

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: Stewart County

Director of Schools (Name): Mike Craig

ESSER Director (Name): Ben Duncan

Address: 1031 Spring Street

Phone #: 931-232-5176 District Website: www.stewartcountyschools.net

Addendum Date: September 1, 2023

Total Student Enrollment:	1959
Grades Served:	PK-12
Number of Schools:	4

Funding

ESSER 2.0 Remaining Funds:	\$10,170.85
ESSER 3.0 Remaining Funds:	\$2,190,030.29
Total Remaining Funds:	\$2,200,201.14

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$0	\$0
	Summer Programming	\$0	\$0
	Early Reading	\$0	\$0
	Interventionists	\$0	\$222,213.00
	Other	\$0	\$216,946.61
	Sub-Total	\$0	\$439,159.61
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$0	\$0
	High School Innovation	\$0	\$0
	Academic Advising	\$0	\$0
	Special Populations	\$0	\$0
	Mental Health	\$0	\$70,139.00
	Other	\$0	\$87,098.29
	Sub-Total	\$0	\$157,237.29
Educators	Strategic Teacher Retention	\$0	\$0
	Grow Your Own	\$0	\$0
	Class Size Reduction	\$0	\$0
	Other	\$0	\$0
	Sub-Total	\$0	\$0
Foundations	Technology	\$0	\$179,305.00
	High-Speed Internet	\$0	\$0
	Academic Space (facilities)	\$10,170.85	\$1,414,329.00
	Auditing and Reporting	\$0	\$0
	Other	\$0	\$0
	Sub-Total	\$0	\$1,593,634.00
Total		\$10,170.85	\$2,190,030.29

Academics

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

Interventionists were hired in December 2022 using ESSER 3.0 funds. The 16 interventionists provide instructional support and work with students to address identified learning gaps. The interventionists will continue to be funded throughout FY 24'. The need for interventionists was identified via data analysis in math and ELA and aligns with the LEA's goal 1 (strategy 1.2) & 2 (strategy 2.2) in the LEA plan.

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

Initiatives in the "Other" category include the purchase of HQIM in mathematics adopted in spring 2023 using ESSER 3.0 funds. The LEA expended \$44,869.81 in FY 23' for iReady math curriculum. The LEA plans to expend \$133,000 in ESSER 3.0 funds in FY 24' for the purchase of McGraw Hill's Reveal math materials (6-12) and iReady math (K-5) curricula. Additionally, ESSER 3.0 funds (\$83,946 in salary and benefits) will be used in FY 24' to fund a learning loss coordinator/consulting teacher in 6-12 mathematics. Although proficiency levels have rebounded to pre-pandemic levels in most grades, there's still a need to develop tier 1 & intervention strategies to address students' skills deficiencies at certain levels in the LEA. This is supported by FY 23' state and local data and aligns with goal #2 (strategy 2.1 & 2.4) in the LEA plan.

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 3.0 funds will be used in FY 24' for mental health and behavioral support to students through a school-based school & family liaison (\$70,139 salary plus benefits).

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

ESSER 3.0 funds are allocated in FY 24' to purchase Edmentum's credit recovery program for the high school and student seats for Edmentum's Study Island and Reading Eggs programs (Total \$29,900). The Study Island and Reading Eggs programs will be used to supplement tier 1 instruction and assist with RTI. The LEA will purchase Cambridge Educational ACT prep software in FY 24' for use in in SCHS's ACT prep class and ACT prep boot camp program (LEA goal 3 – strategy 3.1). The remaining funds will be used to purchase 1572 student licenses for Instructure's Mastery Connect Benchmark Assessment. MasteryConnect will be used to develop individualized student plans for RTI, drive tier 1 instruction, and assist teachers in tailoring instruction to meet individual students' needs in math or reading.

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.

na

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

na

Foundations

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

ESSER 3.0 funds are allocated to enhance students' access to technology. Funds will be used to replace approximately 30% of the district's chromebooks in FY 24'. Chromebook replacement at non-Title I schools will be the priority. Included in the technology allocation, are funds allocated for the purchase of 16 audio enhancement devices to assure all K-5 classrooms have devices. Seventy classrooms were outfitted with audio enhancement equipment in FY 23'. Additionally, ESSER 3.0 funds are allocated to improve air quality and replace outdated HVAC systems at North Stewart Elementary School. While most fencing projects were wrapped up in FY 23', areas of playgrounds at North Stewart Stewart Elementary School will be fenced summer 2023 with remaining ESSER 2.0 funds. By increasing usability and expanding "play space", students will have more opportunity for outdoor play, social distancing, and exposure to fresh air

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

na

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.

Allocations are monitored through a variety of means, including but not limited to: supervisor sign-off on purchase orders and employment contracts to designate appropriate revenue subfund for all ESSER expenditures, timesheets for additional duties, and monthly review of statements of expenditures & revenues per ESSER subfund. All reporting deadlines are monitored via eplan.

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.

Over 20% of ESSER 3.0 funds are allocated to funding interventionist positions, math learning loss coordinator/consulting teacher, and school social worker who directly target learning loss in grades K-8 as identified through local benchmarking and screening data.

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.

Only minor revisions have been made to the initial ESSER spending plan, but input received from the stakeholders will be shared with school and district leaders in order to guide future decisions and address identified needs. A district-wide ESSER funding newsletter will be made available to stakeholders in summer/fall 2023 and will include revisions made to FY 24' spending plan. An ESSER update and discussion has been part of local school board meetings. This includes public feedback during the open comment portion of meetings. ESSER funding continues to remain part of an ongoing discussion among school and district leaders – with strengthening supports for students and addressing staff fatigue at the epicenter of those conversations. This came to light via faculty/staff surveys administered in spring 2022 and through conversations had with local community members. There is a ESSER 3.0 public feedback form available to stakeholders on the LEA's website. Input received since February 23' has been taken into consideration while developing this spending plan. The LEA also used feedback provided in the annual family engagement survey administered in spring 2023 to develop the FY 24' spending plan. A snapshot of the spending plan is posted in each school and made available at stakeholder meetings such as the annual Title 1 meeting, school-improvement meetings, etc.

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.

The LEA went through great lengths to assure all stakeholders were familiar with the status of the plan and that revised funding allocations were highlighted. The LEA received feedback from at least 10% of its target audience by soliciting input during school hours from all students as well as district employees who were strongly encouraged through various initiatives to complete faculty and staff surveys, and utilizing a variety of means to reach families and community stakeholders.

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

While there is limited diversity in Stewart County, the LEA reached out to a representative population of stakeholders who represented various subgroups. Outreach to students, employees, families, and community members took place through multiple modes of communication.

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.

Input was solicited via newsletter, surveys, & in-person meetings to gain input from stakeholders. Additional methods include but are not limited to: providing information for articles in the local newspaper, speaking to various groups, communicating through monthly board meetings, monthly leadership team meetings, soliciting parent input via school communication and social media, soliciting in-person staff feedback throughout the district, and posting ESSER documents on the district website.