

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: Elizabethton City Schools

Director of Schools (Name): Richard VanHuss

ESSER Director (Name): John Hutchins

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

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

Addendum Date: January 14, 2022

Total Student Enrollment:	2647
Grades Served:	PreK - 12
Number of Schools:	5

Funding

ESSER 1.0 Allocation:	\$ 631,129.02
ESSER 2.0 Allocation:	\$2,519,890.05
ESSER 3.0 Allocation:	\$5,659,315.09
Total Allocation:	\$8,810,334.16

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring		113,164.00	1,115,969.94
	Summer Programming			
	Early Reading		70,728.00	
	Interventionists			678,624.06
	Other: Online Curriculum	76,470.00	120,000.00	
	Other: Benchmark Testing	51,099.22	82,542.00	
	Other: Learning Mgmt. Sys.	34,907.75	71,722.45	
	Other: Technology Coach	54,151.89	139,410.00	
	Other: Early Literature Resources	77,513.76		
	Other: Sup/Mat/Equipment			15,500.00
	Sub-Total	294,142.62	597,566.45	1,810,094.00
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			
	Mental Health	20,000.00	60,000.00	
	Other: Social Worker			141,213.00
	Sub-Total	20,000.00	60,000.00	141,213.00
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			317,576.00
	Sub-Total			317,576.00
Foundations	Technology	274,182.82	516,333.00	
	High Speed Internet	39,124.72		
	Academic Space (facilities)		1,246,990.60	3,275,339.09
	Auditing and Reporting			115,093.00
	Other: Indirect Cost Transfers	3,678.86	99,000.00	
	Sub-Total	316,986.40	1,862,323.60	3,390,432.09
Total		631,129.02	2,519,890.05	5,659,315.09

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, 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 Early Reading Foundational Skills training in the summer of 2021. Teachers that completed courses 1 & 2 received stipends for attendance. We invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, and Class-size Reduction Teachers. 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

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 implementation of new resources. 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. We also purchased Odysseyware, an online curriculum that allows students to work on earning high school credits and will be utilized for credit recovery and to support students to meet graduation requirements. A standards-based benchmark progress monitoring tool 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. 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:

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, 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 a licensed teacher. 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. 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.

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.

ECS 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.

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 opportunity for feedback from stakeholders. Our board meetings are open to all stakeholders including parent, school staff, students, and community leaders. These meetings are streamed live, and recordings are posted on our YouTube channel.

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

ECS did not make significant budgetary changes to our original spending plan, therefore we did not ask stakeholders to complete another survey. However, the original stakeholder survey gave us well above the minimum 10% engagement responses received in the following stakeholder groups: 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. We did not meet the 10% engagement responses received with Students and Families on the original plan survey, but we intend to survey stakeholders late spring this year instead of summer. This will give more students the opportunity to engage in the survey at school and the survey link for families will be distributed through Skyward email along with our school newsletter and social media posts.

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. Our director met with a group of students and a teacher representative at EHS to discuss plan development. 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 opportunity for feedback from stakeholders. Our board meetings are open to all stakeholders including parent, school staff, students, and community leaders. These meetings are streamed live, and recordings are posted on our YouTube channel. The original stakeholder survey engaged a significant 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, town halls) to gain input from stakeholders in development of the revised plan.

ECS utilized multiple modes of engagement in the development the original and revised plans which included surveys, scheduled meetings, virtual 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.