

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: Bristol Tennessee City Schools

Director of Schools (Name): Dr. Annette Tudor

ESSER Director (Name): Jared Day

Address: 615 Martin Luther King Jr. Blvd., Bristol, TN 37620

Phone #: 423-652-9228 District Website: btcs.org

Addendum Date: September 2, 2022

Total Student Enrollment:	3,753
Grades Served:	Pk-12
Number of Schools:	9

Funding

ESSER 2.0 Remaining Funds:	\$1,074,756.88
ESSER 3.0 Remaining Funds:	\$5,958,530.65
Total Remaining Funds:	\$7,033,287.53

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$0.00	\$425,973.00
	Summer Programming	\$0.00	\$0.00
	Early Reading	\$0.00	\$0.00
	Interventionists	\$0.00	\$162,590.00
	Other	\$62,500.00	\$1,682,928.65
	Sub-Total	\$62,500.00	\$2,271,491.65
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$5,000.00	\$0.00
	High School Innovation	\$0.00	\$313,652.00
	Academic Advising	\$67,767.00	\$55,110.00
	Special Populations	\$82,594.00	\$210,991.00
	Mental Health	\$92,526.00	\$409,153.00
	Other	\$0.00	\$1,163,189.00
	Sub-Total	\$247,887.00	\$2,152,095.00
Educators	Strategic Teacher Retention	\$0.00	\$0.00
	Grow Your Own	\$0.00	\$0.00
	Class Size Reduction	\$433,107.00	\$671,639.00
	Other	\$173,634.00	\$187,438.00
	Sub-Total	\$606,741.00	\$859,077.00
Foundations	Technology	\$9,200.00	\$225,009.00
	High-Speed Internet	\$0.00	\$0.00
	Academic Space (facilities)	\$0.00	\$0.00
	Auditing and Reporting	\$0.00	\$360,698.00
	Other	\$148,428.88	\$90,160.00
	Sub-Total	\$157,628.88	\$675,867.00
Total		\$1,074,756.88	\$5,958,530.65

Academics

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

After reviewing the data collected in the Needs Assessment, Bristol City Schools identified several key areas to accelerate academic achievement. The areas we identified included extending learning opportunities through high dosage, low-ratio tutoring, funding an Extended Learning Coordinator and District Behavior Interventionist, hiring additional instructional coaches to provide needed support for teachers, and including additional teachers to provide smaller class size instruction. In addition, state required high-quality math adoption materials as well as professional development through The New Teacher Project (TNTP) and Wit and Wisdom were identified as significant needs. Our district will invest in the TN ALL Corps program for the second straight year to provide high dosage, low ratio tutoring to students who qualify. Students will be tutored through the RTI schedule five days a week in ratios of no more than 3:1 in grades 1-5 and no more than 4:1 in grades 6-8.

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

1. Professional Development – The New Teacher Project (TNTP), Wit & Wisdom
2. State required Math Adoption Materials
3. Mastery Connect Formative Assessment Platform
4. Comprehensive Educational Resources Consortium

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.

After reviewing the data collected in the Needs Assessment, Bristol City Schools identified the following school-related resources to support student readiness: funding a Whole Child Director, District Psychologist, a Career Coach, a Counselor/Behavior Supports Teacher, a TOPS Special Education Teacher, additional TOPS speech services, a Licensed Clinical Social Worker to support district mental health needs, providing translation and interpretation services to support English language learners and their families, providing textbooks and supplies for Early College/Dual Enrollment classes, and funding for our Friendship Career Center project.

In Bristol, we have been blessed to combine funding sources and efforts from the Innovative High School Grant along with our ESSER 2.0 and 3.0 allocations. Once we collected community feedback, the results indicated that providing career pathways and work-based opportunities ranked first from our student meeting sessions, joint meetings with our Board of Education and City Council as well as feedback from our community survey (a cross-section of all stakeholders). The Friendship Career Center project will allow us to shift our focus from graduation to completing high school with a career plan.

The mission/purpose of the new Friendship Career Center, an off-site innovative alternate learning program for Tennessee Middle School (formerly Vance Middle School) and Tennessee High School

students, is to provide personalized educational and work-based learning options for students who choose an alternative pathway or are experiencing difficulty in the traditional system.

The Friendship Career Center will have an innovative and flexible time schedule in order to meet the needs of students, families, business/industry partners, and employers. Students need flexible time due to outside circumstances that impact their access to learning during the normal school day. These barriers can include caring for a family member, providing additional income for the family, pregnancy, health issues, conflict with other students, etc. By scheduling three different sessions with an early morning, late morning, and afternoon session available for learning, these barriers can be reduced or eliminated. This time schedule allows for students who choose the Friendship Career Center to participate in work-based learning experiences/placements during the regular school hours. For instance, students could work during the early morning and late morning sessions, then attend classes and/or have assistance for asynchronous coursework during the late afternoon session or in the evening. Evenings would also be available for special events and programs, such as adult and displaced worker education, job/career fairs, job-signing events, etc.

In addition to the innovative flexible time schedule, there will also be flexibility in the modes of learning provided by the Friendship Career Center. In the past, students were only provided one option for learning, which was in-person at a designated time during the school day. The innovation of this project allows schedules for individual students to be created to best meet the needs of the student. Modes of learning include in-person, virtual (synchronous and asynchronous), and hybrid courses.

Through a partnership with Tusculum University and Northeast State Community College, students can choose to enroll in the Early College "Viking U" program and earn an associate's degree prior to high school graduation through online courses taught by Tusculum professors. The Friendship Career Center will provide a new open study space with new furniture and enhanced Wi-Fi access to accommodate students in this cohort as well as provide academic assistance throughout the courses.

The additional strategic allocations to support student readiness for our Friendship Career Center include:

- Career Center Administrator/Principal
- Career Center Educational Assistants
- Career Center Bus Driver
- Career Center Secretary
- Career Center Teacher Stipends
- Career Center School Resource Officer (SRO)
- Career Center Special Education Teacher
- Career Center Mental Health Supports

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

1. We are providing additional full-time school-based nurses to support the needs of our students. School nurse services will be provided in each elementary school, the middle school, and Tennessee High School.
2. (3) Additional School Counselors

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 allocated funds to recruit, retain, and support educators and school personnel by hiring additional classroom teachers for class size reduction. We learned from our community feedback that having low student/teacher ratios was a top priority to support students as a result of the documented learning loss. This investment will allow for small group instruction, smaller whole group instruction, and one-on-one instruction, as needed.

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

The following initiatives were included in the "other" category to recruit, retain, and support educators and school personnel:

1. Friendship Career Center HVAC - Mechanical, Electrical, and Plumbing (MEP) Teacher
2. Friendship Career Center Agricultural Teacher
3. TOPS Teacher Stipends

Foundations

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

After reviewing the data collected in the Needs Assessment, the district is allocating remaining funds to strengthen structural expectations through the following: a Mastery Connect Formative Assessment system to monitor and track the needs of our students, a disaster data recovery server, hire a Digital Media Specialist to coordinate and support digital media resources districtwide and strengthen district technology communications, and funding for our district Canvas Studio subscription.

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

1. Stipend for a Strategic Planning Coordinator/Facilitator
2. Indoor/Outdoor learning furniture for Tennessee Middle and the Friendship Career Center
3. Funding for ESSER Director and Secretary
4. Indirect cost for grant management
5. Funding to purchase vehicles for districtwide custodial services
6. Purchase new janitorial cleaning equipment
7. Refresh used janitorial cleaning equipment

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 director will oversee reporting, monitoring, and auditing supports related to ESSER 3.0 funds. The ESSER accountant will be responsible for developing the budget. The director will work with the grant accountant and academic supervisors to create a process for gathering data and required documentation to ensure clean reporting and auditing of ESSER funds. The director will be responsible for ensuring the district adheres to all rules and regulations associated with the ESSER 3.0 grant application. Monthly, the director will attend administrative staff meetings to provide and receive communication about each aspect of the grant. Grant expenditure processes will be in alignment with all required federal spending guidance as outlined through school board policy and grant guidance.

The district level planning team consists of members who represent the various stakeholders in the system. This group will continue to meet on a regular basis to review, collect, and manage data elements required for reporting purposes. The district planning team will also address the use of ESSER and other relief funds in relation to the development of the district's ePlan in InformTN.

Monthly administrative meetings with principals and central office staff also provide opportunities for ongoing review of student data and discussion of strategies/budgets in relation to ESSER and other relief funding.

Lastly, the district's website will post all ESSER documents including the six-month addenda (in English and Spanish) along with a link for stakeholders to provide feedback to the district.

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.

Our district is fully participating in the TN ALL Corps Tutoring Program. In addition, the Bristol City Schools will meet the requirement to spend 20% of ESSER funds to address learning loss as follows:

- Funding (5.0 FTE) class-size reduction teachers for the 2022-23 school year from ESSER 2.0 and (5.0 FTE) class-size reduction teachers for the 2022-23 and 2023-24 school years from ESSER 3.0 to address learning loss based on 2021-2022 end of the year universal screening results.
- Fund (5.5 FTE) instructional coaches for the 2022-23 school year and 2023-24 school years.
- Participate in the TN ALL Corps program to provide high dosage, low ratio tutoring to students who qualify in grades 1-8.
- Fund a full time Extended Learning/Learning Loss Coordinator for 2022-23 and 2023-24 school years to organize all summer programming, flexible learning days, and tutoring through our TN ALL Corps partnership.
- Funding additional Educational Assistants/Paraprofessionals for our Career Center in SY 23-24
- Fund (3.0 FTE) school counselors for the 2022-23 and 2023-24 school years from ESSER 3.0
- Additional Licensed Clinical Social Worker services

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.

Our district provided stakeholders with an opportunity to provide feedback on ESSER expenditures through a survey link on the district's ESSER 3.0 Planning Documents & Community Feedback web page. The survey was sent out through email and district social media. Feedback is tracked as it is received on our district ESSER page. The ESSER Director's contact information is also provided so community members can reach out by phone or email. In addition, ESSER updates continue to be regularly included on a variety of district-level meeting agendas. Going forward information on ESSER and the LEA's ESSER documents will be shared through the district's newsletter.

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 chose to use multiple modes of engagement to ensure at minimum 10% of the stakeholders were engaged in the development of the plan.

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

Our district has gathered meaningful feedback from a diverse group of stakeholders on a regular basis throughout the life of the ESSER 3.0 grant and other relief funds. The district will continually hold meetings for district administration, school administration, and teacher leaders to share their needs. The documented needs will remain connected to district goals and be used through all budget planning and revisions for the ESSER funds. Moving forward, as needs change for the district, key stakeholders will continue to be surveyed and encouraged to provide feedback prior to revisions being made to existing plans.

The LEA was able to engage a diverse population of stakeholders through the following: an ESSER community feedback link on the district's website, in-person principals' meeting, in-person meeting with district planning team, in-person meeting with administrative staff, and an in-person meeting with the district's instructional technology coaches. We will also include information on the district's ESSER planning documents through our district newsletter. Stakeholders including students, families, school administrators as well as special education teachers, principals, school staff, and stakeholders representing the interests of historically underserved students have been surveyed.

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.

Bristol City Schools sought meaningful feedback from various stakeholders. Our district engaged stakeholders through a survey link on the web site and during district meetings which included: in-person principals' meeting, in-person meeting with district planning team, in-person meeting with administrative

staff, and in-person meeting with the district’s instructional technology coaches. We will also include information on the district’s ESSER planning documents and six-month addenda (in English and Spanish) through our district newsletter going forward.