

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: Williamson County Schools_____

Director of Schools (Name): Jason Golden_____

ESSER Director (Name): Laurette Carle_____

Address: 1320 West Main St., Suite 202, Franklin TN 37064_____

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

Addendum Date: August 23, 2023

Total Student Enrollment:	42,122
Grades Served:	PK-12
Number of Schools:	52

Funding

ESSER 2.0 Remaining Funds:	0
ESSER 3.0 Remaining Funds:	\$1,758,343.92
Total Remaining Funds:	\$1,758,343.92

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		
	Summer Programming		
	Early Reading		
	Interventionists		1,449,729.63
	Other		
	Sub-Total		
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		134221.30
	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		174,392.99
	Other		
	Sub-Total		
Total		0	1,758,343.92

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-5. This need was supported in the original needs assessment done at the time of the grant application in 2021 and in our most recent universal screening data from spring 2023.

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 (with parental permission) 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

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.

N/A

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. The Budget and Finance department sends monthly expenditure reports to the ESSER Director so she can monitor spending and ask any clarifying questions. Expenditure requires multiple levels of approval. The ESSER Director coordinates program reporting as necessary for submission to TDOE in ePlan. The ESSER Director works with the Communications department to update our website and keep the community informed. The Chief Financial Officer 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.

The amount expended to address learning loss in FY22 and FY23 was calculated to be \$2,895,747.73 which was well over the \$1,044,470.84 needed for the 20% requirement of the Total ESSER 3.0 allocation. We are committed to spending the remaining funding on direct services to students to address learning loss.

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.

Until now, we had no revisions to our ESSER 3.0 spending plan after engaging stakeholders in summer 2021 for the initial plan. See original Public Plan and Community Engagement templates approved then. This summer of 2022, as funds were projected to run out during the upcoming school year, we had to

adjust the plan for this final year. We created a narrated slide show and a survey link for input and shared it with parents, students, teachers, paraprofessionals, district staff, community partners and student advocates for feedback August 1-9, 2023. It was emailed out and published on our ESSER 3.0 public page on our website. We had over 2700 responses to the survey with all stakeholder groups represented. 89% supported our revisions to the plan. We proposed the plan at the Board Work Session on August 17 and received Board approval at their meeting August 21, 2023.

Since original implementation, we have updated our ESSER 3.0 page on our website and we continue to update our School Board and school community on our progress.

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.

We sent the survey by email to 8,000 people and had 2,745 respond which is a response rate of 34%. 89% were in support of our spending plan.

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

We sent the survey to all teachers, administrators and paraprofessionals working in our district. We also sent it to our PTO leadership, community partners and advocates for students experiencing homelessness, students with disabilities and students with gifted services. We asked respondents to self-identify which stakeholder groups they represented and were pleased to see all groups represented in the survey data.

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.

When we did our original stakeholder input for ESSER 3.0, we found that we got a great response with a narrated slide show and link to a survey, but only one person showed up for an in-person meeting. This summer, we chose to focus on the website, narrated slide deck and survey again. We did not offer an in-person meeting but publicized that it would be on the agenda for the public August Board Work Session and Meeting, both of which are live-streamed as well. Recordings of those meetings are posted on the Board section of our website.