

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.

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: Marion County Board of Education

Director of Schools (Name): Dr. Mark Griffith

ESSER Director (Name): Sarah Ziegler

Address: 204 Betsy Pack Drive

Phone #: 423-942-3434

_____ District Website: marionschools.org

Addendum Date: August 9, 2022

Total Student Enrollment:	4025
Grades Served:	PreK-12
Number of Schools:	11

Funding

ESSER 2.0 Remaining Funds:	\$1,520,793.73
ESSER 3.0 Remaining Funds:	\$5,599,283.34
Total Remaining Funds:	\$7,120,077.07

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		177,750.00
	Summer Programming		115,499.00
	Early Reading		180,000.00
	Interventionists		
	Other	125,400.00	250,000.00
	Sub-Total	125,400.00	723,249.00
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		
	Other		276,928.00
	Sub-Total		276,928.00
 			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		325,901.00
	Sub-Total		325,901.00
 			
Foundations	Technology		1,525,000.00
	High-Speed Internet		51,918.00
	Academic Space (facilities)	1,376,231.00	2,490,820.00
	Auditing and Reporting	19,162.73	205,467.34
	Other		
	Sub-Total	1,395,393.73	4,273,205.34
 			
Total		1,520,793.73	5,599,283.34

Academics

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

The Needs Assessment identified the need for instructional resources that could be used to identify and address skill gaps and misconceptions. The assessment also identified the need for resources that would increase student engagement. (Needs Assessment: 1) Instructional Resources to identify skill gaps and misconceptions, 2) Resources focused on student engagement – STEM and Related Arts, 3) High quality math and literacy instructional materials and resources.) The following allocations were made to accelerate Academic Achievement and align with the Needs Assessment: Before and after school tutoring, Saturday School, Summer Programming for K-12 students, and Early Reading resources and training.

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

The “other” category contains the following initiatives that align with accelerating Academic Achievement and the Needs Assessment: high quality literacy and math resources, instructional resources aligned to STEM and Related Arts that will target student engagement, instructional supplies for summer programming, and virtual learning opportunities.

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.

The Needs Assessment identified the need for tutoring, summer programming and academic resources to target Student Readiness and access to high-quality instruction. (Needs Assessment: 1) Low ratio tutoring, 2) K-12 summer programming focused on deficits and acceleration, 3) Access to academic resources to be successful.)

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

The “other” category contains the following initiatives that align with Student Readiness and the Needs Assessment: benchmark assessments that will allow educators to provide the appropriate and needed high quality instruction. ZOOM and GoGuardian licenses that will allow students access to high quality instruction.

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.

The Needs Assessment identified the need for instructional coaches and high-quality professional development to Recruit, Retain, and Support Educators and School Personnel. (Needs Assessment: 1) Instructional Coaches to support educators, 2) Professional development focused on identifying and accessing skill gaps and misconceptions, 3) High quality professional development aligned to the implementation of high quality materials and student engagement resources.)

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

The “other” category contains the following initiatives that align with Supporting Educators and School Personnel and the Needs Assessment: Instructional Coaches to support educators

Foundations

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

The Needs Assessment identified the need for improvements in technology, school safety, and air quality to Strengthen Structural Expectations. (Needs Assessment: 1) Devices for all students, 2) Improvement in technology infrastructure, 3) Improvement in school safety and air circulation.) Funds were allocated to provide students and teachers with improved technology, improve the high-speed internet infrastructure of the schools, replace HVAC units, and replace and update windows and exterior entrances.

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.

MCBOE is ensuring that all directors and supervisors responsible for ESSER spending are trained on the federal guidelines. These directors and supervisors are responsible for implementing and monitoring all expenditures made with ESSER funds to ensure compliance with federal guidelines. The finance office will monitor expenditures for adherence to guidelines and is responsible for timely financial 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 district will meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss in the following ways: Tutoring provided before and after school and summer programming aligned to addressing learning loss, academic resources for students that will identify learning gaps and misconceptions, academic resources for students that will address learning gaps and misconceptions, academic resources for students that will increase student engagement, and student technology that will allow students to access high quality instruction.

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.

The Director of Schools will share plans and progress. All plans will also be posted on the district's website. Along with the plans, a process for comments will be available. In August, the district will conduct a stakeholder meeting to review and update all involved with the current status of the relief funding plan. In September, a survey will also be uploaded to the district website and social media platforms to collect feedback. This survey will be left open through the 2022-2023 school year. The feedback will be collected as received and analyzed by the district ESSER committee. The district will hold quarterly meetings to review and revise the ESSER plans. At this time the meetings are schedule for August 2022, November 2022, February 2023, and May 2023. Additional meetings will be help if need. All ESSER updates will be posted on the district website and open for public comment.

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.

During the month of January 2023, the district will gather information and feedback from stakeholders in several ways. The district will present the Public Plan to stakeholders at a variety of meetings. Discussion and questions will be encouraged through-out the presentations and at the conclusion stakeholders will be asked to complete a survey. Information and feedback will also be gathered through interviews that will focus on engaging special populations in the process. At the end of the interviews, stakeholders will be asked to complete a survey. The district will also gain stakeholder feedback through posting the plan on social media and other websites and requesting the completion of a survey.

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

During the month of January 2023, the district will hold meetings to present the Public Plan and gather stakeholder feedback. The district will invite representatives of special populations to these meetings. The district will also conduct interviews with special population's representatives to gather feedback. The strategy to gather special population's feedback is to personally invite representatives to meetings or conduct individual interviews.

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.

The District used the following modes of engagement

- In-person meetings
- In-person/phone interviews
- Social Media/Website Surveys