

## 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.

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: February 23, 2023

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Total Student Enrollment:	<u>4260</u>
Grades Served:	<u>PK - 12</u>
Number of Schools:	<u>10</u>

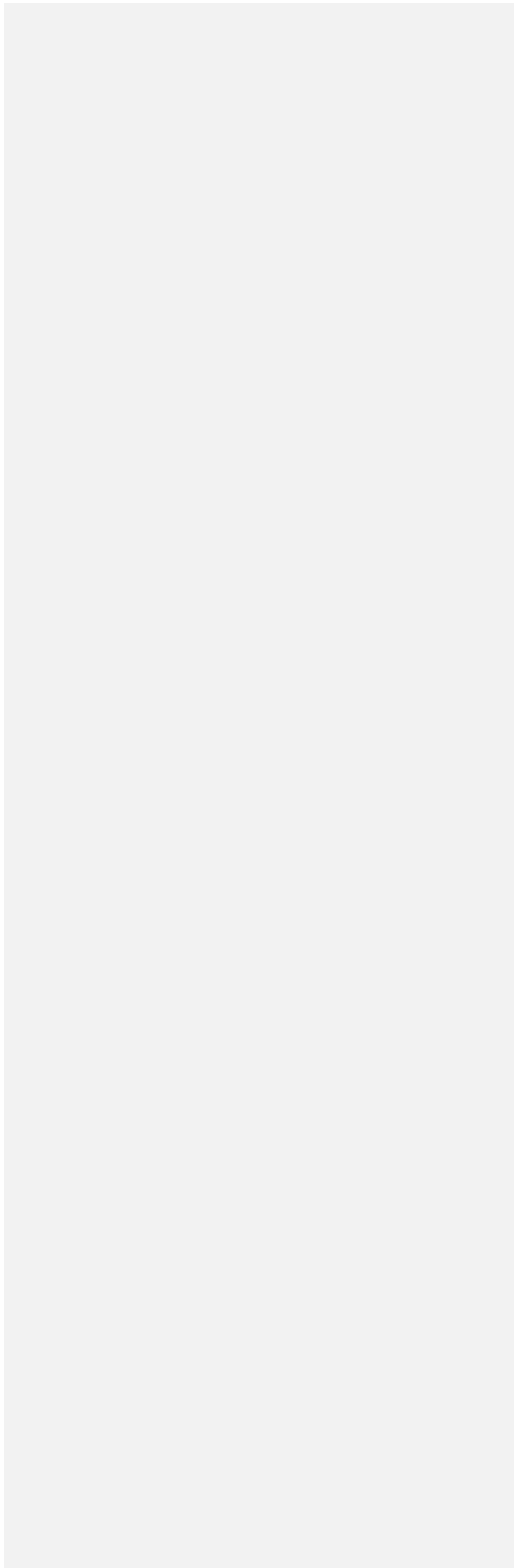
### Funding

ESSER 2.0 Remaining Funds:	<u>\$540,878.27</u>
ESSER 3.0 Remaining Funds:	<u>\$4,631,654.66</u>
<b>Total Remaining Funds:</b>	<b><u>\$5,172,532.93</u></b>

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**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0	484,001.28
	Summer Programming	0	324,074.00
	Early Reading	0	2,220.84
	Interventionists	0	15,000.00
	Other	\$45,874.22	547,598.49
	Sub-Total	\$45,874.22	1,372,894.61
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	\$130,137.79	0
	Academic Advising	0	0
	Special Populations	\$840.00	25,596.28
	Mental Health	0	168,270.71
	Other	\$500.00	0
	Sub-Total	\$131,477.79	193,866.99
Educators	Strategic Teacher Retention	0	479,373.36
	Grow Your Own	0	0
	Class Size Reduction	0	631,088.25
	Other	\$87,499.80	18,349.88
	Sub-Total	\$87,499.80	1,128,811.49
Foundations	Technology	\$223,394.19	\$731,624.47
	High-Speed Internet	0	0
	Academic Space (facilities)	\$8,632.27	\$626,998.23
	Auditing and Reporting	0	\$210,316.00
	Other	\$44,000.00	\$367,142.87
	Sub-Total	\$276,026.46	1,936,081.57
<b>Total</b>		<b>\$540,878.27</b>	<b>\$4,631,654.66</b>



**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 21<sup>st</sup> 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:

- Continue after school tutoring program for elementary, middle, and high school students.
- Continue to use interventionist in schools
- Continue to use Literacy and Math Academic Coaches to assist teachers with high quality instruction including LETRS and Reading 360, providing model lessons, and continue building teacher knowledge and effective instructional practices. Support teachers through the new implementation of the newly adopted math textbook.
- Our technology department continues to support teachers in the use of all technology to support student learning and achievement.
- Continue summer learning and bridge camps.
- Continue Credit Recovery for grades 9-12.

All ESSER 2.0 funds have been spent with the exception of the “other” category.

For the 2022-2023 school year, ESSER 3.0 “academic” funds will continue after school tutoring at two sites, summer school for grades K-12, early reading LETRS Kits, and the interventionists professional development and mileage.

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

The bulk of the “other” category funding lines was used for materials and supplies for after school programs, intervention programs, and class size reduction teachers; homebound teachers; travel for after-school site directors, translation support, after school programs copying and printing, and ESL-Elevation Math.

For the 2022-2023 school year, ESSER 2.0 academic other 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"

- Purchases for Mental Health include: salary for a school counselor and charges for after school fingerprinting, drug screening, and CPR cards
- Virtual School personnel
- Special Populations technology

Moving forward with ESSER 2.0 virtual school continues.

Moving forward with ESSER 3.0 special populations items: Unique Learning System, Skills Builder, and Transition Tool Box, and other miscellaneous charges.

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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.

Amendments were made to move the remaining strategic teacher retention funds to the textbook line. After that move there is no remaining money in 'educator' except in the other line.

3.0 funds involve the 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 COVID leave.

3.0 funds were used to cover equipment, travel and professional development for our 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.

-Continue to use the remodeled classrooms at Coffee County Central High School to provide more space for students.

-Continue to focus on improving indoor air quality.

-Complete theater renovations. The theater houses theater classes, student meetings, school events, and teacher professional development.

-Continue to purchase educational technology for students that aids in regular and substantive educational interaction between students and their classroom instructors.

- Pursue building awnings at two schools to cover entry points of the school buildings to block wind, rain, and inclement weather.

-Other activities that are necessary to maintain the operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

Remaining ESSER 2.0 funds will be used for technology.

Remaining ESSER 3.0 funds will be used to continue the theater renovations, the building upgrades at specified schools, and two ESSER administrators and their travel expenses.

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

Indirect cost is funded from this category line. There remains money in a maintenance position and in the transportation line.

Amendments will be made for these remaining funds.

### **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-day 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.

**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.

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.

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

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.