

# ESSER 3.0 Public Plan for Remaining Funds

## Addendum Guidance

### 2022-23

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 (Feb. 15 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.

## 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: Unicoi County \_\_\_\_\_

Director of Schools (Name): John English \_\_\_\_\_

ESSER Director (Name): Janet Sutphin \_\_\_\_\_

Address: 100 Nolichucky Ave., Ewin, TN 37650 \_\_\_\_\_

Phone #: 423-743-1600 \_\_\_\_\_ District Website: [www.unicoischools.com](http://www.unicoischools.com)

Addendum Date: August 31, 2022 \_\_\_\_\_

Total Student Enrollment:	1982
Grades Served:	K-12
Number of Schools:	6

### **Funding**

ESSER 2.0 Remaining Funds:	314,092.95
ESSER 3.0 Remaining Funds:	3,570,477.30
<b>Total Remaining Funds:</b>	<b>3,884,570.25</b>

**Budget Summary**

		<b>ESSER 2.0 Remaining Funds</b>	<b>ESSER 3.0 Remaining Funds</b>
Academics	Tutoring	56,000.00	56,000.00
	Summer Programming	0	90,988.62
	Early Reading	0	0
	Interventionists	0	188,152.53
	Other	189,556.38	526,125.49
	Sub-Total	245,556.38	861,266.64
<b> </b>			
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	0
	Other	0	0
	Sub-Total	0	0
<b> </b>			
Educators	Strategic Teacher Retention	0	0
	Grow Your Own	0	0
	Class Size Reduction	0	0
	Other	0	0
	Sub-Total	0	0
<b> </b>			
Foundations	Technology		
	High-Speed Internet	0	
	Academic Space (facilities)	40,359.55	2,662,295.00
	Auditing and Reporting	0	46,915.66
	Other	28,177.02	
	Sub-Total	68,536.57	2,709,210.66
<b> </b>			
<b>Total</b>		<b>314,092.95</b>	<b>3,570,477.30</b>



### **Academics**

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

Allocations to accelerate Academic Achievement are continuing our focus on providing supplemental funds to expand state-funded summer learning to support summer programming at the 9-12 campus (ACT Bootcamps, 9th-grade Jump-Start for at-risk rising Freshmen, Credit Recovery), Special Education support for grades 6-12 with transitions, and additional K-8 classrooms where needed. Additional Response to Intervention personnel, required matching funds to support TN All Corps High Dosage/Low Ratio, and two supplemental Teacher Leaders to support High Quality Mathematics Instructional Materials and the following implementation of adopted materials complete the Academic allocations.

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

Initiatives in the 'other' category primarily address the needs associated with assessing learning loss and providing individualized instruction and tasks to correct learning gaps originating with school closures as well as providing online tools in the event of a school/classroom closure at a Tier 1 level. Funds for these supplemental materials are planned to sustain subscriptions and materials through FY24. Response to Intervention and High-Dosage/Low Ratio tutoring materials are also included in this category. An assistant principal position has been funded in our second largest elementary school to monitor and support instructional practices and address subgroup needs.

### **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.

Unicoi County is addressing Student Readiness and school-related supports necessary to access high-quality instruction through means other than ESSER such as the Post-Secondary Advisory office (funded by the Ayers Foundation), AP Access for All (funded through a partnership between the Niswonger Foundation and the TN Department of Education), the addition of 3 Student Advocates (funded by the Best for All Grant and tasked with removing barriers to attendance and academic success), and approaching subgroup support through the use of flexible tools purchased under the Academic subheading. A 21st Century Community Learning Center grant also supports K-5 intervention needs.

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.

There are no remaining allocations for FY23 ESSER 2.0/3.0 in this category.

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

There are no remaining allocations for FY23 ESSER 2.0/3.0 in this category.

### **Foundations**

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

The remaining funds for FY23 ESSER 2.0 are reserved for the payment of outstanding bills for the replacement of the roof and windows at the Unicoi County Central Office. The Central Office is used for district-wide activities including, but not limited to school board meetings (attended by teachers, students, administrators, parents, and community members), various school and community committees (such as Family Engagement committees, Parent Advisory committee, etc.), professional development for teachers and staff, and as an alternative testing site when necessary.

The remaining FY 23 ESSER 3.0 funds in the Foundations category continue to be dedicated to the replacement of the gymnasium at Unicoi Elementary School for the safety of students and the promotion of social distancing and improvement of air quality. The gym is used daily for physical education classes and also serves as a meeting center for family engagement events, PTO meetings, student programs, etc. Rising costs and supply chain issues have postponed the commencement of construction at Unicoi Elementary. Bidding is expected to commence in January 2023. Architectural plans were changed to meet the availability of funds.

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

Additional strategies include providing an additional nurse to support student health care and meet staffing and isolation needs. A small allocation (1%) is also made for auditing and reporting expenses.

### **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 Federal Programs Supervisor will be responsible for ensuring that all communication is passed on to the appropriate district contact in regards to monitoring, auditing, and reporting of Federal Funds. The

Director of Schools and the Federal Programs Supervisor will continue to monitor the requirements of overseeing the grants. The Finance Director will ensure that funds are spent in a timely and allowable manner. Additional support may be added if needed based upon guidance from the US Department of Education.

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.

**TN All Corps participating District**

***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.

No revisions to the plan have been made as of January 10, 2022. Should revisions be necessitated, Unicoi County will meaningfully engage with families and community stakeholders through multiple formats. Surveys, school improvement teams, Title I committees, Family Engagement activities, and the Parent Advisory Committee will all provide forums for input throughout the life of the ESSER and other relief funds. District and school administrators are available for conversations with stakeholders at any point.

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 used multiple means of engagement such as surveys, school visits, School Board meetings, Parent Advisory Committee meetings, etc. to engage over 50% of students in grades 5-12 and 19% of families during the initial planning stages. Revisions to the district plan have not yet been made, but if necessary, similar methods will be used to gather input from stakeholders.

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

Surveys were made available online with teachers of special education populations reaching out to parents to communicate the available opportunity to comment and encourage participation. Surveys were not limited to families of students but were also made available to community stakeholders. Presentations were made at local government meetings, civic organization meetings, the Parent Advisory Committee 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.

No revisions have been. Updates have been provided at both school-level and district-level meetings and events. Updates have also been discussed at a variety of local government and civic organization meetings.