

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.

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		
	Summer Programming	\$112,522.38	
	Early Reading		
	Interventionists		\$464,907.76
	Other		\$433,240.00
	Sub-Total	\$112,522.38	\$898,147.76
Student Readiness	AP and Dual Credit/ Enrollment Courses		\$112,807.20
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		\$135,017.00
	Other		
	Sub-Total		\$247,824.20
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	\$671,551.78	\$86,717.60
	Sub-Total	\$671,551.78	\$86,717.60
Foundations	Technology		\$700,000
	High-Speed Internet		
	Academic Space (facilities)	\$24,420.85	\$1,352,577.11
	Auditing and Reporting		
	Other		
	Sub-Total	\$24,420.85	\$2,052,577.10
Total		\$808,495.01	\$3,285,266.66

Academics

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

ESSER 2.0 funds have been allocated to fund summer learning camps for FY 21’ and FY 22’. The funds above cover summer programming costs for FY 22’. 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 23’ & FY 24’.

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

Initiatives in the “Other” category include the purchase and adoption of HQIM in mathematics (spring 2023) using ESSER 3.0 funds. The LEA has allocated \$387,240 for the purchase of HQIM in mathematics and \$26,000 for the purchase of annual subscription to ELA curriculum in 3-12. Additionally, \$20,000 of ESSER 3.0 funds have been allocated to pay for bus fuel to transport the high school’s Reading Team to our two elementary schools to work with K-3 students in small groups during tier 1 literacy instruction.

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 are allocated to annually purchase credit recovery program (\$112,807.20) for the high school over the course of the funding window; provide mental health and behavioral support to students through a school-based school & family liaison (\$135,017.00).

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

NA

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.

ESSER 2.0 funds will be used to provide a one-time 5% bonus to all certified and non-certified staff related to the work done in response to disruptions and long-term closures resulting from COVID-19 (\$671,551.78). Teachers and staff, at all levels, have been required to work additional hours and complete additional tasks that extended beyond their normal job duties. Additional duties include but are not limited to: participating in extensive planning, preparing virtual plans, making additional efforts to engage families, providing remote learning with technology support beyond the normal school day, working to assure additional cleaning standards were in place and providing nutritional assistance. Additionally, ESSER 3.0 funds in the "other" category will be used to fund additional administrator support at one of our K-5 schools. This school is short-handed an administrator due to an extended leave of absence related to complications from COVID-19.

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 chrome books in FY 23' & FY 24'. Chromebook replacement at non-Title I schools will be the priority. Included in technology, are funds allocated for the purchase of 70 audio enhancement devices for all K-5 classrooms. Additionally, ESSER 3.0 funds are allocated to remove and replace old carpet with new flooring, improve air quality and replace outdated HVAC systems in identified facilities within the district, and renovate/increase usable space of playground facilities by spreading rubber mulch. Currently, areas of playgrounds at two schools are inaccessible during the majority of the year due to inadequate drainage. Through 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 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 spring 2023 and will include revisions made to FY 23' 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. This is reflected through the revision of the previous spending plan and ESSER 2.0 funds being used to provide all staff with a one-time bonus. There is a ESSER 3.0 public feedback form available to stakeholders on the LEA's website. Input received since September 22' has been taken into consideration while developing this spending 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.

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.