

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2022-23

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (Feb. 15 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Cumberland County Schools
 Director of Schools (Name): Mr. William G. Stepp
 ESSER Director (Name): Dr. Justin Whittenbarger
 Address: 368 4th Street Crossville, TN 38555
 Phone #: 931-484-6135
 District Website: ccschools.k12tn.net
 Addendum Date: August 17, 2022

| | |
|---------------------------|--------------------|
| Total Student Enrollment: | Approximately 6800 |
| Grades Served: | PreK through 12 |
| Number of Schools: | 12 |

Funding

| | |
|-------------------------------|------------------------|
| ESSER 2.0 Remaining Funds: | \$4,581,544.36 |
| ESSER 3.0 Remaining Funds: | \$14,857,466.75 |
| Total Remaining Funds: | \$19,439,011.11 |

Budget Summary

| | | ESSER 2.0 Remaining Funds | ESSER 3.0 Remaining Funds |
|-------------------|--|---------------------------|---------------------------|
| Academics | Tutoring | \$0 | \$641,600.00 |
| | Summer Programming | \$0 | \$200,000.00 |
| | Early Reading | \$0 | \$0 |
| | Interventionists | \$0 | \$1,562,782.56 |
| | Other | \$0 | \$770,000.00 |
| | Sub-Total | \$0 | \$3,174,382.56 |
| Student Readiness | AP and Dual Credit/ Enrollment Courses | \$0 | \$0 |
| | High School Innovation | \$0 | \$0 |
| | Academic Advising | \$0 | \$0 |
| | Special Populations | \$0 | \$0 |
| | Mental Health | \$0 | \$0 |
| | Other | \$0 | \$0 |
| | Sub-Total | \$0 | \$0 |
| Educators | Strategic Teacher Retention | \$0 | \$0 |
| | Grow Your Own | \$0 | \$0 |
| | Class Size Reduction | \$0 | \$0 |
| | Other | \$0 | \$0 |
| | Sub-Total | \$0 | \$0 |
| Foundations | Technology | \$590,000.00 | \$0 |
| | High-Speed Internet | \$0 | \$0 |
| | Academic Space (facilities) | \$3,991,544.36 | \$11,060,687.98 |
| | Auditing and Reporting | \$0 | \$135,555.32 |
| | Other | \$0 | \$486,840.89 |
| | Sub-Total | \$4,581,544.36 | \$11,683,084.19 |
| Total | | \$4,581,544.36 | \$14,857,466.75 |

Academics

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

Tutoring

Intense tutoring opportunities will support the investment of federal funds and was a focus designated on the needs assessment. A learning loss coordinator at the district level and interventionists at each school will be used to address learning loss and accelerate learning by looking at individual student needs. High intensity tutoring will also be based on individual student needs. With the allocation, the goal is increased academic student growth and achievement. This will be assessed by district benchmark assessments, state testing data, and this is a district match for TN All Corps Tutoring.

Summer Programs

Summer programming will address learning loss by providing intense interventions in skill deficit areas. Student acceleration will be addressed through enrichment opportunities for student learning. With the allocation, the goal is increased academic student growth and achievement. This will be assessed by district benchmark assessments, state testing data.

Early Reading

The CCS Foundational Literacy Plan may be found at the following link:

[Cumberland County Foundational Literacy Skills](#)

Interventionists

A district learning loss coordinator and interventionists at each CCS school will be used to address learning loss and accelerate learning by looking at individual student needs.

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

Instructional supplies/materials and instructional software will be utilized in efforts to accelerate learning loss and improve academic achievement for all students across the district.

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

N/A.

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

N/A.

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district’s needs assessment.

N/A.

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

N/A.

Foundations

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

This strategic allocation will improve technology-related materials needed to enhance learning and provide much needed structural space to allow for fine arts classes, provide a place to complete state testing, and allow for student assemblies in a safe manner to mitigate the spread of the virus. This will also include additional classroom space and renovations that will allow for the removal of portable classrooms. It also includes funding for monitoring, data collection, and reporting.

Technology

Increased academic growth and achievement facilitated through the purchase of technological enhancements including but not limited to interactive learning panels (ex. Promethean ActivPanels or Box light), Chromecast boxes, panel carts, etc.

Academic Space (Facilities)

Including but not limited to the upgrade/replacement of HVAC units, climate monitoring controllers, school building additions, air quality monitoring devices, school building renovations, additional playground equipment, etc.

Auditing and Reporting

Salary and benefits of a bookkeeper for relief funding through the complete cycle of funding.

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

Office supplies and materials, including but not limited to: binders, paper, ink, and toner to administer the program.

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

The necessary administrative activities may include, but not be limited to: serve as secretary to the Federal Programs Coordinator and the Chief Financial Officer performing routine secretarial duties such as: answering phone, handling correspondence, compiling and typing reports and forms used in federal programs; assist in the establishment of budgets for the varied federal relief grants; upload project budgets, application information, and reports into ePlan; process requisitions and purchase orders for all purchases; check purchases against the purchase orders when they are received in the Central Office and/or schools, check invoice against items received; forward invoices to the payroll clerks.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

The LEA is participating in TN ALL Corps for FY23 and FY24. In addition, IXL is being provided district-wide to assist in addressing identified student deficits. Schools will work collaboratively in their capacities to address student learning loss and learning acceleration.

Family and Community Engagement

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

Monthly reports will be provided during the life of ESSER and other relief funds. A webpage dedicated to ESSER and other relief funds has been placed on Cumberland County Schools website. This webpage will include the posting of all plans and updates.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

Surveys were distributed to all school administrators, teachers, classified staff, and grades 3-12 students in Cumberland County Schools. A community survey was posted through social media at the district and school levels. Additionally, we reached out to our ESL families and conducted a survey via phone to gather their input.

Administrators

Of the Cumberland County Schools (CCS) school administrators surveyed, there were responses from eight of twelve principals and eleven of fifteen assistant principals.

When asked to rate “Academics” (tutoring, summer reading, interventionists, learning loss) 94.8% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Student Readiness” (mental health, academic advising, special populations, high school dual enrollment/AP courses) 94.7% indicated a high level of importance to allocating funds from ESSER to address the impact of COVID-19.

When asked to rate “Educators” (strategic teacher retention, grow your own, class size reduction) 79% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Foundations” (technology, high-speed internet, facilities, auditing & reporting) 36.9% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

Teachers

Of the Cumberland County Schools (CCS) teachers surveyed, there were responses from 334 certified teachers.

When asked to rate “Academics” (tutoring, summer reading, interventionists, learning loss) 64.6% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Student Readiness” (mental health, academic advising, special populations, high school dual enrollment/AP courses) 64.3% indicated a high level of importance to allocating funds from ESSER to address the impact of COVID-19.

When asked to rate “Educators” (strategic teacher retention, grow your own, class size reduction) 84.4% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Foundations” (technology, high-speed internet, facilities, auditing & reporting) 54.8% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

Classified Staff

Of the Cumberland County Schools (CCS) classified staff surveyed, there were responses from 107 classified staff (attendance clerks, bookkeepers, receptionists, bus drivers, custodians, technology workers, food service, teacher assistants, school nurses, and maintenance workers).

When asked to rate “Academics” (tutoring, summer reading, interventionists, learning loss) 70.2% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Student Readiness” (mental health, academic advising, special populations, high school dual enrollment/AP courses) 72% indicated a high level of importance to allocating funds from ESSER to address the impact of COVID-19.

When asked to rate “Educators” (strategic teacher retention, grow your own, class size reduction) 72% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Foundations” (technology, high-speed internet, facilities, auditing & reporting) 71% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

Students

Of the Cumberland County Schools (CCS) students surveyed, there were responses from 721 grades 3-5 students, 759 grades 6-8 students, and 639 grades 9-12 students for a total of 2119 CCS student responses.

When asked to rate “Academics” (tutoring, summer reading, interventionists, learning loss) 54.6% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Student Readiness” (mental health, academic advising, special populations, high school dual enrollment/AP courses) 52.2% indicated a high level of importance to allocating funds from ESSER to address the impact of COVID-19.

When asked to rate “Educators” (strategic teacher retention, grow your own, class size reduction) 61.7% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Foundations” (technology, high-speed internet, facilities, auditing & reporting) 59.6% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

ESL Parent(s)/Guardian(s)

Of the Cumberland County Schools (CCS) ESL parents/guardians surveyed, there were responses from 18 ESL parents/guardians.

When asked to rate “Academics” (tutoring, summer reading, interventionists, learning loss) 83.3% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Student Readiness” (mental health, academic advising, special populations, high school dual enrollment/AP courses) 83.4% indicated a high level of importance to allocating funds from ESSER to address the impact of COVID-19.

When asked to rate “Educators” (strategic teacher retention, grow your own, class size reduction) 83.3% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Foundations” (technology, high-speed internet, facilities, auditing & reporting) 88.9% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

Community

The community survey had 40 responses from the survey posted via social media.

When asked to rate “Academics” (tutoring, summer reading, interventionists, learning loss) 82.5% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Student Readiness” (mental health, academic advising, special populations, high school dual enrollment/AP courses) 75% indicated a high level of importance to allocating funds from ESSER to address the impact of COVID-19.

When asked to rate “Educators” (strategic teacher retention, grow your own, class size reduction) 72.5% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

When asked to rate “Foundations” (technology, high-speed internet, facilities, auditing & reporting) 65% indicated a high level of importance to allocating funds from ESSER to address the impacts of COVID-19.

The findings from the data collection and any revisions were presented to the local Board of Education for approval before publicly posting this addendum.

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

All CCS stakeholder groups (students, administrators, teachers, attendance clerks, bookkeepers, receptionists, teacher assistants, custodians, bus drivers, technology, school nurses, food service, maintenance workers, the ESL community, and the general community) were given the opportunity to provide input to the LEA.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

Surveys and phone calls were the primary modes of engagement to gain input from stakeholders in the development of the revised plan.