

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: Cocke County

Director of Schools (Name): Manney Moore

ESSER Director (Name): Kathy Holt

Address: 305 Hedrick Drive, Newport, TN 37821

Phone #: 423-623-7821 District Website: <https://cockecountyschools.org>

Addendum Date: September 10, 2023

Total Student Enrollment:	4305
Grades Served:	Pre-K through 12
Number of Schools:	11

Funding

ESSER 2.0 Remaining Funds:	\$178,790.49
ESSER 3.0 Remaining Funds:	\$11,890,661.41
Total Remaining Funds:	\$12,069,451.90

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$942,998.00
	Summer Programming		\$407,287.00
	Early Reading		
	Interventionists		
	Other: Transportation, Learning Loss Coordinator, ESSER Director		\$159,357.00
	Sub-Total	\$0.00	\$1,509,642.00
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		\$121,768.00
	Other: Nursing services, Student/Family Outreach		\$189,046.00
	Sub-Total	\$0.00	\$310,814.00
 			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		\$80,618.61
	Other: professional development,		\$88,075.00
	Sub-Total	\$0.00	\$168,693.61
 			
Foundations	Technology		\$143,150.00
	High-Speed Internet		
	Academic Space (facilities)	\$178,790.49	\$9,107,606.05
	Auditing and Reporting		
	Other: Safety Upgrades, HVAC Systems, Indirect Cost		\$650,755.75

	Sub-Total	\$178,790.49	\$9,901,511.80
	Total	\$178,790.49	\$11,890,661.41

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 provide the high dosage, low ratio tutoring during before/after/during school day through TN ALL Corps. This will include both part - time and full-time employees that will provide the intervention and tutoring programs purchased with ESSER funds. The interventions for acceleration of achievement meet the ESSA Evidence Requirements for Tier 1 -4. Additionally, to support participation in the Reading 360 initiative, the district will purchase high quality intervention materials that focus on teaching foundational skills. Funds are also allocated for the purchase of districtwide interventions for mathematics 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 on both part -time and full time basis to support the implementation of the research-based interventions. In addition to regular education, funds in "Tutoring" and "Summer Programming" also include purchasing instructional materials specifically to meet the needs of special populations such as SPED students.

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

Funds in the budget summary academic category of "other" include expenditures for staff. A full -time certified teacher has been hired to act as the Learning Loss Coordinator. The Learning Loss Coordinator will monitor the fidelity of initiatives and track leading indicators for students who are basic and approaching on the TN Ready assessment. This Learning Loss Coordinator will conduct walkthrough observations and track the fidelity of implementation of the interventions for RTI and TNALL Corps, and monitor the progress of students who are in the programs. Also included in the other category is transportation for after school programs and summer programs. Funds will also be used to pay .25FTE ESSER Director salary and benefits.

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.

During COVID and since the return to full in-person instruction, the district has seen an escalation of need in two areas – social/emotional/mental health and chronic absenteeism. ESSER 3.0 funds in this category will be used to provide staff to meet the social/emotional/ mental health and physical health needs of students. All input from school staff and community stakeholders identified a significant increase in SEL/mental health needs during school disruptions due to COVID. These needs have only seemed to escalate with the return to school after COVID closures. Since the return to school, chronic absenteeism has increased from 13% to a staggering 29% in 2021-2022. Although it decreased to 26% in 2022-2023, this area stills demands our focus. ESSER 3.0 funds will be used to staff social workers (1 full time and 3 part-time) to support students' mental health needs. A full time student-family outreach staff member will be dedicated to family and student outreach regarding safe return to school social and emotional behavior related to return to school from the pandemic, addressing

chronic absenteeism, frequent communication with all student/families regarding the safe return to school and the importance of attendance, and school level events to re-engage students and families in the school.

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 to support students and staff health to prevent and react to the spread of Covid 19. Three full time nurses will be paid with ESSER 3.0 funds to sustain health services to students.

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.

To address learning loss, ESSER 3.0 funds will be used to provide one class-size reduction teacher to provide smaller teacher-student ratio.

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

Funds will also be used to provide professional development (especially training in academics, SLE/Mental health, and best practices to address learning loss) for staff throughout the district. While all staff in included in the plan, a focus will be on early grade staff, including Pre-K through 3 grades as we address learning loss.

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 was identified as a priority. Facilities projects addressed in the Cocke County ESSER 2.0 and 3.0 budgets were identified as needs through both stakeholder information and thorough evaluation by district and school level safety personnel, maintenance staff, and district leadership. All identified projects are directly related to the safe operation of facilities in a Covid aware environment. Identified projects support the instruction of students in safe environment through the improvement of social distancing, contact tracing, air quality, as well as clean water and plumbing to support good hygiene for the prevention of the spread of Covid 19. The implementation of these projects will support the districts procedures to ensure that students and staff are supported in the delivery of instruction in the district's schools:

- Remaining ESSER 2.0 Funds to support social distancing for instruction and dining at Bridgeport Elementary School. Bridgeport School is currently at high capacity. In order to support social distancing for students in-person at school the cafeteria at Bridgeport has been identified as in need of expansion. Bridgeport School Cafeteria project was amended to remodel the current library space to a multipurpose space that will support the additional dining and other functional

space for social distancing. Funds will be utilized to purchase seating for the reconfigured area. The purchased seating will help with social distancing and ease of cleaning. A storage building will be purchased and located outside the library to store equipment and materials to increase space for social distancing in the library/ multipurpose room.

- Remaining ESSER 2.0 Funds – To support social distancing and the health of students, remaining ESSER 2.0 funds were used for the completion of a playground, with accommodations for students with special needs, at Northwest Elementary School.
- ESSER 3.0 Funds: Purchase education technology, including student Chromebooks and teacher laptops.
- ESSER 3.0 Funds: Partial funding to purchase of a 2-classroom portable unit including land preparation, delivery and set up is identified as a need at Grassy Fork Elementary School. Due to limited space the 4th grade is currently holding class in a large portion of library which limits library access for the rest of the school. Grassy Fork has also implemented a TN ALL Corps tutoring program which is taking place in the Computer lab portion of the library. In the past the school has had multiple grades which share classrooms. Due to the need to social distance to prevent the spread of Covid-19 that is not feasible. The purchase of portable would allow for dedicated space for the school nurse to conduct ELC duties. The portable would also allow space for the library. Funds will be utilized to convert the current library to classroom space to allow for social distancing. The additional dedicated space for instruction will support social distancing to prevent the spread of Covid-19.
- ESSER 3.0 Funds: Funding to purchase of a 2-classroom portable unit including land preparation, delivery and set up is identified as a need at Cosby High School. The portable classrooms will provide additional dedicated space for instruction and will support social distancing to prevent the spread of Covid-19.

The following maintenance and repairs will be made to improve air quality and circulation to support the respiratory health of students, staff, and other stakeholders who enter school buildings. Budgeted items include:

- ESSER 3.0 funds for deferred maintenance for buildings across the district. Examples of deferred maintenance include but are not limited to HVAC, electrical, water, sewer, flooring, and building fire safety updates. These repairs will impact all staff and students across the district.
- Funds for the renovations for underroof structure purchased with general purpose and ESSER 2.0 and 3.0 Funds. The renovated space will support instructional and administrative spaces to assist with social distancing to prevent the spread of Covid 19.

The following maintenance and repairs will be made to improve air quality and circulation to support respiratory health of students, staff, and other stakeholders who enter school buildings. Budgeted items include:

- ESSER 3.0 Funds for the purchase and installation of HVAC units (both FY23 and FY24)
- Funds for the purchase of cameras. In order to support the district's efforts complete contact tracing activities related to Covid 19 as well as to determine who has access to building both during and after instructional hours. The district safety team has identified the need for updates and

instillation of observation cameras in school common areas. The cameras will support contact tracing efforts should they become necessary again, as well as student safety during in-person instruction and afterschool hours activities. The cameras will also support the protection property investments made through ESSER funds. (both FY23 and FY24)

- Funds for architect fee for improvement projects being completed with funds in both ESSER 2.0 and 3.0. (both FY23 and FY24)

During the spring FY 20 Covid 19 closure and FY 21 in person and remote instruction Cocke County School System cafeterias greatly increased the volume of frozen and refrigerated items necessary to implement the school feeding programs. The cafeteria served carry out meals during the closure and summer months. Due to heavy use of refrigeration units are in ill repair and leaking Freon causing air quality issues in cafeteria areas of school buildings. Budgeted items include:

- Funds for the following units that have been identified as in need of replacement: Cafeteria refrigeration units Parrottsville, Cosby, CCHS, Bridgeport. (completed with ESSER 3.0 in FY23)

Under Roof Space Purchase – Cocke County Innovation Center

- The space was purchased with partial ESSER funds prior to FY24. ESSER 3.0 funds will be used in FY24 for renovations to the Cocke County Innovation Center to establish student learning space that will include the CTE programs described in the next bullet.
-
- FY23: Given the current climate in the construction arena, the Cocke County School System has sought potential solutions to its needs for additional space to support social distancing to prevent the spread of Covid-19. After receiving project bids that continue to grow past expectations and estimates the district has determined that the purchase of additional facilities that are already under roof is the best and most fiscal responsible solution to the identified needs. In the continual evaluation of space to support student programs the district has identified areas that could be transitioned to a different facility. Examples of student programs that would be housed in the new facility include, but are not limited to; CTE program space for middle school students, space for off campus student assessment, and space for advanced and supportive student learning environments. Additional office space available in the facility would allow programs that do not provide direct instruction to be housed freeing space in school buildings. A centralized storage facility could remove some items from schools which would also provide additional instructional space to be reclaimed. The district also has administrative space adjacent to the high school campus, moving administrative offices to the purchased facility would free the administrative building to be used as student space. The district will utilize funds to purchase a standing structure to house programs including, but not limited to student instructional programs, administrative offices, support programs, a professional development center which will also serve as an assessment center for students, students support services, and storage. The facility will benefit all students and staff across the district through additional space to support social distancing and programs to address learning loss and social emotional supports related to the impact of Covid 19.

Cocke County High School

- ESSER 3.0 Funds will be utilized in FY24 for the construction of a commons area at Cocke County High School campus. The commons area will serve to prevent the spread of Covid-19 by providing opportunities for social distancing. The area will include updated restroom facilities to support

hygiene and handwashing to prevent the spread of Covid-19. The commons area will also create a secure front entrance for CCHS to prepare for future needs for contact tracing and screening for Covid-19 should they become necessary again. The secure entrance will also assist in security for students while participating in in-person instruction to mitigate learning loss as well as to secure investments made with ESSER funds allowing the district to emerge stronger post pandemic.

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

ESSER 3.0 funds in the “Foundations – Other” category include safety upgrades, HVAC systems, and district in-direct cost.

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 Supervisor of Special Projects/ESSER Director 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 ensure 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 and that appropriate reimbursements are requested from the state. The district has utilized the fiscal pre-monitoring grant to provide training to district level staff who manage ESSER funds. The district’s policies and procedures for managing funds have also been submitted to the law firm for review and suggested updates. The district completes a monthly expenditure and balance check to ensure that expenditures and reimbursements are up to date. All federal funds including ESSER are included in the district’s regular audit process.

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 district is participating in TN ALL Corps to provide tutoring services to combat the effect of learning loss that occurred as a result of closures, modified schedules, and increased absences due to Covid-19. The ESSER Director collaborates with the Instructional Supervisor to ensure all activities in the ESSER plan is being completed and to identify any changes that might be needed based on data and stakeholder input. The ESSER Director continually monitors ESSER expense reports to ensure that 20% of the total ESSER 3.0 allocation is/will be spent on learning loss by the end of FY24.

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.

Public updates on Cocke County ESSER plan progress are given at the monthly school board meeting. The ESSER Director is available to receive input from attendees as well as to answer any questions. ESSER information is provided and input received through the following avenues:

- Regularly scheduled district level supervisors meeting
- Monthly principals' meetings
- District stakeholders meeting as part of the district planning process for the district's annual improvement plan.
- District level administration 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 are updated on and provide regular feedback for the ESSER planning process during the meetings
- School open house and family engagement nights
- Advisory board meetings
- The district maintains a "message us" email link for ESSER planning and input. The email is monitored by the ESSER Director and input is shared at district level meetings.

The district continues to utilize the original survey which has remained open for public input. The link to the planning survey is on the district website and shared again for input. The survey will continue to be open for input throughout the duration of the grant to ensure that all stakeholders have access to share their input. Survey responses are monitored by the Director of Federal Programs and Special Populations and input is shared at district level 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.

As part of the original planning process the district met the 10% engagement in the original plan. The district continues to share and maintain the planning survey for continued input from all stakeholders. The survey link remains continually available in the district webpage in the ESSER. The district also participates in public and school events to engage stakeholders across all demographic groups. During the development of the original and revised plan the district reviewed population data for the district and ensured that each subgroup was represented. No major changes have been made to the original plan. While some areas of the plan have evolved the focus and student outcome has remained the same.

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

For both the original and revised plan the Cocke County School System has engaged representatives of a diverse population of stakeholders including but not limited to students, families, elected officials and school board members, school and district administrators, special education administrators, principals and school

leaders, school staff, disability rights organizations, stakeholders supporting students with disabilities, stakeholders supporting English language learners and migratory students, stakeholders supporting children experiencing homelessness, children in foster care and underserved students. There are no civil rights groups on the county. However, the district has consulted with the chairman of the Tanner Cultural Preservation Society, an active organization of black local civic leaders. There are no incarcerated youth in the district. Groups are engaged through a variety of means including board and committee meetings, open house and parent engagement events, ESSER "Contact Us" email, and the survey link.

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.

The Cocke County School System continues to engage stake holders through multiple modes including: in-person meetings, open house and parent engagements events, as well as special ESSER section on the district website which provides the ESSER Plan and Revised Plans, an ESSER "Contact Us" email link and the link to the continually open and monitored online ESSER Survey.