ESSER 3.0 Public Plan for Remaining Funds
Addendum Guidance

2022-23

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 (Feb. 15 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.

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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: 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: February 1, 2023

Total Student Enrollment:	42,471
Grades Served:	PK-12
Number of Schools:	50

Funding

ESSER 2.0 Remaining Funds:	0
ESSER 3.0 Remaining Funds:	$4,391,696.09
Total Remaining Funds:	$4,391,696.09

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Budget Summary

			ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics		Tutoring		
		Summer Programming		
		Early Reading		
		Interventionists		3,136,689.99
		Other		
		Sub-Total		
Student Readiness		AP and Dual Credit/ Enrollment Courses		
		High School Innovation		
		Academic Advising		
		Special Populations		
		Mental Health		684,407.10
		Other		
		Sub-Total		
Educators		Strategic Teacher Retention		
		Grow Your Own		
		Class Size Reduction		
		Other		
		Sub-Total		
Foundations		Technology		
		High-Speed Internet		
		Academic Space (facilities)		
		Auditing and Reporting		443,749.00
		Other		126,850.00
		Sub-Total		
		Total		**4,391,696.09**

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Academics

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

> ESSER 3.0 funds continue to be 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. This need was supported in the needs assessment done at the time of the grant application.

2. Describe initiatives included in the "other" category.

> N/A

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.

> We continue to use ESSER 3.0 funding to meet the increased mental health referral need of our district by contracting to hire additional mental health professionals to provide services for students who cannot access services otherwise.

2. Describe initiatives included in the "other" category.

> N/A

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 have not used and do not plan to use ESSER funds for this purpose.

2. Describe initiatives included in the "other" category.

> N/A

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Foundations

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

> We budgeted for indirect costs as allowable in the ESSER 3.0 grant for the LEA work by locally funded staff and structures to support the monitoring and management of the grants.

2. Describe initiatives included in the "other" category.

> We are using ESSER 3.0 funds 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 to 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 the Communications Department to update our website and keep the community informed. CFO and Federal Programs Accountant coordinate fiscal monitoring and reporting.

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.

> *We are spending 88% of our ESSER 3.0 on direct services to students with both the interventionists and mental health services providers who provide direct services to students.*

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.

> We had no revisions in our ESSER 3.0 plan since we engaged stakeholders for the initial plan approved at the end of September 2021. See original Public Plan and Community Engagement templates approved September 2021. We held community meetings and proactively sought input from various stakeholders at that time. Since implementation of the plan, we have updated our ESSER 3.0 page on our website and we continue to update our school board and school communities on our progress.

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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.

> No revisions. See original Public Plan and Community Engagement template approved September 2021. We engaged well over 10 percent of total stakeholders through a variety of public meetings, surveys and outreach meetings.

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. We had participation from students, families, special education administrators, elected officials, principals, school leaders, other educators, school staff, a disability rights organization, a gifted education organization, and those working with students who are incarcerated.

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.

> 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 and public informed through regular 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.

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