

ESSER 3.0 Public Plan-Federal Relief Spending Addendum Addendum Guidance

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 (February 1 and August 27). 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 intent of the plan is to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total for each relief fund: ESSER 1.0, ESSER 2.0, and ESSER 3.0. and equal the allocation amounts.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align to the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it used 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.
- 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, if 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-Federal Relief Spending Addendum

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) help 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: **Cocke County School System** _____

Director of Schools (Name): **Manney Moore** _____

ESSER Director (Name): **Patricia Ellison** _____

Address: **305 Hedrick Dr. Newport, T N 37821** _____

Phone #: **423 -623-1336** District Website: **<https://cockecountyschools.org/>** _____

Addendum Date: **1/29/2022** _____

Total Student Enrollment:	4501
Grades Served:	PreK through 12 th grade
Number of Schools:	11

Funding

ESSER 1.0 Allocation:	\$1,552,244.99
ESSER 2.0 Allocation:	\$6,764,454.93
ESSER 3.0 Allocation:	\$15,192,004.87
Total Allocation:	\$23,508,704.79

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$12,950.80		\$1,933,479.78
	Summer Programming		\$144,521.44	\$968,116.00
	Early Reading			
	Interventionists			
	Other approved activities Other	\$216,161.68	\$731,579.47	
	Sub-Total	\$229,112.48	\$876,100.91	\$2,901,595.78
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising	\$28,336.84		
	Special Populations		\$23,312.75	\$432,100.00
	Mental Health		\$143,440.00	
	Other - nursing services			\$176,410.00
	Sub-Total	\$28,336.84	\$166,752.75	\$608,510.00
 				
Educators	Strategic Teacher Retention		\$1,435,206.80	
	Grow Your Own			
	Class Size Reduction	\$64,260.36		\$78,275.00
	Other - Professional development/ 2.0 FFCRA	\$26,497.60	\$217,256.97	
	Sub-Total	\$90,757.96	\$1,652,463.77	\$78,275.00
 				
Foundations	Technology	\$1,075,093.64	\$178,844.00	
	High Speed Internet			
	Academic Space (facilities)		\$3,379,167.32	\$11,603,624.09
	Auditing and Reporting			
	Other :Indirect cost Sanitization and social distancing	\$128,944.07	\$511,126.18	

	Sub-Total	\$1,204,037.71	\$4,069,137.50	\$11,603,624.09
	Total	\$1,552,244.99	\$6,764,454.93	\$15,192,004.87

Academics

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

Allocations to support the acceleration of academic achievement include personnel to administer the high dosage, low ratio tutoring through TNALLCorps. This will include both part-time and full time employees that will administer the interventions purchased with ESSER funds. These interventions for acceleration of achievement meet the ESSA Evidence Requirements for Tier 1-4. Additionally, to support Reading 360, we are purchasing high quality interventions that focus on teaching foundational skills (mClass, Amplify Reading, Read 180). Districtwide interventions for mathematics will also be purchased (Number Worlds and TRANS math) to provide Tier 2 and Tier 3 interventions to students in K-High School. All interventions purchased meet the ESSA Evidence Requirements for Tier 1-3. Additional personnel will also be hired both part-time and full time to support the implementation of the research based interventions. A full-time employee has been hired to monitor the fidelity and track leading indicators for students who are basic and approaching on the TNReady assessment. This certified teacher will conduct walkthrough observations and track the fidelity of implementation of the interventions for RTI and TNALL Corps, and monitor progress with students who are in these programs.

2. Describe initiatives included in the “other” category

Funds in the budget summary academic category of “other” indicate expenditures for staff to support the recovery and academic growth of students for the work to regain skills missed or lost due to closure and schedule changes due to the ongoing effects of the Covid-19 pandemic. 1 FTE Student engagement specialist to support student attendance, engagement, and return to school from remote learning, 1 FTE Curriculum coordinator, and 1 FTE certified teacher serving as instructional coach to coordinate assessment administration, data collection and entry, track learning materials, provide academic coaching and retention support for teachers.

Student Readiness

1. Description of 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:

The district paid guidance counselors to work an additional month on their contract to address student scheduling needs related to virtual learning and the return to in-person instruction. The district set aside funds of a Covid long term closure related counseling services for staff and students and provide professional development and supports surrounding mental health needs including but not limited to:

ACES Trainings for staff and community members, Project Post Sex-trafficking Curriculum, Michigan Model Curriculum, Love and Logic, Why Try, Restorative Justice/Learning Practices. Additional funds were budgeted to meet the needs of special populations through compensatory and summer learning loss opportunities as well as the purchase of interventions, adaptive equipment, and sensory support.

2. Describe initiatives included in the “other” category

Following the completion of the current Epidemiology and Laboratory Capacity Grant, ESSER Funds will be utilized to sustain the increased number of school nursing staff.

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:

The district utilized ESSER funds for continued FFCRA for spring SY2021 and bonus for additional duties completed during Covid -19 pandemic. Additional funds reflect expenditures for a classroom size reduction teacher.

2. Describe initiatives included in the “other” category

Funds listed in the budget summary educators other categories include expenditures for professional development for faculty and staff. Additional funds listed under “other” are expenditures for the FFCRA

Foundations

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

Based on the district needs assessment, school facility maintenance and improvement to support health and safety for in-person instruction during the Covid -19 pandemic as well as technology to support instruction were identified as high level needs. ESSER funds were allocated to insure that every student and teacher in the district had access to technology needed to participate in instruction. Technology investments include one to one devices for all students and technology for teachers and classrooms. In addition to devices, the district allocated funds to hire additional technology staff to support the implementation and use of the new technology. Further investments were made to insure that the district was able to communicate instructional and Covid -19 related information with students, families, staff, and stakeholders. The district also addressed health and safety in facilities by completing deferred maintenance to improve air quality through the purchase of HVAC for air circulation and the purchase of air purification and ionization systems. Air quality was further improved through asbestos abatement and roof repairs.

2. Describe initiatives included in the “other” category

Funds indicated as other in the budget summary for foundations as other include expenditures for sanitization and social distancing equipment and materials to support the safe return to in-person instruction following the spring 2020 closure due to Covid-19. Additional expenditures in this line include indirect cost incurred by the district in the management of federal relief funds programs provided through the ESSER Grants.

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 Director of Federal Programs and Special Populations is responsible for ensuring that communication is shared with appropriate district personnel to facilitate monitoring, auditing, and reporting of federal funds. The Director of Schools along with the Assistant Director of Schools, Finance Director and Director of Federal Programs and Special Populations will continue to monitor the requirements of overseeing these grants to insure that the district is following guidelines and meeting expectations for expenditure of grant funds. The Finance Director will ensure that funds are spent in a timely and allowable manner.

2. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.

The district is participating in TN ALL Corps.

Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

Family and Community Surveys were last conducted in November of 2021. Information from the surveys is included in consideration of the development of ESSER 3.0 Plan Addenda. Updates on plan progress are given at the monthly school board meeting, as well as monthly supervisor and principals meeting. Updates are also being shared with stakeholders as part of the district planning process and will be uploaded to the district website upon approval.

2. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.

The district met the 10% engagement in the original plan that did not receive approval from TDOE until late November. As of January 29, 2022 no changes have been made to the plan. In the original development of the plan the district reviewed population data for the district and ensured that each sub

group was represented to at least 10% of the total population of the subgroup. Statistics for engagement are recorded in the diverse population of stakeholders data in question 3.

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

The Cocke County School System has utilized its mass communication system, Remind Application, to deliver a survey to every student, family, and district employee to seek input for the purpose of soliciting public input for the utilization of ARP ESSER funds. The district has made direct contact with stakeholder organizations, including local government officials. As part of a small community, the director and assistant director of schools have played an integral role in the county Covid Task Force. District level leadership has met regularly since the beginning of the pandemic. The task force consists of elected and appointed county officials from each part of local government, health department and local medical providers, emergency management, law enforcement and public safety officials. The district is fortunate to have the support and regular input of the task force for planning purposes. The district ESSER 3.0 public input survey is posted on the school system website for ongoing input from all stakeholders. Responses are monitored by the Director of Federal Programs and Special Populations and shared with the district planning committee at each monthly staff meeting.

Students: The survey was sent to each student via their classroom Remind app. At schools that utilize Classroom DOJO the survey was delivered through that application as well. Students in grades 5-12 were provided time and encouraged to complete the survey at school, while younger students were encouraged to complete the survey with their parents or with parent assistance as not to skew results with teacher assistance.

Families: The district survey was distributed to families through the Remind application. Families were sent multiple opportunities to complete the survey. In addition to the survey, the district held a parent input session in conjunction with the CCHS beginning of the year parent involvement night for new and incoming students. This was an effort to gain in-person input, as well as input from incoming students who may not have been part of the previous survey distributions or unfamiliar with the district website. Individual schools have exercised additional efforts to get input from students and family members.

Elected Officials and School Board Members: School Board members were involved in the planning process through regular monthly board meetings and scheduled special workshops. Members of the board are also encouraged to complete the survey. Additional elected city and county officials were encouraged to give input for the planning process at regular County Covid-19 Task Force meetings, as well as via the survey.

School and District Administrators/ Principals: School and district level administrators completed the survey. They also participate in a regularly scheduled monthly principal administrator meeting. During the meeting, school and district level administrators participate in planning, as well as receive updates on each of the ESSER grants.

Special Education Administrators: Both the Special Education Supervisor and Director of Special Education and Special Populations participate in regular district level ESSER planning and update meetings as well as completing the survey.

School Staff: All school staff including teachers, educational assistants, bus drivers, special education ancillary service staff, maintenance, transportation, office, custodial, and cafeteria staff were requested to complete the district ESSER 3.0 input survey via their school system email. Staff also had the opportunity to participate in an in-person input meeting held in the auditorium of CCHS.

Civil Rights Organizations: Cocke County does not have a civil rights organization. However, the Tanner Cultural Preservation Society is an active organization of black local civic leaders. The district reached out for input from the Tanner Cultural Preservation Society. While members were not

available to meet directly with the district, the organization chairman (who is also the mayor of Newport) gathered input from Tanner Cultural Preservation Society and met with the district to give direct input in the ESSER planning process. Disability Rights Organizations: The district contacted both disability rights organizations that are active within the district. The district sent surveys and held remote meetings. Students with Disabilities: The survey instrument did not directly request respondents to identify as families of or students with disabilities. Of the 1560 total responses received to the survey, 762 gave input to questions related to students with disabilities. In addition to the surveys, the district hosted a meeting with area partners and disability service providers focusing on transition to gain input to support the interest of students with disabilities. It was felt that this was especially important, considering the impact Covid-19 has had on the transition process for students with disabilities. English Language Learners: The survey instrument did not directly request respondents to identify as English Language Learners. Of the 1560 total responses received to the survey, 639 gave input to questions related to English Language Learners. The district also conducted a meeting with professionals who serve ELL students in the district to gain input representing the interests of migrant students for ESSER planning. Children Experiencing Homelessness: The survey instrument did not ask the respondents to identify as homeless. There is not a homeless shelter in Cocke County. The district held a stakeholder meeting with those who track and provide service to homeless students within the district to receive input representing the interests of homeless students in the ESSER planning process. Children in Foster Care: The survey instrument did not ask the respondents to identify as foster care placement families or students in foster care, as that population is small and could be identified through responses. The district met in-person with the local DCS supervisor and DCS educational specialist to gain input supporting the interest of students in foster care for ESSER planning purposes. Migratory Students: The survey instrument did not directly request respondents to identify as migrants. The district's population is so small answers might have been personally identifiable. Of the 1560 total responses received to the survey 542 gave input to questions related to migrant students. The district also conducted a meeting with professionals who serve the migrant population in the district to gain input representing the interests of migrant students for ESSER planning. Students who are incarcerated: There are no juvenile detention centers located in Cocke County. The district offers services to individuals with disabilities up through age 21, who have not successfully completed high school with a regular diploma. However, the county jail does not house juvenile inmates and the district does not currently have students identified through the child find process that is conducted in cooperation with jail officials. Law enforcement officials who govern the county jail participate in the Cocke County Covid-19 Task Force regular meetings and have the opportunity of ongoing input through their meetings and the survey document. Other: The district has received survey input from respondents who identified as other, including community members. Cocke County Covid-19 Task Force: District leadership participates in regularly scheduled Cocke County Covid-19 Task Force meetings. The task force consists of elected and appointed county officials from each part of local government, health department and local medical providers, emergency management, law enforcement and public safety officials. Members of the task force provide regular feedback on the ESSER planning process and are updated on progress during meetings. Tribal Council Group: Cocke County does not have a tribal council or advisory group. While all students and parents were provided an opportunity to provide input through the survey process, respondents were not asked to identify their ethnic group. In an effort to gather input from Native American students and families, the district reached out to students and parents to participate in an input meeting. The district held an in-person meeting with a

committee of parents and students to represent Native American Tribal interests in the ESSER planning process.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, town halls) to gain input from stakeholders in development of the revised plan.

The Cocke County School System has utilized its mass communication system to deliver a survey to every student, family, and district employee to seek input for the purpose of soliciting public input for the utilization of ARP ESSER funds. The district has made direct contact with stakeholder organizations including local government bodies including the school board, local government officials, members of local emergency response organizations, medical providers, and interest groups including activists groups supporting students with disabilities, migrant students, foster care, and incarcerated youth. In addition to the survey and direct contact the district hosted open public meetings to seek input from community stakeholders.