

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 (Name): Dr. Adrienne Battle

ESSER Director (Name): Sarah Chin

Address: 2601 Bransford Avenue, Nashville, TN 37204

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

Addendum Date: September 15, 2023

Total Student Enrollment:	80068
Grades Served:	PreK-12
Number of Schools:	161

Funding

ESSER 2.0 Remaining Funds:	\$0
ESSER 3.0 Remaining Funds:	\$194,738,732
Total Remaining Funds:	\$194,738,732

Budget Summary

		ESSER 3.0 Remaining Funds
Academics	Academic Feedback Support	\$138,253
	Accelerating Academics through the Arts	\$2,333,013
	Adaptive Intervention Platforms for math and literacy	\$5,698,839
	Benchmark Assessment Development	\$390,850
	Consultants for school-level instructional supports	\$1,609,403
	Early Reading	\$0
	Extended Learning Opportunities: Before & After School	\$761,680
	Instructional Supplies	\$10,636,657
	Instructional Support Positions	\$5,049,089
	Interventionists, Tutors, Para Pros	\$4,492,662
	Leveraging Athletics to Accelerate Academics	\$1,497,926
	Master Scheduling	\$180,968
	Pre-K-12 High Quality Math Materials and Supports	\$692,878
	Pre-K-12 Multi- Content Materials and Supports	\$1,760,626
	Saturday School	\$2,865,561
	Schools of Innovation Academic Support	\$2,059,062
	Summer Programming	\$11,234,268
	Tutoring	\$15,510,527
	Charter Schools	\$6,692,192
	Sub-Total	\$ 73,604,455

		ESSER 3.0
Student Readiness	Advocacy Centers (elementary)	\$921,690
	Alternative Learning Center Redesign	\$175,000
	Attendance	\$881,348
	AVID Coordinator	\$113,507
	Community Achieves	\$68,170
	Data Analysts to support traditionally underserved subgroups	\$351,559
	Digital Future Initiative Director	\$72,716

	Expansion of Community Achieves and In-School Partnership Support Models	\$2,177,063
	Freshman/Sophomore support	\$684,511
	High School Innovation	\$3,207,608
	IEP Compliance Supports	\$1,065,377
	Mental Health Counselors and staff	\$3,998,054
	Navigator Data System and Supports	\$514,250
	Parent University and Supports	\$1,122,938
	Postsecondary Transition Support	\$526,086
	Restorative Practice Assistants (middle and high)	\$3,887,267
	School counseling coordinator	\$106,026
	Social Workers	\$2,040,000
	Software for organizing high quality interventions	\$1,220,460
	Student Support Services Manager	\$161,936
	Translation and Interpretation Services	\$2,390,120
	Work-Based Learning	\$173,820
	Youth Court Supplies	\$9,045
	Charter Schools	\$6,692,192
	Sub-Total	\$ 32,560,741

		ESSER 3.0
Educators	Bonuses for highly effective principals	\$395,223
	Class size reduction	\$138,308
	Districtwide Educator Professional Development	\$4,559,955
	English Language Endorsement for Educators	\$3,070,379
	Hire Forward (strategic staffing)	\$532,836
	Instructional Resources	\$384,190
	Planning Time Pilot	\$647,889
	Professional Development and Planning Day Stipends and Support	\$318,685
	Professional learning management system	\$702,312
	Reimagined Teacher Pilot Program	\$8,964,424
	School Professional Development	\$429,291
	Substitutes and Innovative Staffing Solutions	\$750,000
	Charter Schools	\$6,692,192
	Sub-Total	\$ 26,666,163

		ESSER 3.0
Foundations	Academic Space: Facilities and Air Quality	\$21,768,154
	Additional nurses	\$13,140,229
	Community Support Hubs	\$594,084
	COVID testing and vaccine clinics	\$46,041
	Executive Director of Technology	\$411,469
	Executive Officer for Schools	\$388,426
	Facility access control enhancements	\$1,140,000
	Innovative Transportation Staffing and Support	\$690,380
	Internet infrastructure	\$352,444
	Monitoring, Auditing and Reporting (1% minimum recommended by TDOE)	\$1,548,432
	Nutrition Services Support (free breakfast and lunch for all students)	\$1,040,277
	Operations Talent Acquisition Specialist	\$158,394
	Pulse Checks and Feedback System for Families and Staff	\$68,000
	Resource Allocation Strategy Support & Fiscal Process Improvements	\$108,590
	Safety Ambassadors	\$1,262,532
	Student Services Compliance Support	\$349,898
	Technology: Classroom Instructional Equipment	\$777,266
	Technology: Software to support 1:1 technology	\$436,500
	Technology: Student and Teacher Laptops and Internet	\$7,596,835
	Technology: Support Services	\$2,675,398
	Warehouse and Delivery Services	\$65,835
	Weapon Detection	\$595,996
	Charter Schools	\$6,692,192
	Sub-Total	\$ 61,907,371
Total		\$ 194,738,732

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 tier I instructional strategies, including the adoption of high-quality instructional materials, and targeted professional learning experiences for staff that supports this curriculum implementation. MNPS is also focused on accelerating student learning by providing high-impact tutoring, summer programming, Saturday enrichment opportunities, interventions with emphasis on literacy and mathematics, and school level positions focused on intervention and acceleration. Through our needs assessment, MNPS identified the need for improving Tier I, II, and III instruction and interventions. Over the next year, MNPS plans to grow high-dosage, low ratio tutoring to over 15% of our 1st-9th grade student population.

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

Specific initiatives are listed in the chart. There are no amounts marked as other.

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, investment 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 success in college and career. MNPS has chosen to spiral ESSER 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.

Specific initiatives are listed in the chart. There are no amounts marked as other.

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 implementing 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 endorsement programs to support professional growth among our educators, as well as meet the needs of our English learners.

2. Describe initiatives included in the “other” category.

Specific initiatives are listed in the chart. There are no amounts marked as other.

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 as well as 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.

Specific initiatives are listed in the chart. There are no amounts marked as other.

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 Brusteit & 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. Along with 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 per year in school-level purchases) to help track expenses and ensure allowable purchases are also reasonable and necessary. Multiple staff members support this work, and we have added additional positions to handle the influx of 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 charter reimbursement requests 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 offering summer learning opportunities to students through our Promising Scholars initiative. MNPS is also investing in numerous initiatives and strategies to address learning acceleration through direct service to students. This includes significant investments in Accelerating Scholars, our high dosage tutoring initiative. MNPS was also named a "Best for All" district for having invested such a significant percentage of total ESSER funding in addressing 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.

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 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.

In winter of 2023, MNPS again sent our ESSER engagement survey to families and other invested stakeholder groups. We again promoted the survey through internal communication and invited stakeholders to engage (social media, email, and on the MNPS website). In addition, we sought input from our members of the Principal Advisory Group, Student Cabinet, Support Cabinet, Staff Cabinet, and Teacher cabinet in February 2023 to seek their feedback on our revised ESSER plan. In this survey we received over 620 responses representing a diverse base of stakeholders. Further, over 35,500 students, 4,600 teachers, and 1,500 school staff responded to our Fall 2022 Panorama climate survey questions seeking ESSER input.

In summer of 2023, MNPS reissued our ESSER engagement survey to families and stakeholder groups and promoted engagement through social media, email, and on the MNPS website. We received over 415 responses from a variety of stakeholders. Additionally, we gathered input from our Student Cabinet, Support Cabinet, Staff Cabinet, and Teacher Cabinet in August 2023.

Finally, we have included our ESSER applications in the official minutes of the Board of Education to ensure transparency of our plans.

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 FY24. In the fall 2022, winter 2023, and summer 2023 reissuances 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, winter 2023, and summer 2023 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 from FY22, which was the reallocation of \$6.4M toward safety and security investments that also respond to, prepare for, or prevent COVID. This was in direct response to the feedback we received from a diverse set of stakeholders in our 2022 survey and community engagement push. It was also something we were able to do in a later-stage ESSER revision through dialogue with the TDOE to ensure the allowability of this investment and alignment with the goals of ESSER. In the 2023-2024 school year, MNPS plans to continue this investment.

We also included a significant investment in instructional materials and instructional support personnel, a decision made in response to community and stakeholder feedback. MNPS remains 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.

Safe Return to In-Person Instruction and Continuity of Services Plan 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) 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 Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. 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.

LEA Name: Davidson County – Metro Nashville Public School

Date: September 15, 2023

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

MNPS continued engaging stakeholders throughout the spring and summer of 2023 since our last update to our Continuity of Services Plan Addendum. In July of 2023, MNPS relaunched our formal ESSER engagement process via a survey. We promoted the survey through internal and external communication channels, including social media, email, and the MNPS website. In addition, we reconvened our members of the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher cabinet in August 2023 to seek their feedback on our revised ESSER plan. We also used these cabinets to invite additional responses from these targeted stakeholder groups to our re-issued ESSER survey. In the August 2023 survey we received 418 responses representing a diverse base of stakeholders: 180 educators, 149 parents/guardians, 48 support staff, 19 administrators, 18 students, as well as 2 community organization members and an elected official. Further, over 35,500 students, 4,600 teachers, and 1,500 school staff responded to our Fall 2022 Panorama climate survey questions seeking ESSER input. We plan to use these survey results to fine-tune our FY24 application and to pressure test our community's ongoing buy-in to our previously submitted proposal. MNPS receives regular feedback from students, staff, and families through public comment at Board meetings, POSSIP surveys, social media engagement, school climate surveys, emails, and other feedback collection methods to help guide decisions on the health and safety of students and staff.

2. Describe how the LEA engaged the health department in the development of the revised plan.

MNPS continues to collaborate with MPHD to maintain a safe and healthy learning environment for our students. MPHD continues to work with MNPS to align new and existing school health procedures and protocols pertaining to COVID to best practices based on current trends and data. We consult MPHD on proven COVID-19 mitigation strategies for students, teachers, and staff. These mitigation strategies include vaccination, masking, testing, and isolation of positive cases. In addition, MNPS contracts with MPHD to provide school nurses. Our MPHD nurses conduct disease surveillance for COVID-19 in schools and communicates this information to school officials in a timely manner. Coordinated efforts are made by both MNPS and MPHD to create educational materials and resources pertaining to COVID and the COVID vaccine.

3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.

<i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i>
Students' accommodations are outlined in their Individual Education Programs and 504 plans, both of which the district implements, and which may include accommodations relevant to health and safety.
<i>Physical distancing (e.g., use of cohorts/podding)</i>
Social distancing is encouraged when feasible.
<i>Hand washing and respiratory etiquette</i>
Maintaining current policies and best practices.
<i>Cleaning and maintaining healthy facilities including improving ventilation</i>
MNPS continues to install updated HVAC systems to create healthy facilities and improve ventilation. MNPS also continues to maintain cleaning policies and best practices.
<i>Contact tracing in combination with isolation and quarantine</i>
Tennessee Code Annotated prohibits the mandatory quarantining of a close contact. Students or staff who test positive must isolate, but Tennessee Board of Education rules allowing for remote learning during an isolation period have expired and students must be counted as absent.
<i>Diagnostic and screening testing</i>
MNPS offers school-based COVID-19 rapid testing to any student or staff who has symptoms consistent with COVID-19. Parents or guardians provide consent prior to testing. This will reduce barriers to testing for families who lack transportation or time to get tested outside of school. In addition, MNPS offers testing at multiple sites throughout the district for students and staff.
<i>Efforts to provide vaccinations to educators, other staff, and students, if eligible</i>
MNPS hosts vaccine clinics with the support of the Metro Nashville Public Health department at various locations, when possible. The Employee Benefits Department in partnership with Vanderbilt Health offers additional vaccine opportunities for district staff.
<i>Universal and correct wearing of masks</i>
MNPS recommends a fitted mask should be worn for 10 days after a positive test or an exposure

4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

Metro Schools operations have largely returned to pre-pandemic normal practice; however, we have increased the level of support for students by providing no-cost meals to all students through the use of ESSER funds after federal waivers expired and now local operating funds. We have invested heavily in the social-emotional health of students with the use of advocacy centers, peace centers, counselors, social workers, school nurses, and mental health supports, in addition to expanding the number of Community Achieves schools that provide wrap-around support for students and families. Student Health services partnered with MPHD to offer immunizations to students at middle school locations and a partnership with Well Child to provide Early and Periodic Screening, Diagnostic and Treatment to students, encouraging those who have not seen their PCP since COVID.