

## 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 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: Memphis-Shelby County Schools \_\_\_\_\_

Director of Schools (Name): Tutonial Williams \_\_\_\_\_

ESSER Director (Name): Derrick Morris \_\_\_\_\_

Address: 160 South Hollywood Street, Memphis, Tennessee 38112 \_\_\_\_\_

Phone #:901-416-4250 \_\_\_\_\_ District Website: www.scsk12.org \_\_\_\_\_

Addendum Date: February 16, 2023 \_\_\_\_\_

Total Student Enrollment:	109,234
Grades Served:	PreK-12
Number of Schools:	212

### **Funding**

ESSER 2.0 Remaining Funds:	\$112,793,496.53
ESSER 3.0 Remaining Funds:	\$427,278,853.66
<b>Total Remaining Funds:</b>	<b>\$540,072,350.19</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	928,891.47	60,725,876.76
	Summer Programming	9,082,383.72	324,029.34
	Early Reading		3,124,011.93
	Interventionists	6,503,467.75	16,392,306.90
	Other	15,829,229.24	25,144,831.92
	Sub-Total	32,343,972.18	105,711,056.85
Student Readiness	AP and Dual Credit/ Enrollment Courses		5,702,041.99
	High School Innovation	1,036,189.99	14,857,818.35
	Academic Advising		1,680,668.53
	Special Populations	1,513,603.93	6,032,010.18
	Mental Health	5,148,247.57	13,349,452.12
	Other	5,519,515.97	20,047,435.53
	Sub-Total	13,217,557.46	61,669,426.70
Educators	Strategic Teacher Retention	2,140,194.01	12,084,747.38
	Grow Your Own		
	Class Size Reduction	4,916,782.26	51,029,108.38
	Other	3,516,717.46	4,227,027.78
	Sub-Total	10,573,693.73	67,340,883.54
Foundations	Technology	14,111,105.29	28,732,578.91
	High-Speed Internet	1,171,126.33	4,156,217.60
	Academic Space (facilities)	35,485,211.89	118,896,162.50
	Auditing and Reporting	411,467.57	4,227,337.15
	Other	5,479,362.08	36,545,190.41
	Sub-Total	56,658,273.16	192,557,486.57
<b>Total</b>		<b>112,793,496.53</b>	<b>427,278,853.66</b>

### **Academics**

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

Memphis-Shelby County Schools (MSCS) is putting a strong focus on the academic achievement of our students through investing in educators, tutoring, supplemental curriculum, and other positions in support of student academic achievement. Through our needs assessment and stakeholder feedback, we determined that we needed to intensify our tutoring programs, increase the number of interventionists serving our students, and reinforce our efforts toward early reading. The district is using these allocations towards supporting the needs and increasing the academic achievement of our students.

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

- Other ELA and Math Supports- A continuation of robust standards aligned materials to better support teachers and students in K-8 Math and ELA curricula as well as Algebra I and some Advanced Placement subjects.
- Other- Virtual Education and Logistics- The district will acquire and implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms.
- Other Academic Supports (Charter Schools)- Accelerate academic growth and achievement through the adoption of standards-based and skill-based instructional materials.
- Approved Activities such as but not limited to behavior support strategies and staff professional development.

### **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.

Memphis-Shelby County Schools understands the importance of supporting the whole child, not just academics. Through analysis of our needs and our stakeholder feedback, the district allocated ESSER funds in support of the needs of our faculty, staff, and students. Our areas of focus within this category are high school innovation, the mental health of our students, families, faculty, and staff, advanced placement, and dual credit enrollment courses.

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

- Attendance & Truancy Supports- MSCS will invest these funds in this area to provide additional support in improving attendance and truancy rates. The following positions will be included in the investments: Data Enrollment Specialists, Discipline/Registration/Truancy Analysts, Advisors, and Specialists.
- Community Engagement Supports- Funds will be used to expand existing community schools and implement the model in new schools. Community Schools provide an integrated focus on

- academics, health and social services, youth and community development and community engagement to lead to improved student learning, stronger families, and healthier communities.
- Theatre & Performing Arts Expansion-MSCS will implement a three-tiered performing arts expansion strategy by implementing successful afterschool opportunities at pilot schools, in addition to itinerant staffing models to enrich teaching strategies with Arts Integration and expanding engagement with cultural community arts opportunities.
  - Language Expansion-The World Language Expansion Program is a multi-year plan that will expand the world language offerings currently available.
  - Elementary to Middle and Middle to High School Transition Program-This program is designed to give students focused, intensive help in areas of need to springboard them into the next grade and to prepare them for successful performance in middle school and high school.
  - Family Engagement (Charter)- A Parent Engagement position that will focus on partnering with families to jointly achieve academic goals, parent engagement software/tools, Parent Engagement Specialist, and a Parent/Community Engagement Coordinator.
  - Mental Health (Charters)- The funds will be used to provide additional support with mental health services. Additional positions such as Social Workers, Nurses, Behavioral Interventionist, Dean of Social Emotional Learning, Director of Family Communication, and a SEL Coordinator will be funded to address and improve health support for students.
  - Mental Health Supports (Charters)- The funds will be used to fund Social Workers to assist with emotional needs and other counseling due to COVID for students in eight charter schools.

**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.

Memphis-Shelby County Schools understands that valuing and supporting our educators yields high quality student academic performance and a well-rounded student body, not to mention a happy, satisfied workforce. Through analysis of our needs and stakeholder feedback related to the impact that COVID-19 has had on our educators, we have prioritized the following areas to support with ESSER funds:

- Increase in adult to student ratio
- Strategically recruiting and retaining high-quality teachers
- Increasing the number of teacher assistants

We believe that through these initiatives by means of the ESSER funds, the district can help bolster our teachers as they take on the monumental task of supporting students with learning loss and prepare them to achieve the rigorous standards that they are charged with learning all while they are also preparing them for success in life.

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

- Strategic Recruitment & Retention- These efforts will ensure that students will receive high quality instruction that will yield higher student academic performance.
- ICIMs Applicant Tracking Software Enhancements (Recruitment Support)
- Covid Sick Leave

- Teacher Supports- Students will receive high quality instruction from highly qualified teachers that will yield higher student academic performance.
- Leadership Pathways- Leadership Pathways will increase effectiveness of first-year school leaders and increase recruitment and hiring pathways for leadership positions which will provide students with positive role models as facilitators so students can learn effective ways to manage, lead, communicate, and resolve conflict and increase academic performance.

Other Approved Activities in support of Strategic Teacher Retention (Charter Schools)- Improve student sense of belonging which will increase student retention and academic performance.

**Foundations**

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

The district is committed to serving our students in the safest environment possible. Moreover, we will ensure that all our students have the technology needed in order to succeed in school. Through analyzing our needs assessment and stakeholder feedback, the district is investing in facilities to provide the safest teaching and learning environment possible.

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

- Indirect Cost
- Infrastructure Upgrades which include provisions to address Facility Needs and Deferred Maintenance: Such as school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Additionally, the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. Projects include HVAC Improvements / Replacements, IAQ (indoor air quality) issues airborne pathogens in buildings o Insufficient ventilation, water bottle filling Implement stations to minimize communicable disease transmission, classroom additions to address Inadequate classroom space for social distancing and playground expansions to promote social distancing and student social and emotional wellbeing.
- Safety & Security Supports
- IT Supports

**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 oversight of the Elementary and Secondary School Emergency Relief Fund (ESSER) aligns with existing district internal controls for federal grants. Memphis-Shelby County Schools adhered to determining allowable costs for ESSER funds in accordance with the Uniform Guidance 2 CFR 200.402, 2 CFR 200.404 and 2 CFR 200.405. Factors affecting allowability of costs as expenses must be necessary and reasonable for the performance of the Federal award and be allocable under these principles. Additional staff was included in the plan to ensure timely processing of reimbursements, alignment to the approved application, and review of outcomes and performance metrics for overall academic return on investments. In addition, MSCS was awarded the Fiscal Pre-Monitoring Supports Grant to support ongoing compliance and oversight.

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.

Memphis-Shelby County Schools is putting a strong focus on the academic achievement of our students through using our ESSER 3.0 funds to invest in educators, tutoring, supplemental curriculum, summer learning and other positions in support of student academic achievement. We are also participating in TN ALL Corps

### **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.

Memphis-Shelby County Schools has not revised our initial plan. Below describes the process of stakeholder engagement of our ESSER plan.

Memphis-Shelby County Schools (MSCS) has an ongoing commitment to prioritizing stakeholder awareness and engagement. An ESSER webpage ([www.scsk12.org/essser](http://www.scsk12.org/essser)) was established to publicly inform, update, and engage stakeholders. The site has expanded steadily to include an [ESSER in Action](#) section which tracks the progress of MSCS projects and initiatives using ESSER funding.

In early August 2021, MSCS released a survey, seeking feedback on District priorities for ESSER funds. Nearly 5,000 stakeholders responded. The full report of findings was published on the ESSER webpage and can also be found [here](#).

To date, the District has hosted a series of [Stock Take Meetings](#) and Strategic Partners for Literacy Meetings to review ESSER spending and solicit additional feedback on future plans. Information about these meetings is included on the ESSER webpage.

ESSER updates are frequently discussed during public Board and committee meetings.

The Communications and Broadcast Services Department spreads ESSER awareness on the District's radio and Newsroom channels and regularly partners with local media to share ESSER related updates with viewers/stakeholders.

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.

MSCS has not developed a revised plan. Engagement methods of involving stakeholders in the development of our plan is described below:

For our ESSER plan, the district held several events both in-person and virtually in which stakeholders could participate and provide input into the initial ESSER plan. Our community sessions always include translation services provided by our ESL Department.

These events included but were not limited to: County and City Commission meetings, Community Meetings, Board Work Sessions, Board Committee Meetings, Board Business Meetings, Back-to-School Virtual Town Hall, and Parent Ambassador Orientation.

As feedback was received from events, the MSCS Research and Performance management team organized the feedback into categories aligned to the categories within the ESSER application. MSCS determined the extent to which stakeholders had prioritized needs within each category and/or were out of alignment with the original proposed priorities. This information was used to have several priority re-set conversations ensuring that all decisions were driven by a compelling dataset related to student performance and need while balancing our stakeholder input.

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

MSCS administered surveys in multiple languages that provided all stakeholders an opportunity to provide feedback on ESSER funding. The district website has an immersive reader function to support individuals who may be visually impaired or otherwise unable to read written text.

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.

For our ESSER plan, the district has held several events both in-person and virtually in which stakeholders could participate and provide input into the initial ESSER plan. Our community sessions always include translation services provided by our ESL Department. These events included but were not limited to: County and City Commission meetings, Community Meetings, Board Work Sessions, Board Committee Meetings, Board Business Meetings, Back-to-School Virtual Town Hall, and Parent Ambassador Orientation.