

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: Hamblen County Schools

Director of Schools (Name): Mr. Arnold Bunch

ESSER Director (Name): Brantley Smith

Address: 210 East Morris Blvd, Morristown, TN 37813

Phone #: 423-581-3118

District Website: hcboe.net

Addendum Date: 9/15/22

Total Student Enrollment:	10,320
Grades Served:	PreK-12
Number of Schools:	18

Funding

ESSER 2.0 Remaining Funds:	\$4,183,135.65
ESSER 3.0 Remaining Funds:	\$13,827,479.24
Total Remaining Funds:	\$18,010,614.89

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$32,000	\$99,000
	Summer Programming	\$128,000	\$246,178
	Early Reading		
	Interventionists	\$1,051,718	\$1,738,019
	Other	\$432,303	\$514,847
	Sub-Total	\$1,644,021	\$2,598,044
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation	\$271,480	\$717,171
	Academic Advising		\$150,675
	Special Populations	\$4,151	\$676,028
	Mental Health		\$587,683
	Other	\$298,233	\$363,675
	Sub-Total	\$573,864	\$2,495,232
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	\$14,000	\$343,964
	Sub-Total	\$14,000	\$343,964
Foundations	Technology	\$270,750	\$597,636
	High-Speed Internet		
	Academic Space (facilities)	\$1,680,500	\$7,660,721
	Auditing and Reporting		\$131,882
	Other		
	Sub-Total	1,951,250	\$8,390,239
Total		\$4,183,135	\$13,827,479

Academics

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

Tutoring: Before and after school tutoring and online 24/7 live tutoring with certified teachers. Tutoring programs include Brainfuse One to One Tutoring 24/7 (9-12), District Before/After School Tutoring (K-12), Niswonger Project on Track (K-3), and Douglas -Cherokee After School Programs. Programs are generally focused on learning loss.

Summer Programs: Augmentation to state funded summer learning programs and tutoring programs to enhance instruction, better address closing gaps, add high quality instructional materials, and increase quality staff participation.

Teachers & Teacher Assistants (1- & 2-year Positions): ELA and math interventionists, facilitation of small group instruction for acceleration, RTI2, reading specialists. All focused-on student acceleration and closing learning gaps.

TNTP Consultation: Hamblen County has partnered with TNTP from 2022 through 2024 to create and implement a strategic plan to recover lost student learning through maximizing district structures, roles, and schedules to make up for learning loss, outlining a comprehensive instructional vision and strategy, supporting implementation of teachers' instructional materials (ELA and math), and building instructional capacity amongst district and school leaders and teachers.

Professional Development: We conducted a one day in service this past summer with Solution Tree focused on common formative assessments, intervention, and enrichment.

Much of what we are using this funding for is strategic and supports our needs. Technology, intervention and acceleration programs/curriculum, additional personnel in the classrooms, etc. are all strategic and can have a long-term impact on student achievement. The professional development and long-term planning noted above is singled out because of its ability to change culture and to specifically address our greatest needs: Learning Loss and Accelerating Learning.

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

Learning Loss Supervisor: Management and leadership of all summer programs, tutoring programs, RTI2, learning loss, and student acceleration.

Arts Integration Specialist: This is a part time instructional coaching position for Grades K-5. This certified teaching position focuses on integrated arts curriculum for math and ELA interventions and remediation.

Credit Recovery: There is a much greater need for credit recovery due to lost learning as a result of the pandemic. The shift to virtual learning was difficult for many students and families. This has been complicated by the back and forth between in-person and virtual learning resulting from illness and

quarantines. Many high school students did not adjust well to virtual learning and the lost learning goes way beyond the missed instructional days from 2019-20. Attendance of virtual learners was disappointing and many high school courses do not lend themselves well to the virtual environment. The result of these difficulties has been more students failing courses they need for graduation. We anticipate the number of students needing credit recovery to remain high for the 2022-23 school year.

Additional Support to TSI and ATSI Schools: Based on 2022 Accountability, we have one TSI school and two ATSI schools in the district. We are providing these schools with additional funding to address very specific needs based on subgroups and documented in their needs assessments and school plans in InformTN. Supports include additional instructional personnel, interventions, and curriculum resources.

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.**

Hamblen County is investing a significant amount of funding into the social, emotional, physical, and psychological health of our students and their families. Our summer programs are designed to keep students and families engaged in learning and address nutritional needs. Our students will have greater access to licensed social workers, especially in our elementary schools, school nurses, behavior specialists, school counselors, and other adult mentors. Working closely with our juvenile court system, we will provide a liaison for students and families to help address their needs with the support of external agencies.

We are also investing significantly in CTE programs of study that support the jobs data in our region. We will establish at least one new program that will allow us to provide greater opportunities for students as well as address social distancing concerns.

The district has also been selected for the Innovative High School Models program. This grant will provide \$2 million for career readiness initiatives in the district. These initiatives include close partnerships with many of our industries in the region.

We are also participating in the AP Access for All program with the Niswonger Foundation. We believe this will open up additional opportunities for our high school students to be better prepared for postsecondary education.

Special Populations: The focus of this funding is on our SWD and EL populations. For SWD we are purchasing research-based curriculum and programs to better address students with dyslexia and students who are struggling readers. We are also providing funding for the ESY program. For our growing population of EL students, our critical need is ESL certified teachers. In order to address this need, we have added four additional EL teaching positions. We believe this will help better address learning loss by accelerating language acquisition for our EL students.

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

School Nurse Positions: Positions will allow on-site coverage of all 18 schools. Improvement of Nurses' facilities at each school will provide an environment that is more conducive to preventing the spread of infectious diseases. These upgrades will allow for isolation, distancing, and more sanitary conditions.

School Security Officers: Our SSOs fill important roles around security, safety, and advising administrators. They are also role models, often help provide for the social and emotional needs of students, and facilitate a positive learning environment in our schools. Adding two additional SSOs allows us to more effectively provide this important resource to our middle schools.

Touchless Water Bottle Fillers: Touchless water fountains and bottle fillers are being installed in all district schools to allow for less spread of viruses and bacteria.

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.

Cost of Living Raise: For our 2022-23 General Budget, we are providing a 4% raise for all staff, certified and non-certified. Currently, we rank at the top for employee healthcare in the state and in the top 25 districts for salaries and wages. We feel that salaries and benefits are crucial in both retaining and recruiting high quality personnel.

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

- TNTP Literacy Plan: Hamblen County has partnered with TNTP to create and implement a strategic plan to recover lost student learning through maximizing district structures, roles, and schedules to make up for learning loss, outlining a comprehensive instructional vision and strategy, supporting implementation of teachers' instructional materials, building instructional capacity amongst district and school leaders and teachers, and potentially even launching a new districtwide tutoring initiative to provide additional small group instruction to all students in the district. A key focus of this collaboration is acceleration of student learning.

- TNTP Math Plan: Hamblen County will partner with TNTP to create and implement a strategic plan to recover lost student learning through maximizing district structures, roles, and schedules to make up for learning loss, outlining a comprehensive instructional vision and strategy, supporting adoption and implementation of teachers' instructional materials, and building instructional capacity amongst district and school leaders and teachers.

-Additional Substitutes: Additional subs are necessary to keep classrooms manned during COVID spikes, to allow teachers to attend to professional development needs, and for teachers to continue their work on the regional curriculum program (CER).

Learning Together PD: This is a professional development day for the First TN CORE Region sponsored by Niswonger and the Comprehensive Educational Resources consortium. It is a full day of professional development for all certified staff hosted at venues throughout Upper East TN. The date of this event is Oct. 28, 2022. This funding will cover the registration fees for all certified staff. The PD is designed to be specific to what teachers are currently doing, by subject and grade level, as well as generalized PD on SEL, Learning Loss, Gap Closure, Acceleration, and At-Risk student populations.

Foundations

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

- Technology: Student devices, teacher devices, computer parts replacement, internet access, computer charging carts, classroom technology, and learning management system
- High-Speed Internet: Wi-Fi hotspots to families that do not have internet access, enabling all school campuses to be WIFI hot spots
- Academic Space (Facilities): Improving air quality (HVAC systems), addressing infectious disease prevention measures such as smaller class sizes and social distancing, overcrowding in open classroom spaces, minimizing the use of open classroom spaces, improved/additional programs of study (new construction/renovation)
- Monitoring, Auditing, and Data Collection and Reporting: Hiring a full-time bookkeeper to manage ESSER funding, established a full-time position as Supervisor of Learning Loss and Student Acceleration.

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

N/A

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 Hamblen County Department of Education has developed processes of internal control in order to provide reasonable assurance that these objectives will be achieved:

- Ensure the reliability and integrity of financial information
- Promote effective and efficient operations
- Ensure compliance with applicable laws, regulations, contracts, grant agreements, and budgetary limitations
- Safeguard assets
- Accomplish organizational goals and objectives

The Hamblen County Department of Education believes an effective internal control framework is essential to achieving these objectives. Effective internal controls also limit the opportunity for theft or unauthorized use of assets, including liquid assets, inventory, and capital assets. As per OMB guidance, the Hamblen County Department of Education has implemented a system of internal control in accordance with internal control standards published by the U.S. Government Accountability Office (GAO) in the Standards for Internal Control in the Federal Government (Green Book). The Hamblen County Department of Education Internal Control and Compliance Manual adheres to the five (5) components and 17 principles as set forth in the State of Tennessee's Internal Control Manual for Local Government Entities and Other Audited Entities in Tennessee (Internal Control Manual), which is based on the GAO Green Book.

In order to support and maintain internal controls with regard to ESSER funding, our district will employ 1.0 FTE bookkeeper and .05 FTE of another bookkeeper through indirect cost. These employees, along with existing district finance employees, will be responsible for maintaining thorough documentation and authorization practices. All required documentation of expenditures will be uploaded to ePlan for reimbursement purposes. Separate accounting records will be maintained for each grant received. Bank reconciliations will be performed each month by a Federal Programs Bookkeeper. A cash reconciliation of all federal programs will be performed each month by the Supervisor of Business. Monthly financial reports will be generated each month for management and the school board. All documentation will be maintained separately and in an orderly manner for each ESSER grant received.

In order to create cash flow and maintain compliance with 2 CFR § 200.305, the Hamblen County Department of Education has placed \$1,500,000 into a Federal Fund reserve. \$500,000 of the reserve is permanent, while \$1,000,000 was transferred in July 2021 to create cash flow specifically for new federal funding through ESSER. This transfer will allow the district to operate on a reimbursement only basis.

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.

We have budgeted 31% of ESSER 3.0 directly towards learning loss. We have done this by focusing resources on tutoring programs, intervention and student acceleration curriculum materials, and adding additional personnel positions in all of our schools. These positions include interventionists, reading specialists, ESL teachers, classroom teachers, SEL specialists, and teacher assistants focused on RTI2.

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.

We continue to engage our stakeholders through the following programs, most of which have been in place for a number of years.

- Community Forums
- Parent Advisory Group: Quarterly
- Student Advisory Group: Quarterly
- Teacher Advisory Groups: Quarterly
- Teacher Forums
- Principal Meetings: Monthly
- School Board Meetings
- Social Media Postings Soliciting Parent, Community, and Advocacy Group feedback
- District Web Site Postings Soliciting Parent and Community Input
- ESSER Stakeholder Surveys posted on the district and all school web sites (113 Responses)
- Meetings with Advocacy Groups

Our largest underserved group is our Hispanic/EL population (30%/18%). Their most influential advocacy group, HOLA Lakeway, has a number of members who are Hamblen County Schools employees and we have worked closely with them on the development of this plan.

The public forums and School Board Meetings have been essential to receiving quality stakeholder input. The discussions between members of the community, board members, and district staff have been invaluable in formulating policies and guidelines that address stakeholder concerns and needs for the coming school year. Our approach in soliciting feedback for ARP ESSER was to talk to as many people in our community as possible rather than depending solely on a blanket survey. We have reached out to the community in general on our web site and on social media and received some feedback. We will continue to do so as we move through the 2022-23 school year. We have also posted a stakeholder survey on all web sites.

The Dept. of Children Services here in our county has been an advocate for foster children and children coming back into the district from facilities around the state. Their recommendations have been seriously considered and adopted where feasible in this and other grants we are currently reviewing.

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.

We continue to solicit stakeholder input through:

- Advisory Groups (Quarterly)
- Stakeholder Surveys posted in English and Spanish on all school and the district web sites
- Teacher Leader Meetings (Monthly)

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

Our largest underserved group is our Hispanic/EL population (30%/18%). Their most influential advocacy group, HOLA Lakeway, has a number of members who are Hamblen County Schools employees and we have worked closely with them on the development and revision of this plan. Our approach in soliciting feedback for ESSER 3.0 has been to talk to as many people in our community as possible rather than depending solely on a blanket survey. This has allowed us to target certain groups, such as SWD, Hispanics, and others. These groups include HOLA, DCS, and STEP (tnstep.org). We have reached out to the community in general on our web site and on social media and received some feedback. We will continue to do so as we move through the 2022-23 school year.

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.

We are currently focusing on county-wide stakeholder surveys, teacher meetings, and individual in-person meetings to drive revisions to the original plan. The plan for 2022-23 was built largely on stakeholder input.