

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: Williamson

Director of Schools (Name): Jason Golden

ESSER Director (Name): Laurette Carle

Address: 1320 West Main St., Suite 202

Phone #: 615-472-4000 District Website: www.wcs.edu

Addendum Date: January 31, 2022

Total Student Enrollment:	42,301
Grades Served:	PK-12
Number of Schools:	51

Funding

ESSER 1.0 Allocation:	599,880
ESSER 2.0 Allocation:	2,325,327
ESSER 3.0 Allocation:	5,222,354
Total Allocation:	8,174,561

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			
	Summer Programming			
	Early Reading	506	220,489	
	Interventionists			3,893,358
	Other			
	Sub-Total			
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			
	Mental Health			720,000
	Other	594,235		
	Sub-Total			
 				
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			
	Other			
	Sub-Total			
 				
Foundations	Technology	5,139	1,680,115	
	High Speed Internet		233,088	
	Academic Space (facilities)			
	Auditing and Reporting		65,815	471,296
	Other		125,820	137,700
	Sub-Total			
 				
Total		599,880	2,325,327	5,222,354

Academics

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

Remaining funds from ESSER 1.0 were used to reimburse for additional ELA implementation materials that had to be printed due to COVID-19. ESSER 2.0 funds were used to pay the benefits for teachers who received stipends from the state for attending the Early Reading Training (other grant did not cover benefits) and to pay for some materials needed for elementary ELA to address foundational skills as presented in the training. ESSER 3.0 funds are being used to hire interventionists to work with students needing Tier 3 level intervention in reading and/or math according to our universal screeners in grades K-8. All purposes were supported in needs assessments at the time of the grant applications.

2. Describe initiatives included in the "other" category

N/A

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:

We used ESSER 3.0 funding to meet the increased mental health referral need of our district by contracting to hire additional clinical social workers to provide services to clusters of buildings within our district.

2. Describe initiatives included in the "other" category

We used ESSER 1.0 funding to pay the cafeteria staff to continue to feed students during the school closure in the spring of 2020.

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:

We did not use ESSER funds for this purpose.

2. Describe initiatives included in the “other” category

N/A

Foundations

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

One participating nonpublic school used ESSER 1.0 funding to purchase five laptops for remote learning. We used ESSER 2.0 to reimburse for internet connectivity needs not covered with either the Connectivity Grant or Remote Learning Grant). We budgeted for indirect costs as allowable in the grants for ESSER 2.0 and 3.0 for the LEA for work and structures to support the monitoring and management of the grants.

2. Describe initiatives included in the “other” category

We used some ESSER 2.0 funding to reimburse our local budget for the salary and benefits of a COVID-19 Director needed for that one year. We are using ESSER 3.0 funding for stipends for a team of teachers serving as Digital Learning Leaders and doing work outside their classroom to support the effective integration of technology, software and applications after our accelerated COVID-19 required shift to a learning management system and achieving a 1:1 student device system.

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 Assistant Superintendents meet regularly to assess the progress on use of the ESSER 3.0 funds and the effectiveness of the support put in place with that funding. It is a monthly agenda item in their weekly meetings. Budget and Finance sends monthly expenditure reports to the ESSER director so she can monitor spending and ask any clarifying questions needed. Expenditure requires multiple levels of approval. The ESSER director coordinates program reporting as necessary for submission to TDOE in ePlan. ESSER director works with communications department to update website and keep community informed. CFO and Federal Programs Accountant coordinate fiscal monitoring and reporting.

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.

We are spending 88% of our ESSER 3.0 on direct services to students with both the interventionists and clinical social workers who provide direct services to students.

Family and Community Engagement

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

We had no revisions in our ESSER 3.0 plan since we engaged stakeholders last summer for the initial plan approved at the end of September 2021. See original Public Plan and Community Engagement templates approved September 2021.

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

No revisions. See original Public Plan and Community Engagement template approved September 2021.

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

No revisions. See original Public Plan and Community Engagement template approved September 2021.

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.

No revisions. See original Community Engagement template approved September 2021. We will continue to share ESSER information with our community on our website and through our main communication tool, the InFocus newsletter. We keep our Board informed through Superintendent's reports when necessary. Our schools have community engagement plans which can include meaningful reporting of the implementation of ESSER funded programs and services as well as the gathering of family input.