

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 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.

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: September 1, 2023

Total Student Enrollment:	4340
Grades Served:	PK - 12
Number of Schools:	10

Funding

ESSER 2.0 Remaining Funds:	\$83,368.00
ESSER 3.0 Remaining Funds:	\$3,698,366.79
Total Remaining Funds:	\$3,781,734.79

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0	237,945.04
	Summer Programming	0	11,665.00
	Early Reading	0	202,745.20
	Interventionists	0	0
	Other	0	115,418.43
	Sub-Total	0	\$567,773.67
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	0	0
	Academic Advising	0	0
	Special Populations	0	59,846.82
	Mental Health	0	1,044,587.13
	Other	0	0
	Sub-Total	0	\$1,104,433.95
Educators	Strategic Teacher Retention	0	467,494.15
	Grow Your Own	0	0
	Class Size Reduction	0	313,101.56
	Other	0	57,988.24
	Sub-Total	0	\$838,583.95
Foundations	Technology	0	728,836.74
	High-Speed Internet	0	0
	Academic Space (facilities)	\$83,368.00	416,231.20
	Auditing and Reporting	0	14,773.51
	Other	0	27,733.77
	Sub-Total	\$83,368.00	\$1,187,575.22

Total	\$83,368.00	\$3,698,366.79
--------------	--------------------	-----------------------

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:

- Continue after school tutoring program for elementary, middle, and high school students.
- Continue to use interventions in schools
- Continue to use Literacy and Math Academic Coaches to assist teachers with high quality instruction including LETRS, Reading 360, iReady Math, and Foundations, 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.
- Continue Credit Recovery for grades 9-12.

For the 2023-2024 school year, ESSER 3.0 “academic” funds will continue supporting after school tutoring at two sites, summer school for grades K-12, early reading LETRS Kits, 95% Group, iReady Math and Foundation training and resources and the interventionists professional development and mileage.

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-Lexia.

For the 2022-2023 school year, ESSER 2.0 academic other funds was used for high quality textbooks and virtual high school licenses, software, professional development, and materials.

For the 2023-2024 school year, ESSER 3.0 “other” funds will continue to be used for translation support, ESL programs, Google Enterprise Security Package, 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 3.0 special populations support personnel and school counselors will be funded to provide support with SPED and Mental Health issues.

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.

3.0 funds support the continuation of: academic instructional coaches, four class size reduction teachers, and substitutes for CSR teachers.

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

3.0 funds were used to cover equipment, travel and professional development for Academic Coaches and LETRS and additional Math training for teachers.

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, including tile encapsulation.

-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

-The addition of 40+ windows at CCRA.

-Completed 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 multiple 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 building improvements.

Remaining ESSER 3.0 funds will be used to continue renovations and building upgrades at specified schools, and two ESSER administrators and technology needs.

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

Indirect cost is funded from this category line. Remaining money in the transportation line will be used for materials and supplies. A small amount is set aside for CPR stipends.

Amendments will be made as needed for any 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 by participating in TDOE webinars, office hours, and communication with TDOE ESSER personnel.

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.

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. Academic Coaches continue to support, train, and provide resources for teachers.

Students 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.

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.

During the 2022-2023 school year, another survey was launched in February of 2023. All stakeholders were encouraged to provide feedback, comments, and questions. A couple of the stakeholder comments/concerns were addressed in the Safe Return Addendum. The majority of respondents supported the use of ESSER funds.

A summer survey was administered beginning in June for the 2023-2024 school year. Links were included in student online registration materials and information. Links were emailed to all CCSS employees and were available on social media and Coffee County Schools websites. Over 900 responded with favorable comments for the district use of funds. The highlighted points included technology, after school programs, building upgrades, summer school and academic coaches who support and train teachers.

Lastly, the director of schools, continues to inform the board and community with monthly updates during regular school board meetings and principals are encouraged to keep their staffs updated during monthly faculty 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 16, 2023 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.

Leadership reviewed and discussed stakeholder input.

The most recent survey concerning ESSER opened in June 2023 and remains open. Up to the submission date, over 940 people have responded with favorable comments for the district use of funds. Links were included in student online registration materials and information. Links were emailed to all CCSS employees and were available on social media and Coffee County Schools websites. The highlighted points included technology, after school programs, building upgrades, summer school and academic coaches who support and train teachers.

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.

As described above, social media, online registration materials, email, and district website were used to reach stakeholders. This approach has garnered the most feedback to date.

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 -

- Surveys
- Monthly Open Public Board of Education meetings

- Community Committee Meetings
- Monthly District Supervisor and Principal meetings
- School Level Faculty and Staff Meetings
- School Level PTO meetings
- District Website
- Notes on student report cards with survey link address
- Social Media: Facebook, Twitter
- Q&A was developed to address questions and was included as information in the most recent survey