**IN THE UNITED STATES DISTRICT COURT**
**FOR THE DISTRICT OF COLUMBIA**

| | |
|---|---|
| NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP), *et al.*,<br><br>*Plaintiffs*,<br><br>vs.<br><br>ELISABETH "BETSY" D. DEVOS, in her official capacity as the United States Secretary of Education, and the UNITED STATES DEPARTMENT OF EDUCATION,<br><br>*Defendants*. | **Case No. 1:20-cv-01996 (DLF)** |

**DECLARATION OF ALYSON LERMA IN SUPPORT OF PLAINTIFFS MOTION FOR PRELIMINARY INJUNCTIVE RELIEF, OR IN THE ALTERNATIVE, FOR SUMMARY JUDGMENT**

1. My name is Alyson Lerma. I am the Director of Grants Development & Management for Metro Nashville Public Schools ("MNPS") in Nashville, Tennessee. I have been in this role for one year and I have 16 years of experience in public education. For the last nine years, I have been involved in directly overseeing a variety of federal grants and working with non-public schools in conjunction with federal grants. MNPS is the local education agency ("LEA") for the city of Nashville and the broader Davidson County, Tennessee.

2. MNPS's principal address is 2601 Bransford Avenue, Nashville, Tennessee 37204. MNPS's telephone number is (615) 259-4636.

3. I have compiled the information in the statements set forth below through personal knowledge, consultation with MNPS personnel, and review of relevant documents and databases. I have also familiarized myself with the Rule and its impact on MNPS's schools and students.

4. Attached as an exhibit to this Declaration is a true and accurate copy of MNPS's approved Elementary and Secondary School Emergency Relief (ESSER) grant application ("MNPS Grant Application"), which the district first submitted to the Tennessee Department of Education on June 15, 2020.

5. As of August 10, 2020 MNPS has 160 public schools and a total enrollment of approximately 84,550 students. The MNPS student population is 39.32.3% Black, 27.3% White, 28.9% Hispanic or Latinx, and 4.11% Asian. Among MNPS students, approximately one third are English learners, and 15.32% are students with disabilities. The MNPS adjusted poverty rate is approximately 61%.

6. MNPS has 134 Title I schools. The total enrollment in those schools is 67,488 students. These numbers from October 2019 were the basis for determining proportionate share for non-public equitable services.

7. Of the approximately 60 private schools in the district, 28 signified that they would participate in receiving equitable services under the CARES Act ESSER funds. This includes 7 non-public schools that did not participate in equitable services under Title I for the 2019-2020 school year. The total enrollment for non-public schools participating in receiving equitable services under the CARES Act ESSER funds is 7,478.

8. Under the Rule, based on the timing, MNPS choose the option that diverts CARES Act funds to private schools based on total enrollment at those schools, instead of using an escrow account. When the Department of Education released its guidance on the options for allocations to non-public schools, MNPS had nearly completed its application. The application was due on June 15, 2020 and it was critical that MNPS receive funding as quickly as possible. Because of the

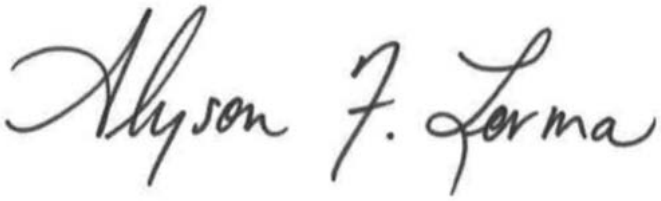
timing issue, we had no choice but to stay the course we were already on, thereby committing ourselves to Option 1.

9. Under the CARES Act, MNPS's total allocation of ESSER funds was $26,007,292.75, The district must set aside a portion of these funds to provide equitable services for private school students.

10. MNPS allocated $2,032,520.40 of CARES Act funds for equitable services to participating non-public schools. This reduced MNPS's available amount of funding to $23,974,772.35.

11. We spent significant parts of the summer trying to contact private school administrators – many of whom we had no relationship with because they were not interested in receiving equitable services prior to the Rule -- to assess their interest in receiving equitable services and if interested, to collect enrollment data and engage in the required consultation process. MNPS will continue to consult with non-public school officials on the types, timeline, and delivery method, of equitable services to be provided.

I declare under penalty of perjury that the foregoing is true and correct. Executed on the 10th day of AUGUST, 2020.



ALYSON F. LERMA

# EXHIBIT 1

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - History Log**

| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|---|---|---|---|---|
| | 6/24/2020 2:26:39 PM | Debby Thompson | Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) Director Approved'. | S |
| | 6/24/2020 11:07:20 AM | Adrienne Battle | Status changed to 'LEA Authorized Representative Approved'. | S |
| | 6/24/2020 10:53:21 AM | Phyllis Dyer | Status changed to 'LEA Fiscal Representative Approved'. | S |
| | 6/24/2020 10:02:19 AM | ALYSON LERMA | Status changed to 'Draft Completed'. | S |
| | 6/24/2020 5:05:08 AM | Debby Thompson | Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) Director Returned Not Approved'. | S |
| | 6/19/2020 9:32:02 AM | Adrienne Battle | Status changed to 'LEA Authorized Representative Approved'. | S |
| | 6/19/2020 9:08:17 AM | Phyllis Dyer | Status changed to 'LEA Fiscal Representative Approved'. | S |

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| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|---|---|---|---|---|
| | 6/19/2020 9:03:29 AM | ALYSON LERMA | Status changed to 'Draft Completed'. | S |
| | 6/19/2020 5:01:19 AM | Debby Thompson | Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) Director Returned Not Approved'. | S |
| | 6/15/2020 3:39:22 PM | Adrienne Battle | Status changed to 'LEA Authorized Representative Approved'. | S |
| | 6/15/2020 3:20:15 PM | Phyllis Dyer | Status changed to 'LEA Fiscal Representative Approved'. | S |
| | 6/15/2020 3:10:46 PM | ALYSON LERMA | Status changed to 'Draft Completed'. | S |
| | 5/26/2020 2:36:01 PM | ALYSON LERMA | Status changed to 'Draft Started'. | S |
| | 5/26/2020 9:54:15 AM | Spencer Yonce | Status changed to 'Not Started'. | S |

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## Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Allocations

| | (1) ESSER | Total |
|---|---|---|
| **Original** | $26,007,292.75 | $26,007,292.75 |
| **Incoming Carryover** | $0.00 | $0.00 |
| **Outgoing Carryover** | $0.00 | $0.00 |
| **Reallocated** | $0.00 | $0.00 |
| **Additional** | $0.00 | $0.00 |
| **Released** | $0.00 | $0.00 |
| **Consortium** | $0.00 | $0.00 |
| **Forfeited** | $0.00 | $0.00 |
| **FER Released** | $0.00 | $0.00 |
| **Total** | $26,007,292.75 | $26,007,292.75 |

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**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

| LEA ID# | LEA Name |
|---|---|
| 190 | Davidson Co - Metro Nashville Public Schools |

**LEA Official Address**

| Street | City | Zip Code |
|---|---|---|
| 2601 Bransford Ave | Nashville | 37204 |
| **Phone** | **LEA Website** | |
| 615-259-3282 | https://www.mnps.org | |

**Director of Schools**

| Name | Email | Phone |
|---|---|---|
| Dr. Adrienne Battle | directorofschools@mnps.org | 615-259-8420 |

**ESSER Point of Contact**

| Name | Email | Phone |
|---|---|---|
| Dr. Alyson Lerma | alyson.lerma@mnps.org | 615-259-8670 |

The Coronavirus Aid, Relief and Economic Security (CARES) Act funds available through this grant are one-time grant funds made available through the U.S. Department of Education. All funds should be used for the unique needs identified by LEAs during the COVID-19 pandemic. CARES Act funds are intended to support the academic and non-academic needs of students and to help LEAs and schools prepare for re-entry and continuous learning for the upcoming 2020-21 school year.

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**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

| Indirect Cost | |
|---|---|
| Total Contributing to Indirect Cost | $21,846,949.75 |
| Indirect Cost Rate | 17.08% |
| Maximum Allowed for Indirect Cost | $3,457,995.49 |

| Account Number | Total |
|---|---|
| 71100 - Regular Instruction Program | $3,459,730.00 |
| 71150 - Alternative Instruction Program | $0.00 |
| 71200 - Special Education Program | $35,000.00 |
| 71300 - Vocational Education Program | $0.00 |
| 72110 - Attendance | $0.00 |
| 72120 - Health Services | $6,521,925.75 |
| 72130 - Other Student Support | $0.00 |
| 72210 - Support Services/Regular Instruction Program | $4,143,166.00 |
| 72215 - Support Services/Alternative Instruction Program | $0.00 |
| 72220 - Support Services/Special Education Program | $0.00 |
| 72230 - Support Services/Vocational Education Program | $0.00 |
| 72250 - Education Technology | $0.00 |
| 72410 - Office of the Principal | $0.00 |

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| | |
|---|---|
| 72610 - Operation of Plant | $0.00 |
| 72620 - Maintenance of Plant | $0.00 |
| 72710 - Transportation | $0.00 |
| 73100 - Food Service | $9,990,550.00 |
| 73300 - Community Services | $0.00 |
| 73400 - Early Childhood Education | $0.00 |
| 99100 - Transfers Out | $1,856,921.00 |
| **Total** | $26,007,292.75 |
| **Adjusted Allocation** | $26,007,292.75 |
| **Remaining** | $0.00 |

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Budget Detail

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

71100 - Regular Instruction Program - $3,459,730.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Account Number:** | 71100 - Regular Instruction Program | Online virtual school for all MNPS students K-12 during SY20-21. Vendor to be determined in accordance with proper procurement protocols and policies including RFP where needed. Serving approximately 72,000 students. |
| **Line Item Number:** | 399 - Other Contracted Services | |
| **Focus Area:** | Planning for Long-Term Closures | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $850,000.00 | |
| **Line Item Total:** | $850,000.00 | |
| **Account Number:** | 71100 - Regular Instruction Program | Traditional books for students to encourage reading during long-term closures. |
| **Line Item** | 429 - Instructional Supplies & | |

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| | |
|---|---|
| **Number:** | Materials |
| **Focus Area:** | Planning for Long-Term Closures |
| **School Type:** | Charter School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $40,000.00 |
| **Line Item Total:** | $40,000.00 |

| | |
|---|---|
| **Account Number:** | 71100 - Regular Instruction Program |
| **Line Item Number:** | 471 - Software |
| **Focus Area:** | Purchasing Education Technology |
| **School Type:** | Non-Public School |
| **Optional Program Code:** | |
| **Location** | Davidson County (190) |

Software and online subscriptions to facilitate distance learning including Study Island, Learning Management Systems, online curriculum resources, Schoology, SeeSaw, TurnItIn.com, Goguardian software, IXL, Bloomz, Brainpop, Freckle, espark,Class Dojo, Loom, Quill, Flipgrip, Vocabtest.com.

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $498,508.00 | |
| **Line Item Total:** | $498,508.00 | |
| **Account Number:** | 71100 - Regular Instruction Program | Software for student devices that shows how students are using their computers in way that teachers and school officials can help for time on task and that also enables teachers to push videos and other materials needed for instruction in classrooms or remote learning environments. $5.75 x 72,000 devices. |
| **Line Item Number:** | 471 - Software | |
| **Focus Area:** | Purchasing Education Technology | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $414,000.00 | |
| **Line Item Total:** | $414,000.00 | |
| **Account Number:** | 71100 - Regular Instruction Program | Software and online subscriptions to facilitate distance learning including Study Island, Learning Management Systems, online curriculum resources, Schoology, SeeSaw, TurnItIn.com, |
| **Line Item** | 471 - Software | |

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| | | |
|---|---|---|
| **Number:** | | Goguardian software, IXL, Bloomz, Brainpop, Freckle, espark,Class Dojo, Loom, Quill, Flipgrip, Vocabtest.com. |
| **Focus Area:** | Purchasing Education Technology | |
| **School Type:** | Charter School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $225,000.00 | |
| **Line Item Total:** | $225,000.00 | |
| **Account Number:** | 71100 - Regular Instruction Program | Device purchases for students and teachers to enable/facilitate distance learning including laptops, chromebooks, ipads, microphones, smart panels, docking stations, swivl and compatible devices. |
| **Line Item Number:** | 722 - Regular Instruction Equipment | |
| **Focus Area:** | Purchasing Education Technology | |
| **School Type:** | Non-Public School | |
| **Optional Program Code:** | | |
| **Location** | Davidson County (190) | |

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $897,222.00 | |
| **Line Item Total:** | $897,222.00 | |
| **Account Number:** | 71100 - Regular Instruction Program | Device purchases for students and teachers to enable/facilitate distance learning including laptops, chromebooks, ipads, microphones, smart panels, docking stations, swivl and compatible devices. |
| **Line Item Number:** | 722 - Regular Instruction Equipment | |
| **Focus Area:** | Purchasing Education Technology | |
| **School Type:** | Charter School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $500,000.00 | |
| **Line Item Total:** | $500,000.00 | |
| **Account Number:** | 71100 - Regular Instruction Program | Technology to enlarge screens and assist with EL students |
| **Line Item** | 722 - Regular Instruction Equipment | |

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| | |
|---|---|
| **Number:** | |
| **Focus Area:** | Unique Need of Special Populations |
| **School Type:** | Non-Public School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $35,000.00 |
| **Line Item Total:** | $35,000.00 |

| | |
|---|---|
| **Total for 71100 - Regular Instruction Program:** | $3,459,730.00 |
| **Total for all other Account Numbers:** | $22,547,562.75 |
| **Total for all Account Numbers:** | $26,007,292.75 |
| **Adjusted Allocation:** | $26,007,292.75 |
| **Remaining:** | $0.00 |

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**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

71200 - Special Education Program - $35,000.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Account Number:** | 71200 - Special Education Program | Technology purchases for students with disabilities. |
| **Line Item Number:** | 725 - Special Education Equipment | |
| **Focus Area:** | Unique Need of Special Populations | |
| **School Type:** | Non-Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $35,000.00 | |
| **Line Item Total:** | $35,000.00 | |

| | |
|---|---|
| **Total for 71200 - Special Education Program:** | $35,000.00 |
| **Total for all other Account Numbers:** | $25,972,292.75 |





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| | |
|---|---|
| **Total for all Account Numbers:** | $26,007,292.75 |
| **Adjusted Allocation:** | $26,007,292.75 |
| **Remaining:** | $0.00 |

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Budget Detail

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

72120 - Health Services - $6,521,925.75 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Account Number:** | 72120 - Health Services | Personal protective supplies for SY20-21 purchased in accordance with proper purchasing protocols and policies including disposable masks ($.61) sanitizer ($34.99), thermometers ($85.99), batteries ($.38), gowns ($8.50), shields ($15), Gloves ($25) and wipes ($3.45) |
| **Line Item Number:** | 499 - Other Supplies and Materials | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $6,243,329.56 | |
| **Line Item Total:** | $6,243,329.56 | |
| **Account Number:** | 72120 - Health Services | Personal protective supplies including sneeze guards, cleaning supplies, gloves, masks, thermometers, |
| **Line Item** | 499 - Other Supplies and | |

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| | |
|---|---|
| **Number:** | Materials |
| **Focus Area:** | Other Approved Activities |
| **School Type:** | Non-Public School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $203,596.19 |
| **Line Item Total:** | $203,596.19 |

| | |
|---|---|
| **Account Number:** | 72120 - Health Services |
| **Line Item Number:** | 499 - Other Supplies and Materials |
| **Focus Area:** | Other Approved Activities |
| **School Type:** | Charter School |
| **Optional Program Code:** | |
| **Location** | Davidson County (190) |

Personal protective supplies including sneeze guards, cleaning supplies, gloves, masks, thermometers,

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $75,000.00 | |
| **Line Item Total:** | $75,000.00 | |

| | |
|---|---|
| **Total for 72120 - Health Services:** | $6,521,925.75 |
| **Total for all other Account Numbers:** | $19,485,367.00 |
| **Total for all Account Numbers:** | $26,007,292.75 |
| **Adjusted Allocation:** | $26,007,292.75 |
| **Remaining:** | $0.00 |

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Budget Detail

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

72210 - Support Services/Regular Instruction Program - $4,143,166.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Administrative staff 1 FTE Grant Manager ($75K salary) and 1 FTE Grant Assistant ($45K) x 2 years |
| **Line Item Number:** | 189 - Other Salaries & Wages | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $240,000.00 | |
| **Line Item Total:** | $240,000.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Teacher stipends to support new teacher training (500 teachers x 2 days x $85 = $85,000) and for all teachers in traditional schools to receive 4 days paid training centered around technology integration |
| **Line Item** | 196 - In-Service Training | |





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| | | |
|---|---|---|
| **Number:** | | and pedagogical support (5,500 teachers x 3 days x $85 = $1,402,500) |
| **Focus Area:** | Planning for Long-Term Closures | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $1,487,500.00 | |
| **Line Item Total:** | $1,487,500.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Estimate due on stipends in this series. |
| **Line Item Number:** | 201 - Social Security | |
| **Focus Area:** | Planning for Long-Term Closures | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location** | Davidson County (190) | |

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $101,150.00 | |
| **Line Item Total:** | $101,150.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Estimate due on Admin staff |
| **Line Item Number:** | 201 - Social Security | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $16,320.00 | |
| **Line Item Total:** | $16,320.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Estimate due on stipends in this series. |
| **Line Item** | 204 - State Retirement | |

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| | |
|---|---|
| **Number:** | |
| **Focus Area:** | Planning for Long-Term Closures |
| **School Type:** | Traditional Public School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $148,750.00 |
| **Line Item Total:** | $148,750.00 |

| | |
|---|---|
| **Account Number:** | 72210 - Support Services/Regular Instruction Program |
| **Line Item Number:** | 207 - Medical Insurance |
| **Focus Area:** | Other Approved Activities |
| **School Type:** | Traditional Public School |
| **Optional Program Code:** | |
| **Location** | Davidson County (190) |

Estimate payable for admin staff

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $36,000.00 | |
| **Line Item Total:** | $36,000.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Estimate unemployment insurance due on admin staff |
| **Line Item Number:** | 210 - Unemployment Compensation | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $1,000.00 | |
| **Line Item Total:** | $1,000.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Estimate due on admin staff |
| **Line Item** | 211 - Local Retirement | |

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| | |
|---|---|
| **Number:** | |
| **Focus Area:** | Other Approved Activities |
| **School Type:** | Traditional Public School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $24,000.00 |
| **Line Item Total:** | $24,000.00 |

| | |
|---|---|
| **Account Number:** | 72210 - Support Services/Regular Instruction Program |
| **Line Item Number:** | 212 - Employer Medicare |
| **Focus Area:** | Planning for Long-Term Closures |
| **School Type:** | Traditional Public School |
| **Optional Program Code:** | |
| **Location** | Davidson County (190) |

Estimate due on stipends in this series.

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $21,569.00 | |
| **Line Item Total:** | $21,569.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Estimate due on admin staff |
| **Line Item Number:** | 212 - Employer Medicare | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $3,480.00 | |
| **Line Item Total:** | $3,480.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Professional consulting and training services for technology integration and pedagogical support. Vendor will be selected via RFP. Budgeted at a rate of $750 per day x 667 days. |
| **Line Item** | 308 - Consultants | |

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| | |
|---|---|
| **Number:** | |
| **Focus Area:** | Planning for Long-Term Closures |
| **School Type:** | Traditional Public School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $500,250.00 |
| **Line Item Total:** | $500,250.00 |

| | |
|---|---|
| **Account Number:** | 72210 - Support Services/Regular Instruction Program |
| **Line Item Number:** | 308 - Consultants |
| **Focus Area:** | Purchasing Education Technology |
| **School Type:** | Non-Public School |
| **Optional Program Code:** | |
| **Location** | Davidson County (190) |

Technology integration consultant

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $49,000.00 | |
| **Line Item Total:** | $49,000.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Estimated cost of reimbursing mileage costs of the 2 administrative staff. Current rate 58 cents per mile. |
| **Line Item Number:** | 355 - Travel | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $4,000.00 | |
| **Line Item Total:** | $4,000.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Telehealth counseling for students and staff at charter schools. Additional staff including nurses, counselors, interpreters at charter schools. Not MNPS employees so they hit our books as contracted services. Professional cleaning services at charter |
| **Line Item** | 399 - Other Contracted Services | |

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| | | |
|---|---|---|
| **Number:** | | schools.Reimbursing charter schools the cost of postage incurred to mail books and other materials to students. |
| **Focus Area:** | Planning for Long-Term Closures | |
| **School Type:** | Charter School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $844,180.00 | |
| **Line Item Total:** | $844,180.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Professional cleaning services |
| **Line Item Number:** | 399 - Other Contracted Services | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Non-Public School | |
| **Optional Program Code:** | | |
| **Location** | Davidson County (190) | |

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $250,000.00 | |
| **Line Item Total:** | $250,000.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | Professional development for teachers at non-public schools to improve distance learning and technology integration skills. |
| **Line Item Number:** | 524 - In-Service / Staff Development | |
| **Focus Area:** | Planning for Long-Term Closures | |
| **School Type:** | Non-Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $250,000.00 | |
| **Line Item Total:** | $250,000.00 | |
| **Account Number:** | 72210 - Support Services/Regular Instruction Program | |
| **Line Item** | 524 - In-Service / Staff | Professional development to improve distance learning and technology integration skills. |

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| | |
|---|---|
| **Number:** | Development |
| **Focus Area:** | Planning for Long-Term Closures |
| **School Type:** | Charter School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $125,967.00 |
| **Line Item Total:** | $125,967.00 |

| | |
|---|---|
| **Account Number:** | 72210 - Support Services/Regular Instruction Program |
| **Line Item Number:** | 524 - In-Service / Staff Development |
| **Focus Area:** | Mental Health Supports |
| **School Type:** | Non-Public School |
| **Optional Program Code:** | |
| **Location** | Davidson County (190) |

Professional development for counselors and faculty to help ensure school personnel have meaningful interactions with students during school closures.SEL training

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| | | |
|---|---|---|
| **Code:** | | |
| **Quantity:** | 1.00 | |
| **Cost:** | $40,000.00 | |
| **Line Item Total:** | $40,000.00 | |

| | |
|---|---|
| **Total for 72210 - Support Services/Regular Instruction Program:** | $4,143,166.00 |
| **Total for all other Account Numbers:** | $21,864,126.75 |
| **Total for all Account Numbers:** | $26,007,292.75 |
| **Adjusted Allocation:** | $26,007,292.75 |
| **Remaining:** | $0.00 |

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**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

73100 - Food Service - $9,990,550.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Account Number:** | 73100 - Food Service | Salary of 683 district nutrition service employees from March 13 - May 31, 2020. Number of employees by job title is shown below. |
| **Line Item Number:** | 189 - Other Salaries & Wages | |
| **Focus Area:** | Other Approved Activities | 241 Asst Nutrition Services |
| **School Type:** | Traditional Public School | 210 Cashier Nutrition Services |
| **Optional Program Code:** | | 63 Cashier Nutrition Services Cluster Lead |
| **Location Code:** | Davidson County (190) | 38 Mgr Nutrition Services III HS |
| **Quantity:** | 1.00 | 27 Mgr Nutrition Services II |
| **Cost:** | $4,673,000.00 | 14 Cashier Nutrition Services Roving |
| **Line Item Total:** | $4,673,000.00 | 13 Mgr Nutrition Services Cluster |
| | | 13 Mgr Nutrition Services IV |
| | | 9 Mgr Nutrition Services Field |
| | | 8 Intern Food Service Management |
| | | 5 Asst Nutrition Services PT |

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| | |
|---|---|
| 5 | Asst Nutrition Services Roving |
| 5 | Tech Accounting Nutrition Services I |
| 4 | Mgr Nutrition Services V |
| 3 | Mgr Nutrition Services Roving |
| 3 | Tech Nutrition Services Maintenance and Repair I |
| 2 | Spec Nutrition Services IT Resources |
| 1 | Accountant III |
| 1 | Admin Nutrition Services IT Resources |
| 1 | Asst Dir Nutrition Services |
| 1 | Cashier Nutrition Services Wellness Center Cafe |
| 1 | Chef |
| 1 | Clerk Accounting I Nutrition Services |
| 1 | Clerk Accounting II |
| 1 | Clerk Control III Nutrition Services |
| 1 | Clerk Front Desk Nutrition Services |
| 1 | Coord Nutrition Services Educational |
| 1 | Exec Dir Nutrition Services |

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| | | |
|---|---|---|
| | | 1 Mgr Cafe Wellness Center<br>1 Mgr Nutrition Services Business Support<br>1 Secretary<br>1 Spec Nutrition Services IT Support<br>1 Substitute Nutrition Services<br>1 Supv Ac s Payable<br>1 Supv Nutrition Services Maintenance and Repair<br>1 Tech Ac ing Nutrition Services II<br>1 Tech Nutrition Services Maintenance and Repair II<br>683 |
| **Account Number:** | 73100 - Food Service | 683 district nutrition service employees from March 13 - May 31, 2020. Number of employees by job title is shown in the narrative for line 73100-189. |
| **Line Item Number:** | 201 - Social Security | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |

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| | | |
|---|---|---|
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $310,000.00 | |
| **Line Item Total:** | $310,000.00 | |
| **Account Number:** | 73100 - Food Service | 683 district nutrition service employees from March 13 - May 31, 2020. Number of employees by job title is shown in the narrative for line 73100-189. |
| **Line Item Number:** | 207 - Medical Insurance | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $1,000,000.00 | |
| **Line Item Total:** | $1,000,000.00 | |
| **Account Number:** | 73100 - Food Service | 683 district nutrition service employees from March 13 - May 31, 2020. Number of employees by job title is shown in the narrative for |

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| | | |
|---|---|---|
| **Line Item Number:** | 211 - Local Retirement | line 73100-189. |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $550,000.00 | |
| **Line Item Total:** | $550,000.00 | |
| **Account Number:** | 73100 - Food Service | 683 district nutrition service employees from March 13 - May 31, 2020. Number of employees by job title is shown in the narrative for line 73100-189. |
| **Line Item Number:** | 212 - Employer Medicare | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |

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| | | |
|---|---|---|
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $67,000.00 | |
| **Line Item Total:** | $67,000.00 | |
| **Account Number:** | 73100 - Food Service | Purchases to support MNPS nutrition services ability to serve students safely during SY20-21<br><br>Individually wrapped disposable silverware packs per case $4 x 60,000 ($240,000)<br><br>Single enclosed meal containers per case $14 x 75,000 ($1,050,000)<br><br>Masks for food service employees $3.15 x 370,000 ($1,165,500)<br><br>Bar code supplies $150 x 75 elementary schools ($11,250)<br><br>Portable coolers $60 x 1,460 ($87,600) |
| **Line Item Number:** | 499 - Other Supplies and Materials | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $2,554,350.00 | |
| **Line Item Total:** | $2,554,350.00 | |
| **Account Number:** | 73100 - Food Service | Refrigerated kiosks for high schools 38 x $16,000 |

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| | |
|---|---|
| **Line Item Number:** | 710 - Food Service Equipment |
| **Focus Area:** | Other Approved Activities |
| **School Type:** | Traditional Public School |
| **Optional Program Code:** | |
| **Location Code:** | Davidson County (190) |
| **Quantity:** | 1.00 |
| **Cost:** | $836,200.00 |
| **Line Item Total:** | $836,200.00 |

These kiosks would allow for more social distancing during meal service by not requiring students to come through traditional serving lines.

Pin Pad Optical Scanner $400 x 280 ($112,000)

Handheld scanners $415 x 280 ($116,200)

| | |
|---|---|
| **Total for 73100 - Food Service:** | $9,990,550.00 |
| **Total for all other Account Numbers:** | $16,016,742.75 |
| **Total for all Account Numbers:** | $26,007,292.75 |
| **Adjusted Allocation:** | $26,007,292.75 |
| **Remaining:** | $0.00 |

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Budget Detail

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

99100 - Transfers Out - $1,856,921.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Account Number:** | 99100 - Transfers Out | Estimated indirect costs the district will take from this funding stream. |
| **Line Item Number:** | 504 - Indirect Cost | |
| **Focus Area:** | Other Approved Activities | |
| **School Type:** | Traditional Public School | |
| **Optional Program Code:** | | |
| **Location Code:** | Davidson County (190) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $1,856,921.00 | |
| **Line Item Total:** | $1,856,921.00 | |

| | |
|---|---|
| **Total for 99100 - Transfers Out:** | $1,856,921.00 |
| **Total for all other Account Numbers:** | $24,150,371.75 |

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| | |
|---|---|
| **Total for all Account Numbers:** | $26,007,292.75 |
| **Adjusted Allocation:** | $26,007,292.75 |
| **Remaining:** | $0.00 |

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**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

| Indirect Cost | |
|---|---|
| Total Contributing to Indirect Cost | $21,846,949.75 |
| Indirect Cost Rate | 17.08% |
| Maximum Allowed for Indirect Cost | $3,457,995.49 |

Filter by Location: All - $26,007,292.75

| Account Number / Line Item Number | 71100 - Regular Instruction Program | 71200 - Special Education Program | 72120 - Health Services | 72210 - Support Services/Regular Instruction Program | 73100 - Food Service | 99100 - Transfers Out | Total |
|---|---|---|---|---|---|---|---|
| **189 - Other Salaries & Wages** | 0.00 | 0.00 | 0.00 | 240,000.00 | 4,673,000.00 | | 4,913,000.00 |
| **196 - In-Service Training** | | | | 1,487,500.00 | 0.00 | | 1,487,500.00 |
| **201 - Social Security** | 0.00 | 0.00 | 0.00 | 117,470.00 | 310,000.00 | | 427,470.00 |
| **204 - State Retirement** | 0.00 | 0.00 | 0.00 | 148,750.00 | 0.00 | | 148,750.00 |





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| Account Number / Line Item Number | 71100 - Regular Instruction Program | 71200 - Special Education Program | 72120 - Health Services | 72210 - Support Services/Regular Instruction Program | 73100 - Food Service | 99100 - Transfers Out | Total |
|---|---|---|---|---|---|---|---|
| **207 - Medical Insurance** | 0.00 | 0.00 | 0.00 | 36,000.00 | 1,000,000.00 | | 1,036,000.00 |
| **210 - Unemployment Compensation** | 0.00 | 0.00 | 0.00 | 1,000.00 | 0.00 | | 1,000.00 |
| **211 - Local Retirement** | 0.00 | 0.00 | 0.00 | 24,000.00 | 550,000.00 | | 574,000.00 |
| **212 - Employer Medicare** | 0.00 | 0.00 | 0.00 | 25,049.00 | 67,000.00 | | 92,049.00 |
| **308 - Consultants** | | | | 549,250.00 | | | 549,250.00 |
| **355 - Travel** | | | 0.00 | 4,000.00 | 0.00 | | 4,000.00 |
| **399 - Other Contracted Services** | 850,000.00 | 0.00 | 0.00 | 1,094,180.00 | 0.00 | | 1,944,180.00 |
| **429 - Instructional Supplies & Materials** | 40,000.00 | 0.00 | | | | | 40,000.00 |
| **471 - Software** | 1,137,508.00 | 0.00 | 0.00 | 0.00 | | | 1,137,508.00 |
| **499 - Other Supplies and Materials** | 0.00 | 0.00 | 6,521,925.75 | 0.00 | 2,554,350.00 | | 9,076,275.75 |





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| Account Number / Line Item Number | 71100 - Regular Instruction Program | 71200 - Special Education Program | 72120 - Health Services | 72210 - Support Services/Regular Instruction Program | 73100 - Food Service | 99100 - Transfers Out | Total |
|---|---|---|---|---|---|---|---|
| **504 - Indirect Cost** | | | | | | 1,856,921.00 | 1,856,921.00 |
| **524 - In-Service / Staff Development** | | | 0.00 | 415,967.00 | 0.00 | | 415,967.00 |
| **710 - Food Service Equipment** | | | | | 836,200.00 | | 836,200.00 |
| **722 - Regular Instruction Equipment** | 1,432,222.00 | | | | | | 1,432,222.00 |
| **725 - Special Education Equipment** | | 35,000.00 | | | | | 35,000.00 |
| **Total** | 3,459,730.00 | 35,000.00 | 6,521,925.75 | 4,143,166.00 | 9,990,550.00 | 1,856,921.00 | 26,007,292.75 |
| | | | | | | **Adjusted Allocation** | 26,007,292.75 |
| | | | | | | **Remaining** | 0.00 |





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**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

**To better understand each LEA's use of CARES Act funds, provide data below by grade span and subject:**

☐ N/A

**Schoolwork K-2**

| Grades K-2 | ELA | Math | Science | Social Studies | Physical Education | Art |
|---|---|---|---|---|---|---|
| Did your LEA distribute work to be completed? | * Optional | * Optional | * Optional | * Optional | * Optional | * Optional |
| If optional, required, or mixed, enter number of hours of work expected weekly: | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 |
| Was work completion tracked for students? | * No | * No | * No | * No | * No | * No |
| What percentage of work was returned from students? | * 0 | * 0 | * 0 | * 0 | * 0 | * 0 |





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| | | | | | | |
|---|---|---|---|---|---|---|
| What method was used to share instructional materials with students during spring closures? | * Both | * Both | * Both | * Both | * Both | * Both |

N/A

**Well Checks K-2**

| Grades K-2 | All Students | Students with Disabilities | English Language Learners | Economically Disadvantaged Students |
|---|---|---|---|---|
| Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures. | * 81-90 | * 81-90 | * 81-90 | * 81-90 |
| Estimate the percent of students who had regular meaningful interactions with school personnel during school closures. | * 31-40 | * 21-30 | * 21-30 | * 31-40 |
| In the above question, "regular" means: | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week |

N/A

**Schoolwork 3-5**

| Grades 3-5 | ELA | Math | Science | Social Studies | Physical Education | Art |
|---|---|---|---|---|---|---|
| Did your LEA distribute work to be completed? | * Optional | * Optional | * Optional | * Optional | * Optional | * Optional |
| If optional, required, or mixed, enter number of hours of work expected weekly: | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 |





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| | | | | | | |
|---|---|---|---|---|---|---|
| Was work completion tracked for students? | * No | * No | * No | * No | * No | * No |
| What percentage of work was returned from students? | * 0 | * 0 | * 0 | * 0 | * 0 | * 0 |
| What method was used to share instructional materials with students during spring closures? | * Both | * Both | * Both | * Both | * Both | * Both |

N/A

**Well Checks 3-5**

| Grades 3-5 | All Students | Students with Disabilities | English Language Learners | Economically Disadvantaged Students |
|---|---|---|---|---|
| Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures. | * 81-90 | * 81-90 | * 81-90 | * 81-90 |
| Estimate the percent of students who had regular meaningful interactions with school personnel during school closures. | * 41-50 | * 21-30 | * 21-30 | * 31-40 |
| In the above question, "regular" means: | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week |

N/A

**Schoolwork 6-8**

| Grades 6-8 | ELA | Math | Science | Social Studies | Physical Education | Art |
|---|---|---|---|---|---|---|

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| | | | | | | |
|---|---|---|---|---|---|---|
| Did your LEA distribute work to be completed? | * Optional | * Optional | * Optional | * Optional | * Optional | * Optional |
| If optional, required, or mixed, enter number of hours of work expected weekly: | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 |
| Was work completion tracked for students? | * No | * No | * No | * No | * No | * No |
| What percentage of work was returned from students? | * 0 | * 0 | * 0 | * 0 | * 0 | * 0 |
| What method was used to share instructional materials with students during spring closures? | * Both | * Both | * Both | * Both | * Both | * Both |

N/A

**Well Checks 6-8**

| Grades 6-8 | All Students | Students with Disabilities | English Language Learners | Economically Disadvantaged Students |
|---|---|---|---|---|
| Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures. | * 81-90 | * 81-90 | * 81-90 | * 81-90 |

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| | | | | |
|---|---|---|---|---|
| Estimate the percent of students who had regular meaningful interactions with school personnel during school closures. | * 51-60 | * 21-30 | * 21-30 | * 51-60 |
| In the above question, "regular" means: | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week |

N/A

**Schoolwork 9-12**

| Grades 9-12 | ELA | Math | Science | Social Studies | Physical Education | Art |
|---|---|---|---|---|---|---|
| Did your LEA distribute work to be completed? | * Optional | * Optional | * Optional | * Optional | * Optional | * Optional |
| If optional, required, or mixed, enter number of hours of work expected weekly: | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 | * 1-5 |
| Was work completion tracked for students? | * No | * No | * No | * No | * No | * No |
| What percentage of work was returned from students? | * 0 | * 0 | * 0 | * 0 | * 0 | * 0 |





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| | | | | | | |
|---|---|---|---|---|---|---|
| What method was used to share instructional materials with students during spring closures? | * Both | * Both | * Both | * Both | * Both | * Both |

N/A

**Well Checks 9-12**

| Grades 9-12 | All Students | Students with Disabilities | English Language Learners | Economically Disadvantaged Students |
|---|---|---|---|---|
| Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures. | * 81-90 | * 81-90 | * 81-90 | * 81-90 |
| Estimate the percent of students who had regular meaningful interactions with school personnel during school closures. | * 61-70 | * 21-30 | * 21-30 | * 41-50 |
| In the above question, "regular" means: | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week | * 2-4 times per week |

**Reflect on Data**

* What are the LEA's plans for measuring student progress given the data provided above?

The district administered the Measures of Academic Progress (MAP) assessment in February for grades 2-9 and the FAST Early Reading and Early Math assessments in January for grades K-1. These assessments are scheduled to be administered again in August and we will look at the change in scale scores and normative scores (national percentiles and normal curve equivalents) from the previous test administration as indicators of individual student academic gain or loss. Summative scores will also be compared to those from prior August results to measure the overall impact of the learning loss due to COVID-19 closures. Our district has been in conversation with the MAP vendor, NWEA, regarding this situation, and NWEA may be assisting by providing new normative comparative data based upon 2020 results for districts and schools statewide and nationally that administer MAP. These assessments also provide student level information regarding specific academic standards that will need addressed.

In addition, the district intends to utilize the new Start of Year Checkpoint assessment the TDOE will provide to districts and schools in August. This assessment will be available for ELA and Math and will assess mastery of state focus standards for grades 3 and up. Students will be assessed for the grade they just completed in order to determine learning gaps for key academic standards. For example, a student who is in the fourth grade this fall will take the grade 3 assessment to identify the third grade standards that need to be addressed. The district will have access to individual student and school level results from these assessments.

All of the above data will be disaggregated by various student subgroups (race/ethnicity, gender, economic disadvantage, disability status and English Learner status) and by school and grade level to assess the impact on these groups. We also plan to disaggregate results with respect to survey response data we have regarding the technology resources available at home to students as well as data regarding the frequency with which students accessed our instructional management system during the time of school closures. It is anticipated that the 2020 school closures have widened achievement gaps and we will attempt to quantify that impact.



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* How does the LEA intend to address learning gaps resulting from the disruption of educational services? (CARES Act § 18003 (B))

Learning gaps can certainly manifest themselves in a variety of ways. In keeping with our state's approach to the whole child and our district's emphasis on social-emotional learning and trauma-informed practices, we know that gaps will exist along a variety of fronts that extend beyond academic learning. Moreover, providing supports to address non-academic gaps will be necessary in order to address the academic ones.

MNPS is providing a virtual summer learning experience available to all students. These experiences are provided by a variety of teachers and staff across the district with an emphasis on social-emotional learning and academics. While these opportunities encompass a variety of experiences including STEAM, literacy, high school credit recovery, and more, it is important that our students have the opportunity to stay engaged in learning with proper supports and tools without an overemphasis on teaching standards. Summer opportunities provide students with the chance to be creative, learning something of interest, and grow. New learning can take place in a variety of ways even if it is previously learning content or topics. MNPS is also providing virtual ESY this summer for student who need it and families agree to participate. This will include teletherapy for students, as well. We are confident that these experiences will serve to mitigate huge gaps in learning when students return in August.

It is critical that content gaps are identified through various assessment tools that our district uses, for example MAP and FASTBridge assessments. These data can be quickly analyzed through various aggregate representations across schools, quadrants, and the district. Teachers can use this data at the student level to identify gaps and remediate those.

As our curriculum and instruction team identified focus standards in the spring, we will also be identifying focus standards in the fall as we transition forward into the coming school year. These focus standards are identified by considering vertical content progressions, relative emphases on state assessment blueprints, data which indicate persistent weaknesses in student performance, and data from initial diagnostic measures.

We will provide a scope and sequence for the fall that will highlight these focus standards so that teachers do not have to feel as though they have to take an approach of quickly devolving into rushing through every standard while ignoring the needs of students. These scope and sequence documents will include supports and strategies for providing SEL-integrated instruction so that students who have encountered severe trauma over the last several months are able to engage productively and transition to a consistent approach to learning. For many, the transition to school will be challenging.

Gaps in learning may also include learning skills like time management, collaboration, participation, and more. These skills, even with virtual learning, will need to be addressed. Our guidance to teachers will also include paying attention to learning skills so that students are provided maximal access to content.

MNPS is providing a virtual summer learning experience available to all students. These experiences are provided by a variety of teachers and staff across the district with an emphasis on social-emotional learning and academics. While these opportunities encompass a variety of experiences including STEAM, literacy, high school credit recovery, and more, it is important that our students have the opportunity to stay engaged in learning with proper supports and tools without an overemphasis on teaching standards. Summer opportunities provide students with the chance to be creative, learning something of interest, and grow. New learning can take place in a variety of ways even if it is previously learning content or topics. Students with disabilities have also been offered specific virtual learning experiences based on their services in their IEPS for the areas of math, reading and modified academics to support growth towards mastery of content standards and to mitigate any regression in these areas which have occurred during the public health emergency; in addition to all summer virtual experiences that MNPS offers. MNPS is also providing virtual ESY this summer for student whose IEP team determined it was needed and families agree to participate. This will include teletherapy for students, as well. We are confident that these experiences will serve to mitigate gaps in learning when students return in August.

* Briefly describe how your district conducted checks on students (academically, non-academically/development/etc.). Include frequency of checks, number of students, and any other details.

MNPS families were surveyed to determine if students had access to technology (computer, tablet or mobile phone with internet access) and food. Data was collected for approximately 75 percent of students. In addition, data were automatically collected regarding the frequency with which students accessed the Schoology information management system where assignments were posted. Instructional packets were also printed and distributed weekly for families that might not have access to online resources.

The district developed a remote learning plan that emphasized student connection, support and growth. This plan included an expectation that families and students and school staff remain connected and that teachers check in at least weekly with each student. The priorities were student health, safety and well-being. In addition, school leaders were



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expected to make clear to staff that school was still “in session” and to ensure that students were provided engaging, teacher-led and supported activities that promoted student learning.

MNPS proactively shared the Office of Translation and Interpretation information with schools and teachers when schools began to contact students and their families to ensure they can participate in any school-provided instruction and other school and community-based supports as needed. MNPS identified a point of contact for communication with LEP families to provide updates on school operations, food distribution, paper learning materials, and remote learning as required by Title VI of the Civil Rights Act of 1964.

The district developed an Accessibility and Accommodations Resource Guide to assist parents in accessing a variety of different strategies for our diverse learners. Also, live broadcasts were offered for families in both English and Spanish on a variety of topics; such as creating routines and structures at home, making remote learning more accessible, remote learning for students on a modified curriculum. These live broadcasts allowed for parents to ask questions and receive information.

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Program Details

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

## Planning

* Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic, and how do these needs relate to the selected focus area(s)?

MNPS district leadership identified a wide variety of needs based on multiple sources of data and feedback from many different stakeholder groups. Some data sources include surveys of families (more than 80% surveyed) about: access to technology (devices and connectivity) as well as meals. In addition, MNPS leaders collaborated with city leaders from the following: mayor's office, the medical profession, independent and charter school organizations, health department, and more.

As outlined in other sections of this application, MNPS has remained committed to the overall well-being of our students, families, and staff members while working to address inequities to educational access during this time. For this reason, school staff and various teams conducted well-checks on students and their families, engaging with them as possible in order to address the needs that were identified. The major needs were around technology access and learning, well-being (including access to meals), and safety (PPE equipment). We have identified continued access to meals and other services, learning needs, and safety as priorities for the coming year. Mayor Cooper's announcement on June 8 noted that netbooks (90,000) and hot spots (15,000) will be provided for MNPS students, so the need for hardware will hopefully be addressed in this way when the Metro council votes on Tuesday, June 16, 2020.

## Timeline

* Provide a timeline for providing services to students and staff in public and non-public schools in the box below. (CARES Act § 18003 (B))

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District leadership began planning and mobilizing services quickly as the COVID-19 situation unfolded. Services were provided to students and families based on identified needs. Based on survey responses that approximately 15-20% of students did not have technology access, MNPS staff deployed approximately 10,000 laptops and as of June 8, had provided more than 330,000 meals to families with students enrolled at schools throughout MNPS, including charters. Services are on-going and while we remain flexible depending upon the date and model of returning to school in SY20-21, we continue planning for a number of contingencies. The MNPS federal programs staff has worked diligently to support our participating non-public schools to ensure we can begin ordering their requested items once our district's application is approved by TDOE.

MNPS staff is working diligently with vendors and schools so that purchases can be made as soon as funds are available. Anticipated ordering for non-public schools will begin when funds are available (July 1). We have held office hours with non-public staff and the procurement team to address vendor and contract needs in order to respond as quickly as possible and in anticipation of school opening. MNPS staff members continue to negotiate both prices and timelines with vendors, as there are backlogs of some items such as PPE (masks), wipes, and technology (especially devices constructed in or with parts from China). Charter schools will begin ordering their own supplies when the funds are available or will begin requesting reimbursements for allowable expenses. District initiatives are contingent upon the timeline for school re-opening (and availability of items); the intent is to have needed items when school re-opens and then, as needs arise throughout the rest of the year. PD for teachers on virtual learning would occur before school beginning, though this timeline may change (with Nashville now entering Phase 3 on Monday, June 22).

These purchases and timelines are dependent upon availability as well as re-opening dates and plans (which are not known fully at this time).

**Budget & Spending Plan**

The CARES funds are not intended to replace state/local funding but instead are intended to provide additional funding to address emergent needs resulting from COVID-19. With school closure decisions, districts likely had unanticipated budget surpluses (i.e. operations, transportation) that should be repurposed to support other expenditures arising from COVID-19 (i.e. food services, paper, postage, etc.). The expectation for CARES funding is that it should be utilized primarily for re-opening and learning acceleration to address gaps resulting from school closure.



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* In what areas has the LEA experienced significant budget-to-actual differences in state/local funds?

Over 80% of MNPS expenses go toward personnel costs which have not changed significantly. With schools closed, non-personnel expenses are expected to be about $47 million lower than the FY ’20 budget plus another $5 million in personnel savings due to a hiring freeze and other cost-cutting measures. Unfortunately, the district is projecting a revenue shortfall of about $61.8 million (based on Metro Finance local tax revenue projections). The net result is a $9.8 million deficit due to economic disruption and school closures.

Similarly, the MNPS Nutrition Services fund has experienced a projected decline in revenue of approximately $15 million while expenses were reduced by approximately $3.8 million as employees have received normal pay. The result is an $11.2 million operating shortfall for FY ’20 for the Nutrition Services fund.

* How have these differences been repurposed to address related needs (i.e. custodial savings to sanitization costs, utilities and gas for buses (etc.) to nutrition).

Despite reducing expenses as much as possible, MNPS anticipates a significant budget deficit for FY ’20. The school year was about 75% complete when the disruption occurred with great uncertainty as to whether school would resume or not. As a result, MNPS is projecting about $21 million in combined deficits for school operations and Nutrition Services.

* Detail the LEA's projections for non-covered costs for the remainder of this fiscal year related to COVID.

Nutrition Services Fund Shortfall: $11,200,000

MNPS operations: $9,800,000

* Detail the LEA's budget projections for COVID-related needs for the next fiscal year (consider the potential need for remedial learning, change in program decisions/delivery, fall resurgence of illness).

PPE Cost: Approximately $125,000 per month or $1,250,000 during the school year.

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Increased Substitute Cost: $5,000,000 higher than the $10,000,000 spent during FY '19, the most recent full year of operations.

Increased Textbook Costs (1 to 1): $12,500,000 higher than the $4,000,000 textbook budget so that students would not have to share textbooks. In the past, MNPS has required sharing, but Metro Health Department officials have stated that book sharing should be avoided due to health concerns.

**Spending Plan**

After analyzing and repurposing other funding sources, develop the spending plan for the CARES funds aligned with the needs that emerged from the COVID-19 pandemic and your larger district plan.

* Provide a description of the reasonable and necessary administrative activities and personnel (supplies, and equipment used to administer the grant program included). This includes the FTE and amount deducted from the grant.

Proposed administrative costs will include salaries and benefits for 2 FTEs for two years: one grants manager and one grants specialist. The grant manager will be responsible for overseeing the grant, which will involve not just district initiatives but also, the funds spent by charters and on behalf of participating non-publics (for equitable services); this person will also assist with ensuring compliance with grant requirements. The grant specialist will process related requisitions, orders, and more. These two positions will be vital to the federal programs team for a grant of this magnitude.

For each of the applicable focus areas below, indicate the amount in the space provided and include a narrative in the text box on how this focus area addresses the needs. NOTE: The combined amounts across the six areas should not exceed your LEA's allocation. A recommend allowable expenses document for the CARES Act may be accessed here.

☑ **1. Purchasing Education Technology (including hardware, software, and connectivity)**

$ 2,583,730.00 * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

Device purchases at charter and non public schools; such specific items include but are not limited to: hotspots, laptops, chromebooks, swivl cameras, and more. Other proposed activities are: learning management software,



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instructional software and student device software, as well as technology integration consultation for non-publics. For education technology, possible checks for effectiveness include the online learning engagement rate of students and increase in access to devices (#s of devices distributed).

These purchases will help ensure that students and teachers have access to equipment and services needed for remote learning and teaching during the pandemic and in the event that school is not reopened fully in person in the fall.

☐ **2. Providing Summer Learning and Supplemental After School Programs (including online/distance learning)**

$ * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

☑ **3. Planning for Long-Term Closures**

$ 4,369,366.00 * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

Virtual school, professional development consultation and stipends centered around technology integration and pedagogical support for public school teachers in MNPS. Effectiveness will be measured by session surveys as well as attendance. These purchases will help ensure that students and teachers have access to equipment and services needed for remote learning and teaching during the pandemic and in the event that school is not reopened fully in person in the fall; in addition, PD sessions for educators will provide professional learning on how to integrate technology for virtual learning.

☑ **4. Addressing the Unique Needs of Special Populations**

$ 70,000.00 * Amount



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* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

Non-public: Technology purchases for students without access and students with disabilities. Technology to enlarge screens for students with specific learning challenges and programs such as Rosetta Stone to assist with supporting EL students. Student participation and engagement in online learning are measures of effectiveness.

**5. Providing Mental Health Supports**

$ 40,000.00 * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

Non-public and charter: Professional development for counselors and faculty to help ensure school personnel have meaningful interactions with students during school closures. SEL trainings and counseling sessions are also proposed actvities. Measures for effectiveness inlcude feedback surveys as well as participation rates.

**6. Conducting Other Necessary Activities to maintain the operation of services, employing existing staff, coordinating activities, or providing principal and school leaders necessary resources. Note: items in this category will require more extensive rationale/support.**

$ 18,944,196.75 * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

Nutrition services staff SY20-21; some anticipated reimbursements for providing meals to students at traditional and charter schools in MNPS from March 2020 onward. Supplies and equipment to enable nutrition services to serve students safely. Additional expenses include janitorial services, PPE such as masks, touchless thermometers, gloves, free-standing hand sanitizing stations, special filters, medical cots, cleaning supplies, and training for staff on topics such as how to respond if a student exhibits symptoms of COVID-19; staff surveys and attendance (related to training) and distribution of materials are examples of ways in which effectiveness will be measured.

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Equitable Services

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

☐ N/A: The LEA certifies that no non-public schools are geographically located in the LEA or that the LEA has communicated with all non-public schools geographically located in the LEA and none wish to participate in equitable services for this grant.

* Describe the consultation process between the LEA and non-public/private schools regarding the CARES Act proportionate share. Include the important dates, modes of communication, and information provided to non-public/private school representatives. (Upload supporting documents in Related Documents section) (CARES Act § 18003 (B))

MNPS staff held a virtual group consultation on June 1, 2020 with non-public school officials from participating schools (based on the returned *Intent* forms after multiple communications -- emails and phone calls). Prior to that (and continuing at regular intervals), staff provided regular updates, attached FAQs relevant to MNPS processes, and shared information from TDOE (including the COVID-19 update site) via email to participating non-public school officials as a group on May 8, 18, 20, 21 and June 1, 5, 9, and 11. In addition, staff have communicated with individual school officials via phone and email to answer questions and provide information. Formal official individual consultation meetings were held on June 8, 9, and 10 during which MNPS staff discussed non-public needs and identified allowable purchases as well as each school's electronic survey responses on consultation topics (such as identified needs, calculation of proportionate share and individual amounts, allowable expenses and categories, indirect cost, administration, and more). MNPS staff continue to work closely with participating non-public schools and provide support as well as answers to questions about allowable expenses, prices of items, approved vendors, processes, etc. "Office hours" are scheduled between MNPS' procurement team and participating non-publics and the federal programs team is working diligently to process requests for quotes and vendors from non-public partners.

Submitted *Intent* and *Affirmation* forms from participating non-public schools are uploaded on the Related Documents page. *We have added the completed St. Pius form with re-submission on 6.19.

$ 2,258,326.19 * Total Non-Public Share - Please see the Non-Public Share Worksheet template in Related Documents to calculate this amount, then enter it here.



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* Summarize the needs that non-public school(s) identified faced as a result of the COVID-19 crisis.

Participating non-public schools have identified a wide variety of needs that are basically the same as what public schools in MNPS have; these needs relate to concerns around student learning, student and staff safety and well-being, access to technology and connectivity, and more.

Needs for student learning are to address learning gaps and engage in learning via online programs, learning management platforms, and online subscriptions. Student and staff safety needs are in relation to items such as touchless thermometers, masks, plexiglass barriers, sneeze guards, free-standing hand sanitation kiosks, additional and individual furniture to maintain student distance, scrubs, and sanitation/deep cleaning supplies. Also related are concerns for mental health and well-being. Devices and connectivity were identified as major needs; laptops, cameras, hot spots, and tablets will help meet these needs as well as purchases for online programs and software such as: learning management systems, Schoology, Seesaw, TurnItIn.com, Goguardian, IXL, Bloomz, Brainpop, Freckle, Class Dojo, Loom, Quill, Flipgrip, Vocabtest.com, and espark.

As of 6/19 (and following formal consutlation meetings, follow-up calls and meetings, and emails), the major activities for each area are below:
In the areas of educational technology, long-term closures, and unique needs of special populations, the major items to be purchased include (but are not limited to) devices (laptops, netbooks, etc.) hot spots, swivl cameras, software and online learning subscriptions such as Rosetta Stone, Schoology, Seesaw, TurnItIn.com, Goguardian, IXL, Bloomz, Brainpop, Freckle, Class Dojo, Loom, Quill, Flipgrip, Vocabtest.com, zoom, and espark. PD for teachers before school and throughout the year are also activities.

Additional major items to be purchased for the area of other approved activities are special HVAC filters, deep cleaning supplies, janitorial services, and PPE (with more information noted above in paragraph 2). Other items include: touchless thermometers, masks, plexiglass barriers, sneeze guards, free-standing hand sanitation kiosks, additional and individual furniture to maintain student distance, and scrubs.

In mental health supports, counseling sessions and SEL trainings are the major services to be provided.

For the unique needs of special populations, major items are technology for students with disabilities and include devices for visually impaired students to work at home and also, technology related to serving students who are immuno-compromised and will likely be unable to return to school in person. Intended purchases are devices such as larger screens, laptops with high quality cameras, and more.

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**CARES Focus Areas**

* Identify the focus area(s) that align(s) to identified needs of non-public schools to be provided with the CARES Act funding.

- [x] Purchasing Education Technology
- [ ] Summer/Supplemental Learning
- [x] Planning for Long-Term Closures
- [x] Unique Need of Special Populations
- [x] Mental Health Supports
- [x] Other Approved Activities

* Describe how the items/use of funds selected above align with the identified needs and how the effectiveness of each activity will be assessed.

Participating non-public schools have identified a wide variety of needs that are basically the same as what public schools in MNPS have; these needs relate to concerns around student learning, student and staff safety and well-being, access to technology and connectivity, and more.

**Needs** for student learning are to address learning gaps and engage in learning via online programs, learning management platforms, and online subscriptions. Student and staff safety needs are in relation to items such as touchless thermometers, masks, plexiglass barriers, sneeze guards, free-standing hand sanitation kiosks, additional and individual furniture to maintain student distance, scrubs, and sanitation/deep cleaning supplies. Also related are concerns for mental health and well-being. Devices and connectivity were identified as major needs; laptops, cameras, hot spots, and tablets will help meet these needs as well as purchases for online programs and software such as: learning management systems, Schoology, Seesaw, TurnItIn.com, Goguardian, IXL, Bloomz, Brainpop, Freckle, Class Dojo, Loom, Quill, Flipgrip, Vocabtest.com, and espark.

As of 6/19 (and following formal consutlation meetings, follow-up calls and meetings, and emails), the major



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activities for each area are below:
In the areas of educational technology, long-term closures, and unique needs of special populations, the major items to be purchased include (but are not limited to) devices (laptops, netbooks, etc.) hot spots, swivl cameras, software and online learning subscriptions such as Rosetta Stone, Schoology, Seesaw, TurnItIn.com, Goguardian, IXL, Bloomz, Brainpop, Freckle, Class Dojo, Loom, Quill, Flipgrip, Vocabtest.com, zoom, and espark. PD for teachers before school and throughout the year are also activities.

Additional major items to be purchased for the area of other approved activities are special HVAC filters, deep cleaning supplies, janitorial services, and PPE (with more information noted above in paragraph 2). Other items include: touchless thermometers, masks, plexiglass barriers, sneeze guards, free-standing hand sanitation kiosks, additional and individual furniture to maintain student distance, and scrubs.

In mental health supports, counseling sessions and SEL trainings are the major services to be provided.

For the unique needs of special populations, major items are technology for students with disabilities and include devices for visually impaired students to work at home and also, technology related to serving students who are immuno-compromised and will likely be unable to return to school in person. Intended purchases are devices such as larger screens, laptops with high quality cameras, and more.

Depending on the specific category, a wide variety of **feedback tools will be used to measure the effectiveness**. Some examples include the following but are not limited to: surveys, informal and formal feedback from stakeholders (parents, students, and staff), rates of participation in online learning and/or supplemental instruction, staff evaluations of PD, attendance, and more.

For education technology, some possible checks for effectiveness include the online learning engagement rate of students, increase in access to devices, and more.

For the category of long-term closures, some possibilities include: training for staff on topics such as how to respond if a student exhibits symptoms of COVID-19 as well as how to integrate technology effectively. Staff surveys and evaluations are examples of ways in which effectiveness will be measured.

For mental health supports, effectiveness measures include rate of participation, satisfaction surveys, and more.

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For the more general categories of unique needs of special populations and other activities, a wide variety of mechanisms can be used to determine effectiveness not already outlined above. Some examples include but are not limited to the following: services provided to students and/or staff (and related evaluation), ability to re-open school and offer in-person classes, numbers of devices deployed, student participation, and more.

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Charter Schools

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

☐ N/A: The LEA certifies that no public charter schools are geographically located in the district.

The CARES Act was intended to provide relief funding and support for all schools public - both traditional and charter. Answer the following questions:

* 1. Outline the process used to ensure charter schools are receiving CARES Act benefits equal to their traditional public school counterparts.

District leadership worked closely with a wide variety of stakeholders, including consulting with the Chair of the Nashville Charter Collaborative (among others) on the re-opening of school in 2020-21. Various types of schools' needs were considered, including those impacting charter schools. In addition to collaborating with charter executives, MNPS staff (in the federal programs and charter offices) worked with charter school leaders to align possible expenses with their identified needs. In addition to emails and phone calls with the charter school administrators, MNPS solicited input directly from them via an electronic survey. MNPS provided monetized school-level allocations to charters based on their 40 day enrollment count after district set-asides. MNPS federal programs staff are working with charter leaders on spending plans for these funds so we can best support them with allowable uses of these one-time funds while ensuring compliance. In addition to calls and emails, a virtual (optional) session will be held on Monday, June 22 with follow-up support provided by federal programs and the charter office.

* 2. What prioritized needs of its charter schools did the LEA identify during the pandemic?

Needs identified by charter schools mirror the needs of the traditional public schools as well as those of non-public schools. While a wide variety of needs was identified, the most common categories centered on the safety and well-being of students and staff and technology access and online learning. The well-being needs include PPE as well as other items necessary for students and teachers to return to school safely (thermometers, masks, etc.). Technology access was noted as a common need as related to both hardware (devices, Wifi connectivity, and swivel cameras for live streaming instruction) and software (online learning subscriptions and platforms).

The major activities for the category of educational technology include but are not limited to devices and online learning (such as platforms, management systems, and online subscriptions). Various schools already purchased devices and are seeking reimbursements for devices once funds are available. The devices include laptops and additional hot spots (for students and staff). Examples of subscriptions and platforms include BrainPop, iXL, Study Island, zoom, and more.

Paper (individual) books are items to be purchased for long-term closures.

PPE is the major category for other approved activities and includes items such as (but not limited to): sneeze guards, masks, gloves, scrubs, touchless thermometers. Other items are janitorial services and supplies for sanitation and deep cleaning. Also included is access to meals provided to charter school students and their families during school closure.



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* Focus Areas

- [x] Purchasing Education Technology
- [ ] Summer/Supplemental Learning
- [x] Planning for Long-Term Closures
- [ ] Unique Need of Special Populations
- [ ] Mental Health Supports
- [x] Other Approved Activities

* Describe how the items/use of funds selected above align with the identified needs and how the effectiveness of each activity will be assessed.

**Needs** identified by charter schools mirror the needs of the traditional public schools as well as those of non-public schools. While a wide variety of needs was identified, the most common categories centered on the safety and well-being of students and staff and technology access and online learning. The well-being needs include PPE as well as other items necessary for students and teachers to return to school safely (thermometers, masks, etc.). Technology access was noted as a common need as related to both hardware (devices, Wifi connectivity, and swivel cameras for live streaming instruction) and software (online learning subscriptions and platforms).

The major activities for the category of educational technology include but are not limited to devices and online learning (such as platforms, management systems, and online subscriptions). Various schools already purchased devices and are seeking reimbursements for devices once funds are available. The devices include laptops and additional hot spots (for students and staff). Examples of subscriptions and platforms include BrainPop, iXL, Study Island, zoom, and more.

Paper (individual) books are items to be purchased for long-term closures.

PPE is the major category for other approved activities and includes items such as (but not limited to): sneeze guards, masks, gloves, scrubs, touchless thermometers. Other items are janitorial services and supplies for sanitation and deep cleaning. Also included is access to meals provided to charter school students and their families during school closure.

Depending on the category and specific expenses, examples of **tools to determine effectiveness include but are not limited to:** surveys of staff and parents, student involvement/participation, numbers of devices deployed, academic data (MAP, NWEA, progress monitoring), walk-throughs and observations, ability to open school in person, student outcomes, and more.

For education technology, some possible checks for effectiveness include the online learning engagement rate of students, increase in access to devices, and more.

For the category of long-term closures, a measure would be number of books given to students as well as student engagement/participation.

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For the more general categories of unique needs of special populations and other activities, a wide variety of mechanisms can be used to determine effectiveness not already outlined above. Some examples include but are not limited to the following: services provided to students and/or staff (and related evaluation), ability to re-open school and offer in-person classes, numbers of devices deployed, student participation, and more.

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Related Documents

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

| Optional Documents | | |
|---|---|---|
| **Type** | **Document Template** | **Document/Link** |
| Affirmation of Timely/Meaningful Consultation [Upload up to 5 document(s)] | Affirmation of Meaningful Private School Consultation | Merged File of Affirmation Forms from Participating Non-pubs<br>Updated Merged File of Affirmations (inlcudes St Pius completed form)_6.19 |
| Intent to participate forms [Upload up to 5 document(s)] | N/A | Merged File of Intent Forms from Participating Non-pubs |
| Equitable Services Calculation Spreadsheet [Upload up to 1 document(s)] | Equitable Services Calculation | ESSER ES Worksheet Davidson 5.26.20 |
| Equitable Services PPA Calculation (Option 2) [Upload up to 1 document(s)] | Equitable Services PPA Calculation (Option 2) Template | |

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Assurances

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

☑ *** The local education agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:**

| **Assurances** |
| --- |
| 1. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus. |
| 2. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available here. |
| 3. Expenditures will be in compliance with the standard accounting procedures and guidelines established by the Tennessee Department of Education, federal legislation, and F&A Accounts Policy 03. |
| 4. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements. |
| 5. Grant funds will not be expended in any manner other than as outlined in the budgeted section of the approved grant application will only be made for allowable costs. Any changes to the original budget must be pre-approved by the State before line items are modified. District acknowledges that this program is subject to funds availability and that the State reserves the right to terminate program activities and expenditures for convenience at any time. |
| 6. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program as noted in CMIA 7211R rule. |
| 7. Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation. |
| 8. Program activities, expenditures, and records shall be subject to monitoring by the State. Districts must maintain |



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documentation of all expenditures and should submit this documentation with the final report.

9. Activities should align with the intent and purpose of the CARES Act as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the CARES Act align with the ESEA, IDEA, and CTE, and other allowable programs shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards. (CARES Act § 18003 (B))

10. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

11. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;

12. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and

13. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

**Charter Assurances (if applicable)**

1. The LEA will ensure that Charter Schools have an equal opportunity to participate to the full extent in CARES Act grant.

2. The LEA has a clear process for ensuring all applicable laws and regulations regarding ESEA, IDEA, and other programs and funding are followed in its authorized charter schools.

3. The charter school will comply with all requirements associated with the funding source as a condition for the State to receive any of the federal funds.

4. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.

**Non-Public Schools (if applicable)**

1. The LEA has engaged in timely and meaningful consultation pertaining to the CARES Act and maintains all required documentation to support such consultation. (CARES Act § 18005 (B))

2. The LEA will ensure that all supported activities are approved and provided in a timely fashion and in accordance



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with agreements made as a result of meaningful consultation with non-public/private school representatives. (CARES Act § 18005 (B))

3. The LEA will obligate all non-public/private school funds during the fiscal year in which allocated and in support of activities agreed upon as a result of required consultation. (CARES Act § 18005 (B))

4. The LEA will engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure continued communication, monitor agreed-upon activities, and to determine the effectiveness of provided activities. (CARES Act § 18005 (B))

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Elementary and Secondary School Emergency Relief (ESSER) Checklist

**Davidson County (190) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) Checklist**

This checklist is a means of communication between the TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the TDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

| General Checklist Comment |
|---|
| No comments have been made at this time |

**Checklist Description** (Collapse All Expand All)

| | | | |
|---|---|---|---|
| **1. Allocations** | OK | Debby Thompson | 6/19/2020 4:53:34 AM |
| 1. Allocation | | | |
| **2. Cover Page/Contacts** | OK | Debby Thompson | 6/19/2020 4:53:34 AM |
| 1. Cover Page | | | |
| **3. Budget** | OK | Debby Thompson | 6/22/2020 9:15:03 PM |
| 1. Budget & Budget Narratives | | | |
| **4. Program Details** | OK | Debby Thompson | 6/24/2020 5:04:58 AM |
| 1. Program Details | | | |
| **5. Equitable Services** | OK | Debby Thompson | 6/24/2020 2:10:42 PM |
| 1. Program Details | | | |
| 2. Related Documents- Non-Public Districts Only: Affirmation of Timely/Meaningful Consultation (min 0 max 1) Intent to Participate Form (min 0 max 1) Equitable Services Set-Aside Spreadsheet (min 0 max 1) | | | |
| **6. Charter Schools** | OK | Debby Thompson | 6/24/2020 2:10:42 PM |
| 1. Charter Schools | | | |
| **7. Data Collection and Planning** | OK | Debby Thompson | 6/19/2020 4:53:34 AM |
| 1. Data Collection and Planning | | | |
| **8. Assurances** | OK | Debby Thompson | 6/19/2020 |

4:53:34 AM

| | | |
|---|---|---|
| | 1. Assurances | |