

## 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: Davidson County – Metro Nashville Public Schools\_\_\_\_\_

Director of Schools: Dr. Adrienne Battle\_\_\_\_\_

ESSER Director: Sarah Chin\_\_\_\_\_

Address: 2601 Bransford Avenue; Nashville, TN 37204\_\_\_\_\_

Phone #: 615-259-8587\_\_\_ District Website: <https://mnps.org>\_\_\_\_\_

Addendum Date: September 15, 2022\_\_\_\_\_

Total Student Enrollment:	81,001
Grades Served:	PreK-12
Number of Schools:	163

### **Funding**

ESSER 2.0 Remaining Funds:	<b>\$56,981,512</b>
ESSER 3.0 Remaining Funds:	<b>\$270,367,158</b>
<b>Total Remaining Funds:</b>	<b>\$327,348,670</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$21,025	\$17,364,483
	Summer Programming		\$13,076,278
	Early Reading		\$208,749
	Interventionists, Tutors, Para Pros		\$7,477,576
	Instructional Support Positions		\$12,597,933
	Pre-K-12 Multi- Content Materials and Supports		\$16,928,264
	Pre-K-12 High Quality Math Materials and Supports		\$1,050,000
	Instructional Supplies	\$362,153	\$6,027,106
	Adaptive Intervention Platforms for math and literacy	\$3,812,404	\$6,600,000
	School-Level Instructional Software	\$315,900	\$1,759,996
	Consultants for school-level instructional supports	\$100,765	\$2,138,419
	Academic Feedback Support		\$328,048
	Benchmark Assessment Development		\$700,000
	Coordinator of Mathematics		\$309,277
	Schools of Innovation Academic Support		\$476,620
	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	\$1,676,147	
	Graduation Streaming Services	\$50,000	
	Charters	\$4,886,684	\$13,862,310
Other			
	<b>Sub-Total</b>	<b>\$11,225,078</b>	<b>\$106,905,060</b>
Student Readiness	AP and Dual Credit/ Enrollment Courses		\$30,500
	High School Innovation		\$3,575,642
	Advocacy Centers (elementary)	\$5,484,397	\$1,424,967
	Mental Health Counselors		\$6,222,000
	Social Workers		\$3,060,000
	Restorative Practice Assistants (middle and high)		\$4,532,299

	Expansion of Community Achieves and In-School Partnership Support Models		\$4,650,000
	Family Resource Centers		\$172,000
	Alternative Learning Center Redesign		\$1,050,000
	Parent University and Supports		\$1,351,713
	Translation and Interpretation Services		\$2,454,720
	IEP Compliance Supports		\$1,430,000
	Navigator Data System and Supports	\$120,000	\$360,000
	Data Analysts to support traditionally underserved subgroups		\$427,200
	Transition Coordinator for Exceptional Education Students		\$298,667
	School Counseling Coordinator		\$360,000
	Work-Based Learning	\$35,000	\$275,200
	Graduation Success Coaches	\$69,600	
	Postsecondary Transition Support	\$150,000	\$150,000
	Digital Future Initiative Director		\$128,000
	Student Support Services Manager		\$256,000
	Advanced Academics Coach		\$138,176
	AVID Coordinator		\$375,270
	Charters	\$4,886,684	\$13,862,310
	Other		
	<b>Sub-Total</b>	<b>\$10,745,681</b>	<b>\$46,584,664</b>
Educators	Grow Your Own	\$1,233,914	\$5,654,590
	Class size reduction		\$5,906,652
	Hire Forward (strategic staffing)		\$2,346,667
	English Language Endorsement for Educators		\$1,800,000
	Substitutes and Innovative Staffing Solutions		\$400,000
	Professional Development and Planning Day Stipends and Support		\$10,400,000
	Professional Development Redesign		\$640,450
	Signing and Retention Bonus for School Psychologists		\$70,000
	Reimagined Teacher Pilot Program		\$658,173
	Charters	\$4,886,684	\$13,862,310
	Other		
		<b>Sub-Total</b>	<b>\$6,120,597</b>

Foundations	Technology: Student Laptops		\$12,299,000
	Technology: Teacher Laptops		\$3,599,889
	Technology: Classroom Instructional Equipment	\$942,840	\$3,536,823
	Technology: Software to support 1:1 technology		\$629,000
	Technology: Support Services		\$3,340,923
	Executive Director of Technology		\$500,000
	High-Speed Internet	\$66,160	\$3,000,000
	Internet Infrastructure	\$1,652,444	
	Academic Space: Facilities and Air Quality	\$15,127,327	\$16,258,745
	COVID testing and vaccine clinics		\$1,131,159
	Design services for three new elementary schools		\$2,959,617
	Facility access control enhancements	\$3,033,832	
	Innovative Transportation Staffing and Support		\$280,000
	Strategic Redesign: Resource allocation and continuous improvement support		\$1,500,000
	COVID Operations Support	\$363,350	
	Nutrition Services Support (free breakfast and lunch for all students)	\$3,750,000	\$11,250,000
	Additional Nurses		\$10,000,000
	Community Support Hubs		\$600,000
	Pulse Checks and Feedback System for Families and Staff	\$67,725	\$68,000
	Student Services Compliance Support		\$540,000
	Kronos and Allovue upgrades (leave request and budgeting support)	\$22,080	
	Operations Talent Acquisition Specialist		\$300,000
	SRO Officers (elementary schools)	\$3,400,000	
	Charters		\$1,131,159
	Monitoring, Auditing and Reporting (1% minimum recommended by TDOE)	\$464,400	\$2,214,278
	Other		
	<b>Sub-Total</b>	<b>\$28,890,156</b>	<b>\$75,138,592</b>
<b>Total</b>		<b>\$56,981,512</b>	<b>\$270,367,158</b>

## 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, summer programming, 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 two 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. 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.

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. MNPS is also investing in a “Reimagining the Teaching Job” pilot, in which seven schools are creating and funding innovative teacher job designs to provide more job-embedded coaching and give teachers opportunities to grow in their career without leaving the classroom. 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 Brustein & 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 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.

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 has continued to engage in meaningful consultation with stakeholders in the 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).

In fall of 2022, MNPS relaunched our ESSER engagement survey. We promoted the survey through internal communication challenge and invited stakeholders to engage (social media, email, and on the MNPS website). In addition, we reconvened our members of the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher cabinet in August 2022 to seek their feedback on our revised ESSER plan. In this survey we received nearly 6,000 responses representing a diverse base of stakeholders and used these survey results to fine-tune our revision for September 15, 2022, and to pressure test community's buy-in to our initial budget proposal.

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.

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. In the fall 2022 reissuance of our survey, we asked our stakeholders to identify with broad identity categories (e.g., role in the LEA, etc.) to confirm that we had surveyed a representative sample of our community.

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

In fall 2022, MNPS relaunched our ESSER community engagement process, using 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, and town halls) to gain input from stakeholders in the development of the revised plan.

Our plan has included one significant change, which was the reallocation of \$6.4M toward safety and security investments. This was in direct response to the feedback we received from a diverse set of stakeholders in our 2022 survey and community engagement push. MNPS is committed to working closely with the State to ensure we are able to respond to the community's feedback with allowable

investments that are a direct response to the safety and security challenges faced in response to COVID-19. 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.