



## ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance 2023

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

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library **(March 1 and Sept. 15)**. The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

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Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY24 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.

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## 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: Chester County Schools

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Director of Schools (Name): Troy Kilzer, II

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ESSER Director (Name): Randle Fenimore

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Address: 970 E. Main St., Henderson, TN 38340

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Phone #: 731-989-5134 District Website: chestercountyschools.org

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Addendum Date: September 7, 2023

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Total Student Enrollment:	<u>2,820</u>
Grades Served:	<u>PK-12</u>
Number of Schools:	<u>6</u>

### Funding

ESSER 2.0 Remaining Funds:	<u>0</u>
ESSER 3.0 Remaining Funds:	<u>\$1,636,943.77</u>
<b>Total Remaining Funds:</b>	<b><u>\$1,636,943.77</u></b>

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**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		<u>\$236,037.00</u>
	Summer Programming		<u>\$11,828.25</u>
	Early Reading		<u>\$37,594.44</u>
	Interventionists		
	Other		<u>\$473,447.98</u>
	Sub-Total		<u>\$758,907.67</u>
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		<u>\$76,523.39</u>
	Special Populations		<u>\$137,065.40</u>
	Mental Health		<u>\$231,613.77</u>
	Other		<u>\$206,815.25</u>
	Sub-Total		<u>\$652,017.81</u>
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		
	Sub-Total		
Foundations	Technology		<u>\$195,000.00</u>
	High-Speed Internet		
	Academic Space (facilities)		
	Auditing and Reporting		
	Other		<u>\$31,018.29</u>
	Sub-Total		<u>\$226,018.29</u>
<b>Total</b>			<u>\$1,636,943.77</u>

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**Academics**

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

Tutoring – Funds to support an after-school tutoring program to address learning loss which may be attributed to the pandemic. Data from the district needs assessment indicated significant numbers of students who are achieving below state expectations in language arts and math which the program will address.

Wages and Benefits \$186,037.00 (Teachers and Parapro)

Transportation for After-School Program \$50,000.00

Summer Programming – Funds to be utilized in conjunction with other funding sources to support a summer tutoring program to address learning loss which may be attributed to the pandemic. Data from the district needs assessment indicated significant numbers of students who are achieving below state expectations in language arts and math which the program will address.

Summer Sch. Nurses Wages & Benefits \$3,379.50 (Provide health care support during the summer program)

Summer Sch. Cafeteria Workers Wages & Benefits \$8,448.75 (Provide nutritious meals for summer school participants)

Early Reading - Funds to support personnel to address learning loss which may be attributed to the pandemic during the regular school day. Data from the district needs assessment indicated significant numbers of students who are achieving below state expectations in language arts and math which the program will address.

Highest Poverty Rate School (K-3) Instructional Facilitator Wages & Benefits \$17,997.87

Additional Pre-K Parapro Wages & Benefits \$19,596.57

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

<u>Additional Art Teacher Wages</u>	<u>\$68,021.15</u>								
<u>CASE Benchmark Testing</u>	<u>\$66,000.00</u>								
<u>Pre-K Instructional Materials</u>	<u>\$28,249.00</u>								
<u>Math Supplemental Instructional Materials</u>	<u>\$29,053.59</u>								
<u>School RTI Coordinators Wages plus benefits</u>	<u>\$282,124.25</u>								

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**Student Readiness**

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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.

Academic Advising - Funds to support an academic instructional coach to address learning loss which may be attributed to the pandemic. Data from the district needs assessment indicated significant numbers of students who are achieving below state expectations in language arts and math which the program will address. \$76,523.39

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Special Populations - Funds to address the needs of students in special populations including special education and English language learners who may have experienced learning loss which could be attributed to the pandemic. Data from the district needs assessment indicated significant numbers of students in these groups are achieving below state expectations in multiple subject areas.

District-Wide Student Academic Support Educator Wages plus benefits \$25,565.40

English Language Learning Supplemental Materials \$1,500.00

Spec. Ed. Psychological Examiner \$110,000.00

Mental Health - Funds to cover the cost of three additional counselors in the district to address student psychological/emotional needs which may be attributed to the pandemic. Data from the district needs assessment demonstrates an increase in student need for counseling services. \$231,613.77

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

Funds to cover the cost of regular day school nurses who address the day-to-day health needs of students including those related to COVID-19. \$206,815.25

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**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

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**Foundations**

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

Technology - Funds to purchase student Chromebooks to address learning loss which may be attributed to the pandemic through online and other resources. Data from the district needs assessment indicated significant numbers of students who are achieving below state expectations in language arts and math which the program will address. \$195,000.00

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

Cafeteria Food Preparation Supplies including disposable trays and utensils to lessen the chances of germs including COVID-19 being spread. \$12,000.00

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ESSER Director Wages & Benefits (FTE 0.17) \$14,373.12

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Indirect Cost \$4,645.17

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**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.

Chester County Schools will report to stakeholders and the Tennessee Department of Education based on the timeline required by the Tennessee Department of Education. Public ESSER reports will be updated every six months with stakeholder input.

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For the academic (learning loss) aspects of the district program, student data will be the key ingredient for monitoring the progress of the program. Benchmark testing will be conducted three times per year with students experiencing learning loss be identified to be served based on the data produced by the assessments. The results of individual benchmark testing will also determine the objectives focused on during the next intervention segment.

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For other expenditures annual updates and reviews of inventories will be conducted. Continuous observation and monitoring will assess the effectiveness of the health and social distancing initiatives.

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3.2. 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.

Based on the initial grant amount, \$974,344.20 is required to be utilized to address learning loss over the three-year life of the grant. During the FY22 school year \$135,573.41 was expended, mostly through student tutoring costs, to address learning loss. During the FY23 school year \$433,934.66 was expended. Of this \$170,441.38 went for educator wages and benefits for after-school tutoring. \$109,054.96 was utilized for instructional supplies. \$42,275.00 was spent to cover student transportation costs related to

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tutoring. \$48,434.24 paid for nurses and cafeteria personnel to support our summer learning program. The remaining \$63,729.08 covered the wages and benefits of an additional counselor to support student academic success through psychological/emotional support. That brings to total to date expended to address learning loss to \$569,508.07. For the remaining year, \$1,204,110.23 has been budgeted. It is the intention to spend the learning loss funds in the following manner:

- Teachers tutoring students in the after-school program \$129,712.00 (Wages & Benefits)
- Parapros tutoring students in the after-school program \$56,325.00 (Wages & Benefits)
- Student Transportation for the after-school program \$50,000.00
- Summer School cafeteria workers \$8,448.75 (Wages & Benefits)
- Summer School nurses \$3,379.50 (Wages & Benefits)
- 3 additional counselors \$231,613.77 (Wages & Benefits)
- 1 instructional coach \$66,523.39 (Wages & Benefits)
- 4 RTI coordinators \$241,403.47 (Wages & Benefits)
- 1 additional psychological examiner \$110,000.00 (Contracted)
- CASE Benchmark Testing \$66,000.00
- Pre-K instructional materials \$28,249.00
- Math instructional supplies \$29,053.59
- Summit K12 instructional program for English Language Learners \$1,500.00
- 1 additional PreK ParaPro \$19,596.57 (Wages & Benefits)
- 1 additional instructional facilitator \$17,997.87 (Wages & Benefits)
- 1 additional student academic support educator for SPED \$25,565.40 (Wages & Benefits)
- 4. 1 additional art teacher \$68,021.15 (Wages & Benefits)

**Family and Community Engagement**

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

For the initial budget for the final year of the grant stakeholders including parents, community leaders, school administrators, teachers, district supervisors, the family resource administrator, the coordinated school health administrator, technology department personnel, the director of schools, and the district human resource administrator were initially surveyed electronically to provide feedback and then were invited to attend an in-person meeting to share ideas or express concerns. The results of input from these individuals formed the initial budget.

Upon approval of the plan by the Board of Education, documentation will be posted in multiple languages on the school website summarizing the plan for the coming year. The ESSER director is also available at the Central Office to address any public questions or concerns.

As the final year progresses, expenditures will be monitored to determine any needed adjustments to the plan. Adjustment options will be presented to the stakeholders and implemented as supported by the stakeholders and the Board of Education.

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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.

Of the 28 stakeholders who were directly solicited for feedback 15 responded electronically and 6 attended the in-person meeting.

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

The survey did not identify respondents by race or gender, but the individuals contacted to complete the survey did reflect the diverse makeup of district stakeholders. ESSER related reports are provided in the home language of student families.

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.

Both electronic survey and in-person meeting formats were utilized to solicit feedback.