiness	AP and Dual Credit/ Enrollment Courses	-	\$200,000	\$400,000
	High School Innovation	-	\$1,408,400	\$2,816,800
	Advocacy Centers (elementary)	-	\$2,022,038	\$1,988,000
	Mental Health Counselors	-	-	\$9,222,000
	Social Workers	-	-	\$4,590,000
	Restorative Practice Assistants (middle and high)	-	-	\$6,076,611

	Expansion of Community Achieves and In-School Partnership Support Models	-	-	\$6,990,000
	Alternative Learning Center Redesign	-	-	\$1,050,000
	Parent University	-	-	\$1,500,000
	Translation and Interpretation Services	-	-	\$2,454,720
	IEP Compliance Supports	-	-	\$1,430,000
	Navigator Data System and Supports	-	\$200,000	\$360,000
	Transition Coordinator for Exceptional Education Students	-	-	\$350,256
	School Counseling Coordinator	-	-	\$300,000
	Work-Based Learning	-	\$86,000	\$297,000
	Graduation Success Coaches	\$40,520	\$200,000	-
	Postsecondary Transition Support	-	\$350,000	\$450,000
	Charter/Non-Public	\$1,017,118	\$4,812,938	\$10,732,218
	Other			
	Sub-Total	\$1,057,638	\$9,278,836	\$51,007,605
Educators	Strategic Teacher Retention- Bonus	-	\$4,237,128	-
	Grow Your Own	-	\$1,226,668	\$2,453,326
	Class Size Reduction	-	\$2,800,000	\$5,600,000
	Hire Forward (strategic staffing)	-	-	\$2,750,409
	English Language Endorsement for Educators	-	\$1,362,641	\$2,725,282
	Substitutes and Innovative Staffing Solutions	-	-	\$2,346,039
	Professional Development and Planning Day Stipends and Support	\$969,000	\$8,792,935	\$13,394,083
	Professional Development Redesign	-	-	\$735,450
	Signing and Retention Bonus for School Psychologists	-	-	\$70,000
	Charters/Non-Public	\$1,017,118	\$4,812,398	\$10,732,217
	Other			
	Sub-Total	\$1,986,118	\$23,231,770	\$40,806,806
Foundations	Technology: Student Laptops	-	-	\$12,296,000
	Technology: Teacher Laptops	-	-	\$3,600,000

Technology: Classroom Instructional Equipment	\$500,000	\$2,958,138	\$5,916,275
Technology: Software to support 1:1 technology	\$675,000	-	\$629,000
Technology: Support Services	-	-	\$2,921,466
High-Speed Internet	\$2,223,213	\$1,500,000	\$2,800,000
Internet Infrastructure	-	\$3,000,000	-
Academic Space: Facilities and Air Quality	-	\$11,200,000	\$30,739,000
Innovative Transportation Staffing and Support	-	-	\$600,000
Strategic Redesign: Resource allocation and continuous improvement support	-	-	\$1,500,000
COVID Bonuses for Support Staff	-	\$4,428,830	-
COVID Operations Support	-	\$778,000	-
Nutrition Services Support	\$9,990,550	\$7,000,000	-
Additional Nurses	-	\$4,745,000	\$10,000,000
Community Support Hubs	-	\$300,000	\$300,000
COVID Mitigation and School Support	-	\$18,000,000	-
Personal Protective Equipment (PPE) and Mitigation Supplies	\$2,356,821	-	-
Pulse Checks and Feedback System for Families and Staff	-	\$135,450	\$68,000
Student Services Compliance Support	-	-	\$540,000
Charters/Non-Public	\$1,017,119	\$4,812,398	\$10,732,217
Monitoring, Auditing and Reporting (1% minimum recommended by TDOE)	\$160,400	\$320,800	\$2,110,800
Grant Indirect Costs (ESSER 1 only)	\$1,856,400	-	-
Other			
Sub-Total	\$18,779,503	\$59,178,616	\$84,752,758
Total	\$26,007,293	\$123,220,824	\$276,736,466

Note that MNPS is spiraling more than \$73,000,000 to schools to allocate to best serve our students and communities. These funds are allocated to schools based on the economically disadvantaged population of the school.

Academics

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

MNPS is investing in high-impact tutoring, high-quality instructional materials with emphasis on literacy and mathematics, school level positions focused on intervention and acceleration, and targeted professional learning experiences for staff in strategic areas. Through our needs assessment, MNPS identified the need for improving Tier I, II and III instruction and interventions. Over the next three years, MNPS plans to grow high-dosage, low ratio tutoring to more than 17% of our student population.

2. Describe initiatives included in the "other" category

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

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:

Student Readiness allocations represented in MNPS's Every Student Known focus are investments in the whole student, families, special populations including English learners and exceptional education students, as well as investments to support postsecondary readiness and success. By supporting the needs of the whole student through elementary advocacy centers, expansion of community partnerships in schools and investing in mental health supports, and social workers, MNPS is working to create the conditions where students can learn and thrive.

MNPS is committed to strong, high-quality pathways for our students through the Academies of Nashville and MNPS Reimagined clusters. Through our Better Together partnership with Nashville State Community College and other postsecondary institutions, we are expanding dual enrollment, dual credit, and work-based learning opportunities, as well as early college models across our high schools. We are also committed to AP, IB, Cambridge and AVID programs that are designed to promote and support rigorous coursework that prepares students for college and career. MNPS has chosen to spiral ESSER 2 and 3 funds directly to schools to support innovation. In addition, MNPS is investing in academic advising through positions, improved data systems and graduation success coaches in alignment with our postsecondary transition planning goals and focused outcomes. In planning and expanding these strategies, MNPS used data and our needs assessment to target and scale these strategic investments.

2. Describe initiatives included in the "other" category

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

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:

MNPS is proposing a set of strategies to address ongoing staffing challenges as outlined in the needs assessment. Through Grow Your Own and teacher residency models, MNPS is working with educator preparation programs to address teacher shortages. In addition, MNPS continues to work across funding sources to support compensation and benefits packages that help attract and retain the best talent. One of the priority areas for investment is "Grow Our People." This work includes robust, personalized professional development and paid planning days. Because MNPS spirals ESSER funds to schools, school leadership teams can make choices about strategic staffing needs in response to the COVID-19 pandemic. In addition, MNPS is supporting EL and EE endorsement programs to support professional growth among our educators, as well as meet the needs of our English learners and special education students.

2. Describe initiatives included in the "other" category

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

Foundations

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

Our strategic allocations designed to strengthen structural expectations are focused on building infrastructure, access, and capacity. These strategic allocations include investments in school nurses and COVID mitigation with an emphasis on safe and healthy schools and facility investments to improve indoor air quality and allow social distancing. Investments in technology support continuity of learning, as well as enhanced learning opportunities and tools to support high-quality and impactful instruction. These areas were identified as needs for our students and families in the district's needs assessment.

2. Describe initiatives included in the "other" category

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

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.

MNPS is committed to maximizing our ESSER investments for students. In order to ensure investments are strategic and impactful, MNPS works with the Research, Assessment and Evaluation (RAE) team to design program evaluation. Through ESSER funds, MNPS is hiring an additional data analyst and program evaluation position to add to the RAE team to focus solely on ESSER funded initiatives and strategies. In addition, MNPS is partnering with outside researchers for additional capacity. For example, Brown University is partnering with MNPS to evaluate and inform our high-dosage tutoring work. MNPS and Vanderbilt University are partnering to create a research-practice partnership which will also be leveraged to inform and evaluate ESSER funded initiatives. In addition, schools are encouraged to ensure alignment with their SIPs and needs assessments. There are multiple layers of oversight and internal controls in place to ensure that proposed expenses are reasonable, allowable, and necessary (as well as allocable). MNPS teams have created an ESSER guidebook for district and school leaders and provided access to training materials from Brusteine & Manasevit, TDOE, and internal teams. Internal cross-functional teams meet regularly to discuss ESSER-related topics and problem solve. In addition, MNPS reaches out to request guidance and assistance from TDOE staff as needed.

The oversight of these funds continues to be the responsibility of the Federal Programs (FP) team in MNPS. Multiple levels of review have occurred throughout the process to ensure established internal controls are followed. In addition to additional processes to ensure that we have multiple levels of review for ESSER-related expenses, we have also created forms and templates to help track and document the steps utilized to request, submit, and pay ESSER funded items. Additionally, we created training materials and forms for new processes. We have two separate business units (one for district purchases and one for the approximately \$24 million in school-level purchases) to help track expenses and ensure allowable purchases that are also reasonable and necessary. Multiple staff members support this work, and we have added additional positions to handle the influx of additional ESSER dollars.

In addition to the roles of the FP team members, a cross-functional approach has been utilized with the ESSER grants. We meet and continue to connect regularly with other teams in MNPS such as: Finance, Procurement, Human Resources, Inventory, Research, Assessment, and Evaluation, Operations, Curriculum and Instruction, Buildings and Maintenance, Technology, Charter Schools, and more. These teams have also been involved in determining the effectiveness of the funds by analyzing information such as number of nutrition services staff paid (based on the numbers of meals served, which was more than 330,000), number of devices deployed and utilized by students for virtual learning, provision of SEL and case management services, evaluation of professional learning funded by ESSER, deployment of individual student supplies and materials, utilization of software and related data on student performance (and growth), and more. The effectiveness of activities has been determined in a variety of ways utilizing multiple data sources, ranging from the number of devices and services provided to staff and students to ensure they can participate in school safely and in the most effective manner to individual teacher feedback of PD sessions funded by ESSER. Other feedback mechanisms include formal and informal feedback regarding the efficacy of the uses of funds. Federal programs staff members have

worked with MNPS charter schools to ensure they received school-level allocations. We also provided group and individual trainings as well as regular updates; we continue to communicate with our charter schools on a regular basis, especially with those schools who do not submit needed paperwork to request reimbursement in a timely manner. The Director of Grants reviewed each charter school's proposed spending plan and needs assessment; the documentation for requesting reimbursement for allowable ESSER purchases was also reviewed prior to processing payments reimbursing charters for allowable expenses. This documentation is housed on a shared SharePoint site. Charter points of contact have provided feedback on the efficacy of the use of these funds and will be asked to provide additional information to evaluate the effectiveness of the ESSER-funded activities.

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.

Our district is participating in TN ALL Corps and is also investing in numerous initiatives and strategies to address learning acceleration through direct service to students.

Family and Community Engagement

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

For our original plan (approved on November 29, 2021), MNPS leaders engaged in the following work to solicit input from a wide variety of stakeholders in different ways:

- Created and deployed a survey for our stakeholders (K-12 public school families in Davidson County, community organizations, and other Davidson County residents)

- Created messaging to help inform and invite our stakeholders to engage (social media, email, and our MNPS website)

- Hosted seven engagement sessions to capture feedback and input for the ESSER plan

- Used feedback from the engagement sessions and the survey to finalize our report and plan

- Met with members of the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher Cabinet as well as with parents, guardians, and representatives of community organizations

Additional information about the process and the results can be accessed at <https://www.mnps.org/cms/One.aspx?portalId=32970327&pageId=37373891> and in the summary section of the submitted Needs Assessment. District leadership reviewed information from the various data points collected from the different types of engagement with stakeholders. We also referenced and considered needs identified from previous and on-going evaluations such as district and school improvement plans. Utilizing all of these varied information sources, leadership engaged in multiple rounds of review while also considering both updated guidance on topics (such as from the CDC in relation to COVID mitigation practices) as well as evidence-based interventions and supports (such as academic interventions and SEL services).

Our plan addendum was submitted on 1.31.2022. We have not revised our plan significantly since the original submission and have continued these systems and processes for engagement.

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

In late 2021, MNPS conducted a series of feedback opportunities through surveys and Possip pulse checks that have informed our decision-making. We continue to receive feedback through the budgeting process for FY23.

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

MNPS used surveys, messaging, engagement sessions, and meetings with the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher Cabinet as well as with parents, guardians, and representatives of community organizations.

Additional information about the process and the results can be accessed at <https://www.mnps.org/cms/One.aspx?portalId=32970327&pageId=37373891> and in the summary section of the submitted Needs Assessment. District leadership reviewed information from the various data points collected from the different types of engagement with stakeholders. We also referenced and considered needs identified from previous and on-going evaluations.

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.

Our original plan has no significant changes, though we continue to engage with a wide variety of stakeholders and stakeholder groups. As noted above, MNPS utilizes various tools to solicit input on needs from parents and families, students, school staff, building-level staff, community members, advocacy organizations or representatives, and more. These data help inform our needs and priorities.