

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: Elizabethton City Schools

Director of Schools (Name): Richard VanHuss

ESSER Director (Name): John Hutchins, Director; Marsha Taylor, Assistant

Address: 804 S. Watauga Ave. Elizabethton, TN 37643

Phone #: 423-547-8000 District Website: www.ecschools.net

Addendum Date: January 24, 2023

Total Student Enrollment:	2,730
Grades Served:	PreK-12
Number of Schools:	5

Funding

ESSER 2.0 Remaining Funds:	\$ 1,747,999.80
ESSER 3.0 Remaining Funds:	\$ 4,550,676.51
Total Remaining Funds:	\$ 6,298,676.31

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		720,813.00
	Summer Programming		
	Early Reading		86,515.00
	Interventionists	305,930.00	320,970.00
	Other: Benchmark Testing	28,384.00	60,000.00
	Other: Learning Mgmt. System	17,300.00	18,000.00
	Other: Instructional Tech Coach	74,582.00	75,960.00
	Sub-Total	426,196.00	1,282,258.00
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health	50,000.00	50,000.00
	Other: Social Worker	68,470.00	71,355.00
	Sub-Total	118,470.00	121,355.00
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction	135,680.00	142,345.00
	Other		
	Sub-Total	135,680.00	142,345.00
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)	1,050,000.00	2,842,000.00
	Auditing and Reporting		161,797.00
	Other: Indirect Cost Transfers	17,653.80	921.51
	Sub-Total	1,067,653.80	3,004,718.51
Total		1,747,999.80	4,550,676.51

Academics

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

Through our district needs assessment, Elizabethton City Schools identified specific priorities to accelerate Academic Achievement within our district. Our goal is for every student to have access to high-quality instruction aligned to Tennessee State Standards leading to mastery. To achieve this goal, the academic and non-academic needs of all students must be supported. Therefore, strategic allocations have been made to support our teachers and students in this endeavor. All PreK-5 teachers and administrators attended the two-week TDOE Early Reading Foundational Skills training in the summer of 2021. New K-PreK-5 teachers attended the foundational skills training in the summer of 2022. Teachers that completed courses 1 & 2 received stipends for attendance. Some ECS teachers also participated in Secondary Literacy Training in the summer of 2022. Early Literature Resources approved by the TDOE were adopted, purchased, and implemented. Our district was awarded the opportunity to participate in the Early Literacy Networks to support teachers with the implementation of new resources. We hired an Early Literacy Implementation Coach to guide and support our teachers with the new reading resources. We invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, Class-size Reduction Teachers, and certified Teacher Tutors. ECS implemented TN ALL Corps to address learning loss by providing high dosage, low ratio tutoring. We also partnered with Niswonger Project On-Track for additional tutoring assistance.

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

We purchased Canvas, an online learning management system that allows teachers to utilize technology to manage the learning environment/instruction for their classes. The LMS provides a consistent platform for teachers and students and is easily utilized for daily in-person instruction and remote learning if needed. A standards-based benchmark progress monitoring tool (CASE/Mastery Connect) was purchased to provide us with the ability to monitor students' progress toward mastery of Tennessee State Standards. A technology instructional coach provides technology integration support for our teachers to implement new technology tools in the classroom.

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.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to support Student Readiness within our district. Our goal is for every student to have access to high-quality instruction aligned to Tennessee State Standards leading to mastery. To achieve this goal, the academic and non-academic needs of all students must be supported. Therefore, strategic allocations have been made to support our teachers and students in this endeavor. ECS allocated ESSER funding to add an additional mental health counselor in our district who promotes and supports students' academic and social success by assisting with mental health concerns, behavioral concerns, positive behavioral support, academic support, and consultation with teachers, parents, and administrators. Our mental health counselors provide students with extended social-emotional support that will enable them to experience a more positive, supportive school environment. ECS is participating in the AP Access for All program, has a standing partnership with Northeast State Community College to offer on-site dual enrollment courses, provides funding for students to enroll in dual enrollment courses from outside grants, and provides funding for students to pay for AP exams from other funding sources. ECS created two College and Career Advisor positions

and an additional middle school counselor from GP funding. We are also partnering with Niswonger Project On-Track for additional tutoring assistance.

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

ECS allocated ESSER funding for a school social worker who promotes and supports students’ academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support, and consultation with teachers, parents, and administrators. Our social worker provides students with extended social-emotional support that will enable them to experience a more positive, supportive school environment. She also assists families with specific needs and connects them to beneficial outside agency resources.

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.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to recruit, retain, and support educators and school personnel. ECS is in partnership with Milligan University for the Grow Your Own Grant. We are working closely with Milligan University to support three Elizabethton City Schools employees to earn an advanced degree and become licensed teachers. The program began in August 2021 with employees having two years to complete their degree and certification. Our desire is to develop highly effective educators and to employ them at the conclusion of this program. ECS supported our educators with ESSER funding by adding two classroom size reduction teachers at EHS (English) and TAD (Math). The addition of these teachers at the schools enabled us to accelerate academic achievement by teachers serving fewer students per class.

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

N/A

Foundations

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

Through our district needs assessment, Elizabethton City Schools identified specific priorities to strengthen structural expectations including technology in our school system. Chromebooks, teacher laptops, document cameras, Chromebook carts, and Boxlight interactive panels were purchased with ESSER 1.0 and 2.0 funds. This technology allows all students in the district to have access to a device and teachers to provide instruction in person as well as remotely as needed. The Boxlight panels replaced our aging Smartboards across the district and provide our teachers and students with the latest in interactive technology in the classroom. Hotspots and outdoor wi-fi access points were also purchased. This technology allows all students in the district to have access to high-speed internet at home and/or on school campuses. Our needs assessment also noted all our facilities are over 45 years old, with one being 81 years old. During the mid-20th Century, schools were not built with the needs of the 21st Century classroom in mind. Harold McCormick Elementary needs many upgrades, including

energy-efficient windows and updated HVAC units. A major portion of the building is over 60 years old and needs electrical, lighting, and plumbing upgrades. This work has been delayed by the costly nature of removing encapsulated asbestos from the building. This has created a deferred maintenance issue in several systems throughout the school. This project would allow us to improve the energy efficiency of the building, improve the overall learning environment, and improve the indoor air quality of the facility.

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

Minimal indirect cost is budgeted for costs not clearly identified.

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 ESSER budgets are entered and approved by the TN Department of Education. Utilizing our Universal Grant Guidance document for accounting purposes, each grant is given a separate sub-fund within the Federal Projects Fund of the system’s financial software. Purchase Orders are issued for each purchase in accordance with local Board Policies. Proper quotes and board approvals are obtained as necessary. All Purchase Orders are checked to the details of the budget in ePlan before being issued. All invoices are signed to document the receipt of goods or services before payment was made. Checks are issued to vendors in a timely manner. Requests for reimbursement of funds are made in ePlan after funds have been expended. When the funds are received through ACH, the revenue is recorded in the appropriate revenue account in the sub-fund of the Federal Projects Fund.

Our district employees an ESSER Grant Manager to provide oversight of funds as required. The manager also completes data collection and monitoring during the grant period to ensure all funded items are implemented as designed. ESSER reporting information is shared with the community on our website and at school board meetings.

ECS contracted with Blackburn, Childers, and Stegall through the Fiscal Pre-Monitoring Supports Grant to assist and confirm that policies/procedures are in place, current, and in alignment with LEA practices.

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.

ECS is participating in TN ALL Corps.

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.

We continue to share ESSER information with our community on our website and through our district newsletter. Our Director of Schools informs and consults with the ECS Board, district, and school administrators. School administrators responded to a questionnaire on ESSER expenditures which provided feedback on ESSER-funded programs’ effectiveness and suggestions for improvement. Suggested revisions were presented at the School Board meeting with an opportunity for feedback from stakeholders. Our board meetings are open to all stakeholders including parents, school staff, students, and community leaders. These meetings are streamed live, and recordings

are posted on our YouTube channel. ECS utilized a survey to gather feedback from community stakeholders. The survey was distributed to ECS faculty, staff, and students through email and learning management systems. It was distributed to parents and other community stakeholders through our district newsletter and social media. The Director of Schools also updated stakeholders regarding our ESSER spending plan at civic group meetings. All public ESSER 3.0 funding documents and planning addenda are posted on our website in English and Spanish. An ESSER infographic on the district webpage provides funding investment information to stakeholders and an email contact (ESSER Grant Manager) is for anyone to ask questions or provide feedback at any time.

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.

Our Spring 2022 ESSER stakeholder survey gave us well above the minimum 10% engagement responses received in the following stakeholder groups: Current Students, Parents of an ECS Student, Elected Officials and School Board Members, School and District Administrators, Special Education Administrators, Principals, School Leaders, Educators, School Staff, Civil Rights Organizations, Disability Rights Organizations, and all Interest Groups. Surveying our stakeholders before school was dismissed in May gave more students the opportunity to engage with responses in the survey at school. Parents were still connected with schools at that time and response participation on their part was much better than our 2021 stakeholder survey.

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

We continue to share ESSER information with our community on our website and through our district newsletter. Our Director of Schools informs and consults with the ECS Board, district, and school administrators who uphold accountability for diverse populations. School administrators responded to a questionnaire on ESSER expenditures which provided feedback on ESSER-funded programs' effectiveness and suggestions for improvement. Suggested revisions were presented at the School Board meeting with an opportunity for feedback from stakeholders. Our board meetings are open to all stakeholders including parents, school staff, students, and community leaders. These meetings are streamed live, and recordings are posted on our YouTube channel. Our stakeholder survey was distributed to ECS faculty, staff, and students through email and learning management systems. It was distributed to parents and other community stakeholders through our district newsletter and social media. The stakeholder survey engaged a significantly diverse population representation of stakeholders and was well above the minimum 10% in the following groups: Students with Disabilities, English Language Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Students who are Incarcerated, and Underserved Students.

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.

ECS utilized multiple modes of engagement in the development of the original and revised plans which included social media announcements, stakeholder surveys, administrator surveys, scheduled faculty meetings, PTA/PTO meetings, civic meetings, and school board meetings to gain input from stakeholders. Our school board meetings are streamed live, and recordings are posted on our YouTube channel. All public ESSER 3.0 funding documents and planning addenda are posted on our website in English and Spanish. An ESSER infographic on the district webpage provides funding investment information to stakeholders and an email contact (ESSER Grant Manager) is for anyone to ask questions or provide feedback at any time.