

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: Coffee County Schools

Director of Schools (Name): Dr. Charles Lawson

ESSER Director (Name): Krista Cole

Address: 1343 McArthur St. Manchester, TN 37355

Phone #: 931-723-5150 District Website: coffeecountyschools.com

Addendum Date: Sept. 1, 2022

Total Student Enrollment:	4261
Grades Served:	Pre-K - 12
Number of Schools:	10

Funding

ESSER 2.0 Remaining Funds:	\$857,981.79
ESSER 3.0 Remaining Funds:	\$6,163,976.70
Total Remaining Funds:	\$7,021,958.49

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0	\$ 594,419.75
	Summer Programming	0	\$ 324,074.00
	Early Reading	0	\$ 25,000.00
	Interventionists	0	\$ 15,000.00
	Other	\$ 58,802.06	\$ 571,382.36
	Sub-Total	\$ 58,802.06	\$ 1,529,876.11
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	\$ 237,616.70	0
	Academic Advising	0	0
	Special Populations	\$ 3,115.00	\$ 25,596.00
	Mental Health	0	\$ 198,831.02
	Other	0	0
	Sub-Total	\$ 240,731.70	\$ 224,427.02
 			
Educators	Strategic Teacher Retention	0	\$ 564,231.66
	Grow Your Own	0	0
	Class Size Reduction	0	\$ 763,568.82
	Other	\$ 88,360.88	\$ 19,108.29
	Sub-Total	\$ 88,360.88	\$ 1,346,908.77
 			
Foundations	Technology	\$ 226,242.29	\$ 786,077.47
	High-Speed Internet	0	0
	Academic Space (facilities)	\$ 100,815.67	\$ 1,437,349.99
	Auditing and Reporting	0	\$ 210,316.47
	Other	\$ 143,029.19	\$ 629,020.87
	Sub-Total	\$ 470,087.15	\$ 3,062,764.80
 			
Total		\$ 857,981.79	\$ 6,163,976.70

Academics

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

ESSER funding allocations, along with other annual funding sources (CTE, VPK, CSH, FRC, Title I & IIA, and 21st century) continue to support the academic achievement for Coffee County Students. All support our Key Priorities from the Needs Assessment. ESSER funds were used to:

- Train forty K-2 teachers and nineteen 5-12 teachers (summer 2022) in the use of Reading 360. Reading 360 is used as an intervention to close the achievement gap.
- Train four teachers from each of our six elementary schools (24 teachers) in LETRS (Language Essentials for Teachers of Reading and Spelling). LETRS training informs teachers specifically which literacy skills need to be taught, why, and how to plan to teach them. Secondly, the training delves into the research behind these recommendations.
- Train 56 teachers (July 22, 2022) in the use of technology to support student learning and achievement.
- Continue to use interventionists in schools.
- Continue the use of Literacy and Math Academic Coaches to assist teachers with high quality instruction. The academic coaches assist teachers in deconstructing the academic standards, using effective strategies, building teacher knowledge, and modeling good teaching. It has been noted that teachers that worked with academic coaches saw better student results on state assessments.
- Continue after school tutoring for elementary, middle, and high school students. Teachers are using the tutoring component of Wonders, SPIRE, LEXIA, IXL, Wilson, GATE phonics, West Virginia Phonics, and others to help close the achievement gap.
- Continue summer learning and bridge camps. In the summer of 2022, 297 rising 1st through 8th graders participated in summer school. 79 students participated in summer school for the second year in a row. 22 out of 40 teachers that taught summer school the first year returned to help close the achievement gaps of students. Pre and post tests were given to measure student growth. Those results were submitted to TDOE.
- Continue Credit Recovery for grades 9-12. During summer school 2022 at the high school, 82 students enrolled in session 1 and 70 students were enrolled in session 2.

All ESSER 2.0 "academic" funds have been spent with the exception of the "other" category. Those plans are listed in the next box.

For the 2022-2023 school year, ESSER 3.0 “academic” funds will be to continue after school tutoring at two sites (New Union Elementary and Coffee County Middle School), summer school for grades K-12, and the interventionists professional development and mileage.

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

The bulk of the “other” category funding line was used for high quality texts vetted by TDOE and at the national level. Money was used to purchase math textbooks for grades K-12 and ELA textbooks for 4-12. Other items included:

- Materials and supplies for after school programs and intervention programs
- Supply money for class size reduction teachers
- Homebound teachers
- Travel for after-school site directors
- Translation support
- ESL - Elevation Math
- After School Programs copying and printing

For the 2022-2023 school year, ESSER 2.0 “academic” funds will continue to be used for high quality textbooks and virtual high school licenses, software, professional development, and materials.

ESSER 3.0 “other” funds will continue to be used for translation support, ESL programs, Google Enterprise Security Package, Screencastify and other similar programs, after school site directors’ travel, textbooks, homebound teachers, supply money for class size reduction teachers, and supplies and materials for after school programs and academic coaches.

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.

ESSER funds supported Student Readiness in the following ways:

- AP Textbooks were purchased for Literature and Composition and Language and Composition.
- Purchases for special populations included: Unique Learning System, Skills Builder, and Transition Tool Box

- Purchases for Mental Health include: salary for a school counselor and charges for after school fingerprinting, drug screening, and CPR cards

All allocations match the needs assessment key priorities.

Moving forward, ESSER 2.0 “student readiness” funds plans include: virtual high school principal, teachers, and coordinator expenses, and special education iPads.

ESSER 3.0 plans include: foster care transportation costs, special education items - Unique Learning System, Skills Builder, and Transition Tool Box, miscellaneous charges including those for fingerprinting and drug screening for after school employees, and the continued employment of a school counselor.

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

No ESSER funding was used in the ‘other’ category. Other initiatives are funded and supported through a variety of funding sources already in place including General Education, Special Education, Coordinated School Health, etc. There are no plans to allocate money in the other category for ESSER 2.0 or 3.0.

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.

To retain employees, ESSER 2.0 funds were used to provide bonuses during the COVID-19 ordeal.

ESSER 3.0 funded our academic coaches, tech training participants, and class size reduction teachers.

All initiatives match our needs assessment.

Plans for 2.0 “educator” funds involve moving the remaining strategic teacher retention funds (funds not used for bonus pay) to the textbook line. After that move, there is no money remaining in “educators” except in the other line.

3.0 funds involve continuation of: academic coaches, tech training. and four class size reduction teachers.

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

2.0 funded Substitutes for teacher COVID leave.

3.0 funds are used to cover equipment, travel and professional development for our Academic Coaches.

Plans for 2.0 during the 2022-2023 school year include certified and noncertified substitutes for teachers on COVID leave.
3.0 plans have money for academic coaches' travel, professional development and mileage for academic coaches, and furniture and equipment for academic coaches.

Foundations

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

- Continue repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
- Use six classrooms now remodeled and ready for students for the 2022-2023 school year at Coffee County Central High School.
- Continue to focus on Improving indoor air quality - asbestos/tile encapsulation and carpet removal completed
- Complete theater renovation with which holds classes for theater, student meetings, school events, and teacher professional development. Space is not conducive for a safe and healthy environment.
- Continue to purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors,
- Build Awnings at two schools to cover entry points of the school buildings to block wind, rain and inclement weather. The structures will also protect the ground from ice.
- Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

Remaining ESSER 2.0 funds allow for additional student devices, Chromebook repairs and parts, plant operation equipment, and kitchen equipment.

ESSER 3.0 funds allow for the continuation of theater projection and audio, K-2 iPads, classroom projection, disc array, classroom audio, student Chromebook replacements, software management, Screencastify, and two ESSER administrators and their travel expenses.

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

Indirect Cost is funded from this category line.
School bus purchases (2) to support spacing and due to the increased unforeseen mileage that occurred and will continue to occur during summer school.
An additional maintenance position was added to help with the increased HVAC units filters for improving air quality.
Plans for the remaining “other” funds with 2.0 are for food service salary reimbursements and indirect costs.
Plans for the remaining “other” funds with 3.0 are after school CPR stipends, a regular education bus, a special education bus, and indirect cost.

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.

LEA will follow monitoring and auditing expectations of TDOE. Two 120 contract personnel will be responsible for ensuring these expectations are met.

The district will submit reimbursements as requested. Documentation will be uploaded for reimbursement requests, as required.

Monitoring protocols and state/federal expectations will be interpreted and followed as much as possible.

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 required 20% to address Learning Loss (detailed in our budget plan in ePlan) includes stipends for personnel for after school programs and summer school, hiring personnel for the regular school day to work with teachers and students. We use Aimsweb Plus data, formative assessment data, and additional benchmarking is being considered.

The district is addressing learning loss via a variety of math and ELA interventions. These include LETRS, Foundations, West Virginia Phonics, Road to the Code, etc. Teachers continue to scaffold foundational skills necessary for successful teaching of

grade level standards. Students also have the opportunity to attend after school tutoring programs at all six elementary schools and our middle school.

CCSS does not participate in TN ALL Corps.

*The budget in ePlan shows funds addressing Learning Loss budget tags
FY22- \$3,044,143.00 budgeted for LL (original amounts in the budget)
FY23- \$2,415,787,84 budgeted for LL (balances left in the budget)
Amount expended = \$628,355.16*

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.

To meet the requirements of the family and community engagement piece of the original ESSER application, Coffee County Schools leadership team identified community groups for initial conversation. The Coffee County Rotary Club and the Coffee County Commission were the two main groups. Other in person groups included school administrators, supervisors, and each school staff. Two town hall meetings were held - one for school employees and one for the community at large. Additionally, an on-line survey was used to collect feedback. The survey was available for two weeks in June of 2021. Results were shared with the leadership team. Comments ranged from noting the insurmountable needs to making purchases of not allowed items to not taking the money.

To encourage more feedback, a follow up survey link was made available during parent teacher conferences in the fall of 2021. Parents who had not completed the survey, were encouraged to do so that night.

In an ongoing effort to involve parents and the community in our plans, another survey was made available in the spring of 2022. Participants were given the opportunity to share concerns and suggestions around the impact of COVID on their children and their education. Leadership reviewed and discussed stakeholder involvement. Also, at our annual Board of Health meeting on May 12, 2022, questions were posed to participants and their responses and suggestions noted.

Lastly, the director of schools, continues to inform the board and community with monthly updates during regular school board meetings.

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.

Leaders of the community met on May 12, 2022 for Coffee County Schools' annual Board of Health meeting. Participants shared continuing concerns regarding COVID in our community, were asked for input on how the schools could improve or meet those continuing needs, and asked for suggestions on how to spend remaining monies addressing those needs.

A message was attached to final report cards regarding an end-of-year survey for *(another survey was available for)* sharing concerns and suggestions around the impact of COVID on children and their education. Also, the survey was shared on Coffee County's website making it open to the public, parents of Coffee County students, employees of Coffee County, and our students. The survey remained open until June 30, 2022. 284 Coffee County School employees responded, 95 parents, 3 students, and 5 community members. Leadership reviewed and discussed stakeholder input.

The Director of Schools continues to keep our local school board and community informed of all things ESSER at monthly board meetings.

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

Diverse populations of stakeholders' feedback are encouraged in all modes of engagement.

Schools encourage all parents to provide input during Parent/Teacher Conferences, Open Houses, PTO meetings, etc.

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.

Communication modes to gain stakeholder engagement and input in developing ESSER funding plans included -

- Town Hall meeting
- Surveys
- Open Public Board of Education meetings
- Community Committee Meetings
- School Level Faculty and Staff Meetings

- School Level PTO meetings
- District Website
- Notes on student report cards with survey link address