

# ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

## REGULAR SCHEDULED MEETING

*Thursday, September 18, 2025, @ 5:30 PM*

### Board Members

Eddie Pless | Phil Isaacs | Dr. Bob Lewis | Josh Smith | Jamie Schaff  
Helen Hackett (Student Liaison)

The Elizabethton Board of Education will meet on Thursday, September 18, 2025, at 5:30 PM in the Mack Pierce Board Room, 804 South Watauga Ave , Elizabethton, TN 37643.

1. **CALL TO ORDER**
2. **MOMENT OF SILENCE**
3. **PLEDGE TO THE FLAG**
4. **APPROVE CONSENT AGENDA AND REGULAR AGENDA**
5. **TIME FOR CITIZENS TO SPEAK**

**Mayor Patty Woodby**

**EMA Directors**

6. **SPECIAL RECOGNITION:**
  - A. 2025-2026 Teachers of the Year:

PreK - 4th grade:

ESE- Emily Rock

HME- Rebekah Hornyak

WSE- Amanda Righter (no longer with us) She was also the District winner.

5th - 8th Related Arts:

ESE: Casey Waters

HME- Laura Morris (no longer with us)

WSE- Rachel Bowman

TAD- Kendra Cline District Winner

9th - 12th grades:

EHS- Sarah Heatherly

Katie Dugger- District Winner

- B. Princes Russell- National SKillsUSA

C. AP Scholars

7. **CONSENT AGENDA**

- A. Minutes of Regular Meeting: Date: August 21, 2025
- B. Approve General Purpose Fund Financial Statement, August 2025
- C. Approve Federal Projects Fund Financial Statement, August 2025.
- D. Approve School Nutrition Fund Financial Statement, August 2025
- E. Approve Equipment/Property Sale/Disposal forms
- F. Approve the following staff members to serve on the Student Disciplinary Hearing Authority for the 2025-2026 school year: Dr. Myra Newman (Chair), Dr. Josh Boatman, Dany O'Quinn, and Jason Lancaster.
- G. Approve the Innovative School Models Application for SY 2026. .
- H. Approve the Carl Perkins CTE application for SY 2026.
- I. Approve the 21st CCLC Remaining Funds for year 2026.
- J. Approve Special Education Preschool Grant FY 2026.
- K. Approve Partnership Agreement between King University and Elizabethton City Schools for the 2025-2026 school year.
- L. Approve for Amy Townsend to conduct interviews with K-3 teachers for her dissertation.
- M. Approve request from East Tennessee State University to conduct Tele-TAPP behavioral intervention program research in Elizabethton City Schools.
- N. Approve the purchase Kubota tractor, loader & backhoe and RTVX4 dump bed for Elizabethton High School for the CTE program with ISM Grant funds.
- O. Approve the Work-Based Learning Program between Elizabethton City Schools and the City of Elizabethton.

8. **REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**

A. Personnel Report

NEW HIRES:

- Rebecca Delph- Educational Assistant @ WELC, eff. 8/20/2025
- Katherine Stevens- Educational Assistant @ WELC, eff. 8/20/2025
- Charles Bradford- Custodian @ EHS, eff, 8/20/2025
- Jessica Tester- Educational Assistant @ WSE, eff. 8/25/2025
- Sherron Goding- Substitute Teacher, eff. 8/25/2025
- Grace Mullinax-Thompson, Substitute Teacher, eff. 8/25/2025
- Matthew Swain- Bus Driver, eff, 8/25/2025
- Amanda Enfinger- Educational Assistant @ ESE, eff. 8/25/2025
- Paige Blevins- Educational Assistant @ ESE, eff. 8/25/2025
- Leeann Hartley- Educational Assistant @ TAD, eff. 8/25/2025
- Lauren Hunt-Substitute Teacher, eff. 8/25/2025
- Amanda Woodby- Substitute Teacher, eff. 8/26/2025
- Rikki Hastings- Substitute Teacher, eff. 8/29/2025
- Kylie Sparks- Substitute Teacher, eff. 8/29/2025
- Cora Pike- Educational Assistant @ HME, eff.v9/2/2025
- Lillian Harrell- Educational Assistant @ WSE, eff. 9/2/2025

Mya Carter- Substitute Teacher, eff. 9/2/2025  
Sarah Stacy- Substitute Teacher, eff. 9/3/2025  
Diana Austin- Educational Assistant @ WSE, eff. 9/3/2025  
Tabitha Whitlock- Substitute Teacher, eff. 9/5/2025  
Brooklyn Hinkle- Interim Math Teacher @ TAD, eff. 9/5/2025  
Samantha Taylor- ESP Student Leader, eff. 9/8/2025  
Jessica Lee-Asst. Girls' Soccer Coach @ TAD, eff. 9/3/2025  
Bruce Miller- Educational Assistant @ TAD, eff. 9/9/2025  
Sean Dougherty- Custodian @ EHS, eff. 9/9/2025  
Kayla Fuller- Educational Assistant @ EHS, eff. 9/11/2025

ADDITIONAL POSITION:

Jason Clevinger- Wrestling Club Coach @ EHS, eff. 9/3/2025  
Eddie Morrell- Wrestling Club Coach @ EHS, eff. 9/3/2025  
Derrick Leonard-Tennis Coach@ TAD, eff. 9/3/2025  
Amber Fletcher- Asst. Girls' basketball Coach @ TAD, eff 9/3/2025  
Sheila Nelson- Swim coach @ TAD, eff. 9/3/2025

TRANSFERS:

Katrina Spencer- Transfer from Substitute Teacher to Interim Educational Assistant @ WSE, eff. 9/3/2025  
Karen Arnold- Transfer from FT Custodian @ HME to ESE, eff. 9/5/2025

RESIGNATIONS:

Ansley Cox-ESP Student Leader-eff. 8/20/2025  
Karissa Shepard- LPN @ WSE-eff. 8/26/2025  
Jennifer Singleton-Custodian @ ESE, eff. 8/29/2025  
Lori Barnett- Educational Assistant @ WSE, eff. 9/6/2025  
Jay Scurry- Educational Assistant @ EHS, eff. 9/15/2025  
Marley Lindley-Educational Assistant @ TAD, eff. 8/8/2025  
Travis Pennell-Wrestling Coach @ TAD, eff. 9/3/2025

RETIREEES:

Teresa Robinson - Systemwide RN, eff. 12/1/2025

TERMINATIONS:

LEAVE OF ABSENCE:

Sasha Malone-eff. 9/15/2025-12/19/2025  
Devin Whitehead- eff. 9/1/2025-9/12/2025  
Etta Pearman-Intermittent leave eff. 8/21/2025  
Lindsay Malecki- eff. 9/2/2025-12/19/2025  
Aundria Sartain-eff. 9/8/2025-10/3/2025  
Amy Emmert-eff. 9/15/2025-10/20/2025  
Jessica Honeycutt-eff. 12/9/2025-1/5/2026

- B. Director's Update
- C. Board Member Reports
- D. City Council Liaison's Report

- E. Student Liaison's Report
- 9. **REGULAR AGENDA**
  - A. Approve proposal between FieldTurf USA and Elizabethton City Schools to replace artificial turf in Citizens Bank Stadium for an amount not to exceed \$650,000, utilizing Omnia Partners Cooperative Purchasing Agreement.
  - B. Approve to ratify the creation of two full-time assistant positions to fulfill the required services of special education students at West Side and TA Dugger.
  - C. Approve first reading of Board Policies:
    - 5.109 Evaluation
    - 6.600 Student Records
  - D. Approve a Joint Resolution between the City of Elizabethton and the Elizabethton Board of Education regarding the Capital Contributions for the 2025 and 2026 Budget years for Maintenance of Effort Purposes.
- 10. **FOR YOUR INFORMATION**
- 11. **NEXT REGULARLY SCHEDULED BOARD MEETING**

The next regularly scheduled Board Meeting will be held on Thursday, October 16, 2025 at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.
- 12. **ADJOURN**

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION  
REGULAR SCHEDULED MEETING  
Thursday, August 21, 2025 5:30 PM  
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, August 21, 2025, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:29 PM.

Phil Isaacs: Present  
Bob Lewis: Present  
Eddie Pless: Present  
Jamie Schaff: Present  
Josh Smith: Present

1. CALL TO ORDER
2. MOMENT OF SILENCE
3. PLEDGE TO THE FLAG
4. APPROVE CONSENT AGENDA AND REGULAR AGENDA

Motion was made by Jamie Schaff, second by Bob Lewis to approve the Consent and Regular Agendas. Motion carried.

Phil Isaacs: aye  
Bob Lewis: aye  
Eddie Pless: aye  
Jamie Schaff: aye  
Josh Smith: aye

aye: 5, nay: 0

Mr Phil Isaacs stated that it would be in his best interest to recuse himself from voting on agenda item 9B because the school system employs his wife and daughter.

5. TIME FOR CITIZENS TO SPEAK:

Patty Woodby- Carter County Mayor  
EMA Directors

Mrs. Woodby was not present for the meeting.

6. SPECIAL RECOGNITION:

TAD Track team- State Meet qualifiers

EHS Track team- State meet qualifiers

EHS National Naval Cadet Corp cadets attending NJROTC Area 8 Summer Leadership Training.

The TAD Track Team qualified for the State Meet, which was held at Austin Peay University in Clarksville, TN. We took eight students to the State meet. The team placed 1st in the East TN Sectional and 11th in the State. Ryan Garland set a school record in the 400M, which broke the old record from 1993. Ryan was the MVP for the boys' team. The boys' 4x400 relay team also broke a record from 1990 of 4 minutes 2 seconds; this year, their record time was 3 minutes 51 seconds.

The EHS Track team had five females and two males qualify for the State Meet.

Camden Garland placed 4th in the Pentathlon.

Jamis Smalls was the State Champion shot putter, and Ava Rogers placed 5th. Leona Nave placed 2nd in the discus throw, and Vella Nave placed 3rd and 5th. She also qualified for State.

Landry Buckles won the discus with a throw of 177feet. Deisel Russell placed 4th in the state in the discus with a throw of 165 feet.

A big thank you to the coaches: Renee Birchfield, Alex Campbell, Derrick Nave, and Michael Grindstaff for all that they do to prepare these kids for competitions.

The naval cadets spoke about the summer training they were fortunate to be involved in. They attended the Sail Academy, Summer Leadership Academy, and Riverside Military Academy. All the cadets stated that it was a lot of hard

work and long hours, but the experience they received was amazing, and they would do it all again if given the chance.

7. CONSENT AGENDA

- A. Minutes of Regular Meeting: Date: July 15, 2025
- B. Approve General Purpose Fund Financial Statement, Date: June 2025
- C. Approve General Purpose Fund Financial Statement, Date: July 2025
- D. Approve Federal Projects Fund Financial Statement, Date: June 2025
- E. Approve Federal Projects Fund Financial Statement, Date: July 2025
- F. Approve School Nutrition Fund Financial Statement, Date: June 2025
- G. Approve School Nutrition Fund Financial Statement, Date: July 2025
- H. Approve Year End Reserves for the 2024-2025 school year.
- I. Approve second reading of the following Board Policies:
  - 1.700 School District Goals
  - 4.602 Honor Roll, Awards and Class Rankings
- J. Approve Partnership Agreement between Tusculum University and Elizabethton City Schools for the 2025-2026 school year.
- K. Approve Memorandum of Understanding between Western Governors University and Elizabethton City Schools for the 2025-2026 school year.
- L. Approve changes to Checking Accounts and Request for Resolution at Citizens Bank.
  - Approve changes to Checking Accounts and Request for Resolution on Accounts.at Citizens Bank.
- M. Approve individuals to be allowed to pick up night deposits made at their institution.
- N. Approve request for changes to VISA account being used by administrators.
- O. Approve Field Trip request for Cross Country team to travel to Louisville, KY.
  - Approve Field Trip request for Cross Country team to travel to Louisville, KY.
- P. Approve Field Trip request for 11th & 12th grade students to travel to Maine and Pennsylvania.

- Q. Approve Bus Driver Certifications.  
Approve Bus Driver Certifications.
  - R. Approve BOE and individual schools' Audit Contracts for year ending 6/30/2026.
  - S. Approve request for Property/Equipment --Sale/Disposal
  - T. Approve Memorandum of Understanding between The Access Academy and Elizabethton City Schools for the 2025-2026 school year.
  - U. Approve Memorandum of Understanding between Middle Tennessee University and Elizabethton High School for the 2025-2026 school year.
  - V. Approve travel for the Director of Schools and Board members to attend the TSBA Annual Conference in Nashville, TN, from November 13th-16th, 2025.
  - W. Approve travel for the Director of Schools to attend the American Association of School Administrators National Conference in Nashville, TN from February 11-14, 2026.
8. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS
- A. Personnel Report  
NEW HIRES:
  - B. Director's Update: District Data  
Mr. VanHuss commented on our great start to the new school year. We had a good in-service and a great Back-to-School Bash.  
There has been a lot of progress on the Dave Rider Facility. They will start asphalt work tomorrow, doing the curbing and some small punch list items. It is really coming together, and we are excited to see it completed.  
The Community Involvement Program has focused mainly on the Typhoon Swim Club but they will begin offering a similar program for wrestling. It will be good for the community and the students. It will be self supporting and the instructors will be paid by the monies they receive from participants. I would like to say thank you in advance for the stipend for employees that were not included in the Freedom Act.  
Dr. Newman will be sharing some student testing data with us from last year. We are very proud of our students but there is always room for

growth.

Dr. Newman began by bragging on the teachers and administrators and thanked them for all their hard work. We use Mastery Connect, which is a predictive assessment to TCAP. It has been very close to what our scores have been.

Our 3rd grade scores were outstanding. We had no deficiencies with their scores. The high school cyclone checkpoints took place during the time of the floods. I feel like those scores will be much better next year.

Our trend continues to go higher with each year. We did have great growth in the high school this year. We are outperforming on most of our assessments.

The state rankings from 2012-2025, out of 147 districts, we ranked 20th. In ELA, we ranked 13th. We have a lot to be proud of. We have high expectations for our students.

The question was asked: what areas of work need attention and what do we have in mind to help with improvement?

Dr Newman responded that we have our District Improvement Plan. We have really worked hard on Math, ELA, and College & Career pathway goals.

### C. Board Member Reports

Mr. Pless reported that the Summer Law Institute was excellent and very informative. He is very appreciative of the TSBA keeping us informed on what is coming up. He also reminded the board of the Fall District meeting this Monday in Morristown. The State Convention will follow in November in Nashville.

Mrs. Schaff wanted to thank all those who came and helped with the music for the Inservice, as well as those who contributed door prizes.

Mr. Smith commented on the high school parking lot and all the nicely decorated student parking spaces.

D. City Council Liaison's Report

Mr Simerly wanted to let us know that the City Council has a program called Keep Carter County Beautiful. This year we have some extra funding to maybe help with your landscaping. We are talking with Mr. Culbert on a couple of different things.

The Back to School was great. It seems like every year it is stepped up another notch. They gave out shoes this year and that was very impressive. If there is anything we can do to help, please reach out, and we will see what we can do to help.

E. Student Liaison's Report

9. REGULAR AGENDA

A. Approve CTE Exchange Agreement with Elizabethton City Schools and Carter County Schools.

Motion was made by Jamie Schaff, second by Phil Isaacs To approve CTE Exchange Agreement with Elizabethton City Schools and Carter County Schools. Motion carried.

Phil Isaacs: aye

Bob Lewis: aye

Eddie Pless: aye

Jamie Schaff: aye

Josh Smith: aye

aye: 5, nay: 0

Mr. Vanhuss discussed that a student from another school system wanted to do the aviation program, but his school system did not offer the program. We talked with our attorneys, and we came up with an agreement for the student to attend the class at our high school. They provided their own transportation to and from school. We have since had a similar situation where we had a student who wanted to attend a program

at a county school, and we thought it best if we went ahead and put an agreement in place with Carter County.

- B. Approve stipends for employees not included in the State of Tennessee teacher stipend allocation at a cost not to exceed \$200,000. These funds will come from the school system's undesignated fund balance.

Motion was made by Josh Smith, second by Jamie Schaff To approve stipends for employees not included in the State of Tennessee teacher stipend allocation at a cost not to exceed \$200,000. These funds will come from the school system's undesignated fund balance. Motion carried.

Phil Isaacs: abstain (w/ conflict

Bob Lewis: aye

Eddie Pless: aye

Jamie Schaff: aye

Josh Smith: aye

aye: 4, nay: 0, abstain (w/ conflict: 1

Mr. VanHuss thanked the board for considering this item. The state added this through the Education Act bill for teachers. Historically in the past, we have tried to do for everyone when something like this happens. Mrs. Wilson worked with the budget and was able to include the classified staff that was not included.

We will be able to give our full-time classified employees \$500.00 and our part-time classified employees \$350.00.

#### 10. FOR YOUR INFORMATION

#### 11. NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, September 18, 2025 at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.

#### 12. ADJOURN

Motion was made by Bob Lewis Motion to Adjourn Motion carried.

Phil Isaacs: aye

Bob Lewis: aye

Eddie Pless: aye

Jamie Schaff: aye

Josh Smith: aye

aye: 5, nay: 0

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Chairman of the Board

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Director of Schools

	Acct	2025-26	2025-26	2025-26	2025-26	Unencumbered	August 2025-26	
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity	
141 R 40110	000	CURRENT PROPERTY TAX	3,700,000.00	3,700,000.00	0.00	0.00	3,700,000.00	0.00
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	100,000.00	100,000.00	6,561.03	6.56	93,438.97	6,561.03
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	26,000.00	26,000.00	1,959.00	7.53	24,041.00	1,959.00
141 R 40140	000	INTEREST AND PENALTY	28,000.00	28,000.00	942.02	3.36	27,057.98	942.02
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	61,000.00	61,000.00	0.00	0.00	61,000.00	0.00
141 R 40163	000	PAYMENTS IN LIEU OF TAXES - OT	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
141 R 40210	000	LOCAL OPTION SALES TAX	4,300,000.00	4,300,000.00	372,136.96	8.65	3,927,863.04	372,136.96
141 R 40275	000	MIXED DRINK TAX	25,000.00	25,000.00	2,657.74	10.63	22,342.26	2,657.74
141 R 40320	000	BANK EXCISE TAX	39,000.00	39,000.00	0.00	0.00	39,000.00	0.00
141 R 41110	000	MARRIAGE LICENSES	650.00	650.00	52.41	8.06	597.59	52.41
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	385,000.00	385,000.00	3.35	0.00	384,996.65	0.00
141 R 43513	000	TUITION - SUMMER SCHOOL	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517	000	TUITION - OTHER	268,375.00	268,375.00	41,348.87	15.41	227,026.13	14,397.92
141 R 44110	000	INVESTMENT INCOME	130,000.00	130,000.00	7,839.49	6.03	122,160.51	7,839.49
141 R 44120	000	LEASE/RENTALS	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
141 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	10,367.64	0.00	-10,367.64	-21,327.03
141 R 44990	000	OTHER LOCAL REVENUES	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
141 R 46510	000	TISA STATE FUNDING	0.00	0.00	2,022,799.85	0.00	-2,022,799.85	2,022,799.85
141 R 46511	000	BASIC EDUCATION PROGRAM	20,601,732.00	20,601,732.00	0.00	0.00	20,601,732.00	0.00
141 R 46513	000	TISA OBP	90,000.00	90,000.00	0.00	0.00	90,000.00	0.00
141 R 46515	000	EARLY CHILDHOOD EDUCATION	487,721.00	487,721.00	0.00	0.00	487,721.00	0.00
141 R 46550	000	DRIVER EDUCATION	8,500.00	8,500.00	0.00	0.00	8,500.00	0.00
141 R 46590	000	OTHER STATE EDUCATION FUNDS	313,362.00	313,362.00	491,380.80	156.81	-178,018.80	0.00
141 R 46596	000	TN PPL	50,000.00	50,000.00	0.00	0.00	50,000.00	0.00
141 R 46610	000	CAREER LADDER PROGRAM	7,374.00	7,374.00	0.00	0.00	7,374.00	0.00
141 R 46790	000	OTHER VOCATIONAL	317,497.00	317,497.00	0.00	0.00	317,497.00	0.00
141 R 46990	000	OTHER STATE REVENUES	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 47590	000	OTHER FEDERAL THROUGH STATE	53,046.00	53,046.00	0.00	0.00	53,046.00	0.00
141 R 48610	000	DONATIONS	26,400.00	26,400.00	250.00	0.95	26,150.00	0.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,525,000.00	2,525,000.00	420,833.32	16.67	2,104,166.68	210,416.66
Grand Revenue Totals			33,661,407.00	33,661,407.00	3,379,132.48	10.04	30,282,274.52	2,618,436.05

Number of Accounts: 42

\*\*\*\*\* End of report \*\*\*\*\*

Acct	2025-26		2025-26	2025-26	Unencumbered	August 2025-26	
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity	
141 E 71100 --- ---	REGULAR INSTRUCTION PROGRAM	15,016,698.00	15,016,698.00	830,012.60	5.53	14,169,810.40	732,783.94
141 E 71200 --- ---	SPECIAL EDUCATION PROGRAM	2,923,270.00	2,923,270.00	70,037.45	2.40	2,852,336.85	68,393.84
141 E 71300 --- ---	VOCATIONAL EDUCATION PROGRAM	1,774,265.00	1,774,265.00	58,027.72	3.27	1,687,392.38	48,812.61
141 E 71400 --- ---	STUDENT BODY EDUCATION PROGRAM	519,585.00	519,585.00	64,753.42	12.46	454,831.58	56,180.17
141 E 72110 --- ---	ATTENDANCE	122,100.00	122,100.00	28,976.19	23.73	92,473.81	7,579.17
141 E 72120 --- ---	HEALTH SERVICES	479,851.00	479,851.00	14,323.56	2.99	462,309.04	12,812.44
141 E 72130 --- ---	OTHER STUDENT SUPPORT	1,326,061.00	1,326,061.00	85,130.89	6.42	1,214,430.11	83,728.89
141 E 72210 --- ---	REGULAR INSTRUCTION PROGRAM	1,353,055.00	1,353,055.00	226,177.62	16.72	1,121,427.40	171,236.52
141 E 72220 --- ---	SPECIAL EDUCATION PROGRAM	470,390.00	470,390.00	27,953.45	5.94	438,934.55	17,570.17
141 E 72230 --- ---	VOCATIONAL EDUCATION PROGRAM	196,030.00	196,030.00	29,174.62	14.88	166,855.38	17,491.95
141 E 72250 --- ---	TECHNOLOGY	1,013,615.00	1,013,615.00	265,335.52	26.18	733,277.64	70,273.54
141 E 72310 --- ---	BOARD OF EDUCATION	624,380.00	624,380.00	338,972.06	54.29	280,073.58	16,148.79
141 E 72320 --- ---	OFFICE OF THE SUPERINTENDENT	451,350.00	451,350.00	72,364.26	16.03	347,308.84	37,779.89
141 E 72410 --- ---	OFFICE OF THE PRINCIPAL	2,063,970.00	2,063,970.00	276,857.22	13.41	1,787,112.78	196,350.10
141 E 72510 --- ---	FISCAL SERVICES	454,665.00	454,665.00	98,318.69	21.62	348,667.41	41,351.49
141 E 72610 --- ---	OPERATION OF PLANT	2,149,141.00	2,149,141.00	478,241.13	22.25	1,663,202.78	210,256.00
141 E 72620 --- ---	MAINTENANCE OF PLANT	1,261,225.00	1,261,225.00	144,956.81	11.49	879,016.48	129,689.27
141 E 72710 --- ---	TRANSPORTATION	727,000.00	727,000.00	85,638.12	11.78	593,172.61	27,575.21
141 E 73100 --- ---	FOOD SERVICE	38,660.00	38,660.00	24,416.09	63.16	293.91	21,595.24
141 E 73300 --- ---	COMMUNITY SERVICES	268,375.00	268,375.00	65,258.52	24.32	195,682.62	61,509.38
141 E 73400 --- ---	EARLY CHILDHOOD EDUCATION	427,721.00	427,721.00	8,273.92	1.93	419,447.08	4,963.57
141 E 76100 --- ---	REGULAR CAPITAL OUTLAY	0.00	0.00	517,863.35	0.00	-560,124.79	438,874.92
<b>Grand Expense Totals</b>		<b>33,661,407.00</b>	<b>33,661,407.00</b>	<b>3,811,063.21</b>	<b>11.32</b>	<b>29,347,932.44</b>	<b>2,472,957.10</b>

Number of Accounts: 636

\*\*\*\*\* End of report \*\*\*\*\*

			2025-26	2025-26	2025-26	2025-26	Unencumbered	August 2025-26
<u>Acct</u>			<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>
142 R 47141	OCA	TITLE 1 GRANTS TO LOCAL EDUC A	0.00	0.00	2,280.44	0.00	-2,280.44	2,280.44
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	0.00	0.00	317.69	0.00	-317.69	317.69
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	0.00	0.00	3,552.80	0.00	-3,552.80	3,552.80
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	0.00	0.00	3,601.96	0.00	-3,601.96	3,601.96
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	0.00	0.00	335.16	0.00	-335.16	335.16
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	0.00	0.00	21,307.84	0.00	-21,307.84	21,307.84
<hr/> Grand Revenue Totals			0.00	0.00	31,395.89	0.00	-31,395.89	31,395.89

Number of Accounts: 6

\*\*\*\*\* End of report \*\*\*\*\*

		2025-26	2025-26	2025-26	2025-26	Unencumbered	August 2025-26
	<u>Acct</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>
142 E 71200	--- --- ----- --- SPECIAL EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72130	--- --- ----- --- OTHER STUDENT SUPPORT	0.00	0.00	2,672.72	0.00	-3,052.72	2,672.72
142 E 72210	--- --- ----- --- REGULAR INSTRUCTION PROGRAM	0.00	0.00	28,237.35	0.00	-28,271.47	27,670.25
142 E 72230	--- --- ----- --- VOCATIONAL EDUCATION PROGRAM	0.00	0.00	880.08	0.00	-2,680.08	828.08
142 E 73300	--- --- ----- --- COMMUNITY SERVICES	0.00	0.00	0.00	0.00	0.00	-27,056.46
<hr/> Grand Expense Totals		0.00	0.00	31,790.15	0.00	-34,004.27	4,114.59

Number of Accounts: 32

\*\*\*\*\* End of report \*\*\*\*\*

			2025-26	2025-26	2025-26	2025-26	Unencumbered	August 2025-26
<u>Acct</u>			<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>
143 R 43522	000	LUNCH PAYMENTS - ADULTS	25,000.00	25,000.00	748.90	3.00	24,251.10	748.90
143 R 43525	000	A LA CARTE SALES	60,000.00	60,000.00	5,187.58	8.65	54,812.42	5,187.58
143 R 43990	000	OTHER CHARGES FOR SERVICES	12,500.00	12,500.00	0.00	0.00	12,500.00	0.00
143 R 44110	000	INVESTMENT INCOME	40,000.00	40,000.00	2,358.05	5.90	37,641.95	2,358.05
143 R 46520	000	SCHOOL FOOD SERVICE	11,000.00	11,000.00	0.00	0.00	11,000.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	820,000.00	820,000.00	0.00	0.00	820,000.00	0.00
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	0.00	0.00	93,500.00	0.00
143 R 47113	000	USDA BREAKFAST	475,000.00	475,000.00	0.00	0.00	475,000.00	0.00
143 R 47114	000	USDA - ESP SNACK PROGRAM	25,000.00	25,000.00	0.00	0.00	25,000.00	0.00
<b>Grand Revenue Totals</b>			<b>1,562,000.00</b>	<b>1,562,000.00</b>	<b>8,294.53</b>	<b>0.53</b>	<b>1,553,705.47</b>	<b>8,294.53</b>

Number of Accounts: 34

\*\*\*\*\* End of report \*\*\*\*\*

		2025-26	2025-26	2025-26	2025-26	Unencumbered	August 2025-26
	<u>Acct</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>
143 E 73100 --- --- ----- ---	FOOD SERVICE	1,562,000.00	1,562,000.00	132,662.68	8.49	1,429,337.32	114,260.44
Grand Expense Totals		1,562,000.00	1,562,000.00	132,662.68	8.49	1,429,337.32	114,260.44

Number of Accounts: 77

\*\*\*\*\* End of report \*\*\*\*\*

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Trigalite VPS s/n# 9439ALC5M4604000

Sonic wall sma 210 s/n# 2CB8ED9A8DAG

HP Scanjet Doo 3000 s/n# C9CB8302B

HP Scanjet Flow 7000 Inv# 11537

INVENTORY TAG NUMBER: 11537

METHOD OF SALE/DISPOSAL: Recycle

SCHOOL/BUILDING WHERE ITEM IS HOUSED Central Office

SALE/DISPOSAL AUTHORIZED BY: *Ann Lund* DATE: 9-4-25  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Jig Saw No. 7588 type 5  
Model 315.172070 Scroller Saw  
 (1.) Model 6912 Heavy Duty Motor  
Model 6912 Heavy Duty Motor type 5  
 (2.) Model 332 5" Random Orbit Sander

INVENTORY TAG NUMBER: (1.) 07217 (2.) 07270

METHOD OF SALE/DISPOSAL: Throw away

SCHOOL/BUILDING WHERE ITEM IS HOUSED EHS

SALE/DISPOSAL AUTHORIZED BY: *Ben Gilbert* DATE: 9/2/25  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT - SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Black & Decker Saw Ser # 29173 7/4"  
Drill Black & Decker BD1000 3/8"  
Porter Cable Drill # 2620 HD 3/8 Ser # 017806  
Hand Saws QTY 13, Hacksaw Frames QTY 3  
Part of 1 Plan Block Porter Cable Sander-Box emp

INVENTORY TAG NUMBER: 07270

METHOD OF SALE/DISPOSAL: Throw away

SCHOOL/BUILDING WHERE ITEM IS HOUSED EHS

SALE/DISPOSAL AUTHORIZED BY: *Jim Albert* DATE: 9/2/25  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT - SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Model 6912 Heavy Duty Motor type 5  
Model 75371 Production Router Base  
Model 6911 Router Base type 3  
Model 332 5" Random Orbit Sander type 3  
Model 6911 Router Base type 4

INVENTORY TAG NUMBER: \_\_\_\_\_

METHOD OF SALE/DISPOSAL: Throw away

SCHOOL/BUILDING WHERE ITEM IS HOUSED EHS

SALE/DISPOSAL AUTHORIZED BY: *Ben Albert* DATE: 9/2/25  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: - Multiple Lenovo 11oe G2 Chromebooks,  
purchased with Esser 1.0 (Cares) funds  
see attached documentation  
of serial numbers / tag IDs

INVENTORY TAG NUMBER: Numerous - see attached

METHOD OF SALE/DISPOSAL: retired by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED: HME, EHS, Alt. school, TAD, ESE

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 8-19-25  
Principal

AUTHORIZED BY: [Signature] DATE: 8/19/25  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

**CHROMEBOOKS AND LAPTOPS FOR DISPOSAL (RETIRED BY TECH)**

**1. Lenovo 110e Chromebook G2- Funded by Esser 1.0 (Cares)**

All from Harold McCormick Elementary- Serial Numbers:

MP1WVMH0	MP1WVSMR	MP1WVMQN
MP1WVPZD	MP1WVSSN	MP1WVMQR
MP1WVKD4	MP1WKGJ1	MP1WVMQ1
MP1WVPZ7	MP1WWT4A	MP1WVMQ4
MP1WVP3G	MP1WKGL8	MP1WVMS2
MP1WVPPS	MP1WWKTF	MP1WVMRS
MP1WVPQA	MP1WW6YB	MP1WVMRX
MP1WVPSX	MP1WX0DX	MP1WVMR1
MP1WVPVJ	MP1WK78Q	MP1WVMR3
MP1WVPV2	MP1WPLGN	MP1WVMS3
MP1WVPWZ	MP1WR4TZ	MP1WVM05
MP1WVPYJ	MP1WKEA3	MP1WVM55
MP1WVPYM	MP1WVJSL	MP1WVM7H
MP1WVPYZ	MP1WVJST	MP1WKJY9
MP1WVPZA	MP1WVJZB	MP1WVKK4
MP1WVPZP	MP1WVKDE	MP1WWC2B
MP1WVPZW	MP1WVKFA	MP1WVKNP
MP1WVP41	MP1WVMGR	MP1WVPWY
MP1WVP8A	MP1WVMHE	MP1WVPZJ
MP1WVP85	MP1WVMHM	MP1WVMP1
MP1WVQ0Q	MP1WVMJP	
MP1WVQ02	MP1WVMJ8	MP1WVMNY
MP1WVQ08	MP1WVMKL	MP1WVQ0Y
MP1WVQ11	MP1WVMKZ	MP1WVMJ2
MP1WVQ2E	MP1WVMLL	MP1WVSLJ
MP1WKGCN	MP1WVMLT	MP1WVMNY
MP1WVQ2V	MP1WVML8	
MP1WKGHS	MP1WVMMP	
MP1WVSKS	MP1WVMNL	
MP1WVSLA	MP1WVMQK	

**2. Lenovo Chromebook- Transfer from Elizabethton Academy to HME**

Funded through T1N Tag # 20N208

Serial Number: MP1VK2HV

### **3. Lenovo 110e Chromebook G2 EHS & Alt. School**

Funded through Esser 1.0 (Cares)

Serial numbers and Cares tag #s:

Mp1wy8k7 cares 1500 moved from TAD to EHS Alt. School

MP1WVRLQ cares 1241

MP1WVT5J Cares 1354

MP1WVQ0L cares 1152

MP1WVPWX cares 1056

MP1WVSN3 cares 1303

MP1WVMQX Cares 0879

### **4. Lenovo 110e Chromebook G2 TAD**

Funded through Esser 1.0 (Cares)

Serial numbers and Cares tag #s:

MP1WVT8F Cares 1380

MP1WSVSS Cares 555

MP1WSNJ3 Cares 419

MP1WYR7Q Cares 1497

MP1WVMSL Cares 0896

MP1WKBY4 Cares 0013

### **5. Lenovo 110e Chromebook G2 ESE**

Funded through Esser 1.0 (Cares)

MP1WVSN6 cares 1306

MP1WVPQ8 cares 1025

MP1WVST9 cares 1319

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

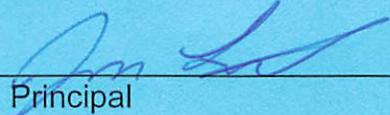
The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Multiple Lenovo 110 e G2 Chromebooks  
- purchased with Esser / Cares Act \$  
- see attached list

INVENTORY TAG NUMBER: see attached

METHOD OF SALE/DISPOSAL: retired by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED TAD o ESE

SALE/DISPOSAL AUTHORIZED BY:  DATE: 9-9-25  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

<b>Serial Number</b>	<b>CARES TAG #</b>
MP1WWFPL	1412
MP1WSNLL	422
MP1WYRA1	1496
MP1WVQ6Y	1205
MP1WVKQ8	743
MP1WSRLC	473
MP1WVQ3W	1183
MP1WSRQE	478
MP1WVSRF	1314
MP1WSPJR	437
MP1WVQAT	1112
MP1WSYAE	570
MP1WVL12	793
MP1WVMWJ	0918
MP1WVMH6	808
MP1WSMB8	392
MP1WVMXF	929
MP1WVS9S	1336
MP1WVRR8	1243
MP1WVQ4M	1189
MP1WVKTJ	755
MP1WSQVL	461
MP1WVQ7X	1217
MP1WST52	522
MP1WWJHP	1444
MP1WYSP9	1498
MP1WSM1W	399
MP1WVMWX	922
MP1WSQW9	465
MP1WVSKC	1260
MP1WWE1K	1409
MP1WSQX0	467
MP1WVN24	977
MP1WVMWZ	924
MP1WVRC6	1227
MP1WVQBR	1116
MP1WVMB9	795
MP1WYP2B	1489
MP1WT0GQ	606
MP1WVK7F	775
MP1WWF5B	1427

MP1WSRLM	474
MP1WVQ77	1220
MP1WSL74	381
MP1WT4KC	622
MP1WVQCM	1125
MP1WSKH9	370
MP1WSVQQ	546
MP1WVMTR	902
MP1WVS95	1340
MP1WSH1D	359
MP1WVRJ5	1238
MP1WSMN7	398
MP1WVQ64	1207
MP1WSP4H	445

MP1WSY5G

588

89T3222

- 0026CR9

History Log

Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/4/2025 12:07:33 PM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	9/4/2025 12:07:33 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/4/2025 11:51:58 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/4/2025 9:47:26 AM	Brian Culbert	Status changed to 'Draft Completed'.	S
	9/4/2025 9:46:19 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Returned Not Approved'.	S
	9/4/2025 9:28:19 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/4/2025 9:17:11 AM	Brian Culbert	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	8/20/2025 2:27:00 PM	Matthew Spinella	<p>Option to Copy Forward Previous Fiscal Year Details for ISM Applications is Now Available</p> <p>Dear ISM Directors:</p> <p>As you prepare your ISM applications for Fiscal Year 2026, please note that there is now an option that allows you to copy forward the details from your Fiscal Year 2025 ISM applications if you wish to use it.</p> <p>The process for copying Fiscal Year 2025 ISM application details into your Fiscal Year 2026 ISM application is as follows:</p> <ul style="list-style-type: none"> <li>▪ At the top of several pages; including the Cover Page, Overview, and Budget; a link prompting you to Copy Previous Fiscal Year Details will be available.</li> <li>▪ After clicking on that link, two radio buttons will appear:</li> <li>▪ To carry forward the details from the previous fiscal year, choose the "Keep" option.</li> <li>▪ You will be permitted to update and revise previous drafts as needed.</li> </ul> <p>Please feel free to utilize this option as you see fit. Thank you for your attention to this matter.</p>	C
	8/15/2025 8:24:30 AM	Brian Culbert	Status changed to 'Draft Started'.	S
	8/7/2025 3:34:57 PM	ePlan Help	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Allocations

Allocation Type	(1)	Innovative School Models	(2)	Charter ISM	Total
Original		\$0.00		\$0.00	\$0.00
Incoming Carryover		\$423,717.42		\$0.00	\$423,717.42
Outgoing Carryover		\$0.00		\$0.00	\$0.00
Reallocated		\$0.00		\$0.00	\$0.00
Additional		\$0.00		\$0.00	\$0.00
Released		\$0.00		\$0.00	\$0.00
Consortium		\$0.00		\$0.00	\$0.00
Forfeited		\$0.00		\$0.00	\$0.00
FER Released		\$0.00		\$0.00	\$0.00
<b>Total</b>		<b>\$423,717.42</b>		<b>\$0.00</b>	<b>\$423,717.42</b>

Elizabethhton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

\* LEA ID#

101

\* LEA Name

Elizabethhton City Schools

Innovative School Model Point of Contact

\* Name

Brian Culbert

\* Email

brian.culbert@ecschoools.net

\* Phone

423-895-0952

Director of Schools

\* Name

Richard VanHuss

\* Email

richard.vanhuss@ecschoools.net

Phone Number

423-547-8000 ext 8203

\* DUNS Number

100072768

\* Unique Entity Identifier (UEI)

MP87VN3EF127

ISM Overview

**Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models**

\* Is this application a multi-district application?

Yes  
 No

**Instructions**

Provide the enrollment for each school within the district. Please complete the appropriate column/s based on the grades at each school.

Important: If all schools within a district or multiple districts will be collaborating to develop a districtwide or multi-district Innovative School Model, the district or district serving as fiscal lead, will list one Project Name that will be used throughout the application. If individual high schools and middle schools, or groups of high schools and/or middle schools, will be developing their own Innovative School Model, the district will need to determine a name for each project and list the appropriate project name in the column beside each participating school. Please note that a Theory of Action and aligning Action Steps, Outcomes, and Evaluation and Sustainability Strategies are required for **each** project.

School Name and Grade Span	Grades 6-8 Enrollment	Grades 9-12 Enrollment	Project Name	School Allocation
Elizabethton High School 9, 10, 11, 12		890	Elizabethton High School	\$1,000,000.00
T A Dugger Junior High School 6,7,8	630		T A Dugger Junior High School	\$500,000.00

**Innovative School Model Components**

**Instructions** Check all the components that will be implemented as part of the Innovative School Model/s. Elaborate on how the checked components will be implemented.

**Grade Span 9-12**

Skill gaps between regional industry needs and the skill level of the students will be addressed.

Explain how.

Adding Construction program of study will allow us to offer more Industry Certifications in that area. ECS has already added Construction to our Memorandum of Understanding with TCAT--Elizabethton. Students will get clock hour credits in Construction. Multi-passenger vehicle will enable EHS to take students to IC testing sites. Equipment will be purchased to give students more up-to-date skills in the programs of study in construction, agriculture, information technology, automotive maintenance light repair. For 21--22 ECS had 171 industry certifications. They were in Health Science, Agriculture, Hospitality, and STEM. So, adding industry certifications in Construction would increase our career cluster average by 20%. This Construction class is new position. We will be helping students meet not only industry needs but will also be providing students DE credits at TCAT. First TN Development District has identified Construction as one of the four areas that our region needs to target.

Early postsecondary opportunities will be expanded for students.

Explain how.

EHS has already met with TCAT Elizabethton to go over needs as it relates to establishing our Dual Enrollment agreement with TCAT Elizabethton for Diesel Power Equipment and Construction. ISM money will purchase Kubota equipment and Snap-on Tools to match the equipment and tools at TCAT--E. The multi-passenger vehicle will be used to help transport students to worksites. ISM money will be used for parts of a salary for the Construction teacher as well as needed equipment.

Students will have increased access to earn a postsecondary credential while in high school.

Students will have increased access to earn an industry credential while in high school.

Explain how.

EHS has already partnered with TCAT Elizabethton on DE opportunities in Auto MLR, STEM with Mechatronics in FESTO Lab. Starting in 23--24 EHS will add two more partnerships with TCAT-E Dual Enrollment in Computer Info Tech and Criminal Justice. Looking down the road with the ISM grant we already have plans to offer DE with TCAT-E in Diesel Powered Equipment and Construction and Office Management.

Work-based learning opportunities will be expanded for students.

Explain how.

EHS in 22-23 had successes in new SBE programs that were designed to help with ED students, by allowing them to stay at EHS. We will continue Tuffys Cafe, Cyclone Network, and Cyclone Prints, but we will look to expand WBL to off campus sites for Construction and Ag Mechanics (Diesel Power Equipment) EHS is establishing partnerships to help with the new WBL class of Construction Practicum. This will also help with the Capstone Supervised Agricultural Experience class once we develop our Dual Enrollment agreement with TCAT Elizabethton for Diesel Power Equipment. We will also have an opportunity with Three Arrows Development for students to get Construction Practicum. So, the multi passenger vehicle will help students get to WBL outside of our existing SBE

Advisement and mentorship opportunities will be expanded and improved for students.

Career awareness and exploration activities will be expanded and improved for students.

### Grade Span 6-8

There will be activities implemented to increase awareness among rising 8th and 9th graders of ISM opportunities.

Explain how.

Students will take career assessments (Major Clarity) in the new 7th grade CTE Pathways class (Career Exploration C25X07). Throughout the class, students will explore careers in each CTE pathway explored. They will have the opportunity to watch online interviews and have guest speakers within the explored career pathways. A middle school counselor and Career Exploration teacher will go over the summative data of what is reported to major clarity.

Students will have increased access to career assessments and advising.

Middle school students will develop targeted plans for high school EPSO participation.

Middle school students will have increased access to academic advising for high school course selection.

**Explain how.**

Within the new 7th grade CTE Pathways class, students will learn high school courses and levels for each CTE pathways. This is another key component in the ISM grant. Students will be able to see how these classes/levels can fit into their high school 4 year plan. Students will also have the opportunity to visit Elizabethton High School's CTE classes. This new class will be based off the standards for the Career Exploration course, C25X07, with a focus on project-based learning. There will also be an CTE Open House for parents.

Early CTE courses will be offered to middle school students that result a seamless pathway in secondary.

**Explain how.**

A seamless pathway to high school CTE courses will be produced with 7th grade students because they will have an early introduction through project based learning. A seamless pathway to high school CTE courses will be produced with 6th grade students through the Career Awareness course. Students will demonstrate soft skills along with technical skills to practice critical skills needed in the workplace.

Advanced courses will be offered to middle school students to enhance their innovative school model experience.

**Explain how.**

Students will take a 6th grade exploratory Career Awareness class, TAD Life. Students will take a 7th grade CTE project-based class, CTE Pathways. These classes are extended from the required middle school classes.

**Innovative School Model Description**

**Instructions:** Answer the following ensuring that appropriate information is provided for all Innovative School Model projects to be implemented.

\* How have student, school, and/or partner needs informed your district's Innovative School Model/s (e.g., labor market needs, student performance data, postsecondary enrollment trends, etc.)?

The 7th grade CTE Pathways class will focus on CTE Pathways offered at Elizabethton High School. The highlighted pathways have been selected based on current work force employment, wages, and project work force employment within the Elizabethton/Carter County area. Five of our highlighted pathways are in the top 8 of annual job openings in our community (Hospitality & Tourism, Business Management & Administration, Health Science, and Architecture & Construction). Three of our highlighted pathways are in the top 6 of median wages within our community (Health Science, Agriculture, Food, & Natural Resources, and Arts, Audio/Video Technology & Communications). Four of our highlighted pathways are in the top 5 of projected new jobs within our community (Health Science, Hospitality & Tourism, Business Management & Administration, and Architecture & Construction). This has informed our decision to offer this class because when students are exposed to career options early they can better plan and prepare for their future career. By focusing on career clusters who have higher job openings/projected job openings, students can receive training in fields they are likely to find a sustainable job in our area. Therefore, allowing education to positively affect our local workforce and economy. First TN Development District has identified Construction as one of the four areas that our region needs to target. The EHS Community Partnership Advisory Group meets monthly at EHS. This group includes local business leaders, elected officials, post-secondary stakeholders, parents, students, counselors, EHS and Central Office administration. This group has encouraged students to do

more WBL. Their feedback is that they are thrilled with our SBE, but want us to do more WBL off campus if possible. They noted the successes of our Ag teacher and program. They wanted ECS to look for ways to expand the agriculture experiences. Major Clarity data shows students want more programs of study. For our region, the best option to add is construction.

\* Describe the project-based learning (PBL) experience/s that will be developed in conjunction with community partners at the middle school level. Specify the real-world and problem-solving opportunities that will be embedded.

The powerful project-based learning opportunities students will be completing while gaining practical hands-on experiences include: local business mentorship, student-generated PBL presentations with local areas of need and job opportunities, 3D printed food truck designs, greenhouse design, flight plans including altitude and FAA regulatory requirements, and constructing a 2/4 wall with electrical "J" boxes, switches, and lights. These are revolutionary opportunities for the middle school, as students will be allowed an alignment to the high school's CTE curriculum that was never possible before. Students will be able to evolve necessary real-world skills in a way that provides a wide foundation of conception. Not only will students be discovering opportunities never

before offered at our middle school but, they will be collaborating with community businesses in a way that allows for creativity and innovation. Students will be able to see opportunities existing in our local community that are of high demand leading students to anticipate and prepare to fill these needs. Due to this new student access we will be merging project-based learning with community partners and our local workforce.

\* Explain how seamless alignment will be promoted in middle school to high school CTE programs of study.

Within the 7th grade Career Pathways course, ONLY CTE pathways offered at Elizabethton High School will be taught. This allows for the students middle school experience to align with the high school's CTE program. Also, our teacher will be collaborating with our CTE director and our high school CTE teachers to ensure they are exposed to realistic project-based learning activities and begin building interest and skills that will be useful with their high school CTE pathway(s). Counselors at EHS and TAD (high school and middle school) will attend High School Transitions quarterly meetings at Northeast State. They will also have semi-annual meetings with TCAT--Elizabethton.

\* How will the ISM Grant impact and change students' school experiences?

Because of this grant school will be different for Middle Schoolers because of increased access to career assessments and advising, increased access to the high courses specifically CTE, culminating in a more seamless pathway between middle school and high school. Also, Because of this grant, high schoolers will have more access to post-secondary trips CTSO trip, and WBL destinations thanks to multi-passenger car; extra programs of study thanks to addition of Construction, and greater ability for better skills in industry certifications due to better, more equipment. Students will be impacted because of increased career exploration throughout the 6th and 7th grade proposed classes. Middle school students love learning about careers and exploring those they find interesting. These classes will increase students' interests and school experience. By offering earlier exposure to high school CTE Pathways, students will have knowledge to make informed decisions about high school classes and transitions. We hope this will lead to high school students having more opportunities to successfully complete EPSOs (such as industry certifications and/or dual enrollment credits). High school students will have expanded opportunities in EPSOs and WBLs. EHS will be able to provide additional programs of study, and better support the existing programs of study with more up to date equipment.

**Partnerships**

**Instructions:** Provide information on each partnering organization. **Letters of support and/or Memorandums of Understanding (MOU) outlining how the partner will support the Innovative School Model/s are strongly encouraged.** These supporting documents may be uploaded to the Related Documents page of the application.

**Project Partners - MOUs and/or Letters of Support from partners are strongly encouraged to be uploaded to the 'Related Documents' page.**

Partner Name	Partner Type	Provide a brief description of how this partnership will be reimaged to support the ISM project.
TCAT Elizabethton	Educational ▼	DE opportunities in Construction, Diesel power Equipment
Elizabethton/Carter County Chamber of Commerce	Community ▼	EHS will continue to work with the area Chamber of Commerce through Advisory Committee meetings to showcase strengths within our schools and community and to find solutions on needs.
Three Arrows Development, LLC	Industry ▼	Three Arrows can be used for recruiting skilled laborers. Three Arrows can be used for guest speakers, WBL Practicum opportunities, and help with our Advisory Committees.
Carter County Bank	Community ▼	T. A. Dugger will continue to work with Carter County Bank through our Leadership Committee and School Engagement Committee to showcase strengths within our school and community.

**Reimagining Time, Space and Modes of Learning- Applicable Grade Span 9-12**

**Instructions:** Select the best practices and strategies that will be implemented within the district. If additional strategies will be implemented that are not listed,

select "other" and provide a brief description.

### Time

- Utilizing equipment outside the traditional school day to extend and accelerate learning opportunities
- Utilizing staff outside the traditional school day to extend and accelerate learning opportunities
- Offering schedule flexibility within the school day and/or school week to maximize opportunities for students
- Expanding summer programming and learning opportunities
- Revising district academic requirements for postsecondary courses or enrollment
- Revising district graduation requirements to better align with employment standards
- Sharing instructional staff across partnering organizations and educational institutions
- Other - Please specify

### Space

- Offering high school course requirements on-site at an employer
- Offering high school course requirements on-site at a postsecondary education institution
- Offering expanded on-site work-based learning opportunities
- Expanding the number of high school teachers approved to serve as postsecondary adjunct faculty for EPSOs
- Other - Please specify

### Modes of Learning

- Offering students multiple types of EPSOs (dual enrollment, dual credit, AP, etc.)
- Offering students EPSOs in multiple modalities (online, hybrid, on ground)
- Offering work-based learning experiences in virtual and hybrid formats
- Offering EPSOs in a variety of content areas (general core and career and technical education)
- Expanding advisement and supportive services to address high school to college and career transitions
- Developing non-academic standards and competencies for employment success in collaboration with partners
- Developing non-academic standards and competencies for employment success in collaboration with partners
- Expanding mentorship opportunities for students in collaboration with partners
- Other - Please specify

### Reimagining Time, Space and Modes of Learning- Applicable Grade Span 6-8

Check the following components that will be utilized within this project to reimagine the use of:

**Time**

- Utilizing equipment outside the traditional school day to extend and accelerate learning opportunities
- Utilizing staff outside the traditional school day to extend and accelerate learning opportunities
- Offering schedule flexibility within the school day and/or school week to maximize opportunities for students
- Expanding summer programming and learning opportunities
- Revising district academic requirements for postsecondary courses or enrollment
- Revising district graduation requirements to better align with employment standards
- Sharing instructional staff across partnering organizations and educational institutions
- Other - Please specify

**Space**

- Offering expanded project-based learning opportunities
- Offering field trip opportunities embedded into project-based learning opportunities
- Offering shadowing opportunities at an employer (on-site and virtual)
- Developing a school-based enterprise
- Creating a practical learning environment
- Developing a middle school academy focusing curricula on a specific career cluster
- Other - Please specify

**Modes of Learning**

- Offering students courses in a variety of modalities (online, hybrid, on ground)
- Offering work-based learning and project-based learning experiences in virtual and hybrid formats
- Expanding career awareness efforts to increase student exposure to non-traditional fields
- Expanding career exploration efforts to increase student knowledge of different career pathways
- Expanding career advising services to address middle school to high school transitions
- Leveraging career assessments to address career interest and exploration
- Developing non-academic standards and competencies for employment success in collaboration with partners
- Expanding mentorship opportunities for students in collaboration with partners
- Revising course content to enhance knowledge of high-demand occupations and aligning high school CTE pathways
- Integrating student portfolio development to demonstrate knowledge of career pathways

Other - Please specify

**Theory of Action**

**Instructions:** Provide a Theory of Action for each Innovative School Model to be implemented. There should be one Theory of Action for each named project.

**Project Name**

EHS Expansion of Programs to Fit Needs

**Theory of Action**

If EHS is able to convert more facility space to offer more programs of study with better specific equipment to match industry needs, then students will be more equipped to obtain Industry Certifications with completing Work Based Learning or Practicum experiences.

T. A. Dugger Career Exploration and Awareness

If we educate students at the middle school level on Early Post Secondary Opportunities, then we can expect to increase the number of high school students taking classes connected to DE, LDC, SDC, and IC culminating in increase in Ready Grad Status.

**Action Steps, Outcomes, Metrics/Evaluation, and Yearly Timeline**

**Instructions:** In this section, major action steps need to be listed by project name. There should be multiple action steps for each project and additional action steps may be added by selecting "Add Row." For each action step, the expected outcome of that action step should be provided. Strategies to evaluate progress toward meeting the outcome must also be provided. A brief description for how the work and outcomes of the action step will be sustained over time should also be provided. Applicants should indicate which year of the project that the action step will be implemented. **Supporting documentation such as job descriptions and equipment quotes should be uploaded to the "Related Documents" page of the application.**

Action Steps, Outcomes, Metrics/Evaluation & Sustainability Strategies, and Yearly Timeline

**Project Name**

EHS Expansion of Programs to Fit Needs

**Action Step**

HS AS #1 ECS will use ISM money to remodel a recently purchased building across the street from EHS. Then EHS will move the alternative school across the street. EHS will be able to move classrooms around to make better use of existing building and facilities to offer more space to CTE classrooms

**Outcome**

We will provide space to start a new CTE program of study in Construction.

**Metrics/Evaluation Strategy**

EHS will work with its maintenance department and hired architects to review that EHS has met the facility needs of its programs of study. EHS will gather data from its CTE teachers to review and make improvements as money will allow.

**Year 1**

**Year 2**

**Year 3**

**Year 4**

<p>EHS Expansion of Programs to Fit Needs</p>	<p>HS AS #2 EHS will finalize equipment needs via Advisory committees to make equipment purchases for targeted programs of study. Information will be shared during PLCs when the ISM is reviewed.</p>	<p>The expectation is that EHS will see more students gain concentrator status and more importantly will have students in their preferred career path.</p>	<p>School administrators will meet to go over data concerning CTE class enrollments, number of concentrators, and EPSOs relating to CTE coursework. Information will be shared with guidance counselors and CTE teachers via PLC meetings. Adjustments will be made on the numbers. Classes that have low concentration and completer numbers will be promoted via ECS social media to help with numbers.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p>EHS Expansion of Programs to Fit Needs</p>	<p>HS AS #3 ECS will post the position to hire a Construction teacher to meet the needs based on job market data.</p>	<p>EHS will be able to recruit, hire, and retain a highly qualified teacher in constructions. In the effort to retain a good teacher, Professional Development will be given as needed. The highly qualified construction teacher will educate students and over time help students obtain industry certifications and construction practicum opportunities.</p>	<p>Students will become concentrators in construction. EHS will help promote construction to nontraditional placements. ECS will use EIS info and eTIGER info to monitor the progress of the students.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p>EHS Expansion of Programs to Fit Needs</p>	<p>HS AS #4 ECS will provide Professional Development</p>	<p>EHS will be able to recruit, hire, and retain a highly qualified teacher in construction. In the effort to retain a good teacher, Professional Development will be given as needed to all CTE teachers. The highly qualified teachers will educate students and over time help students obtain industry certifications and practicum opportunities.</p>	<p>Students will become concentrators in construction. EHS will help promote construction to nontraditional placements. ECS will use EIS info and eTIGER info to monitor the progress of the students.</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>

<p>EHS Expansion of Programs to Fit Needs</p>	<p>HS AS #5 EHS will purchase a multi passenger vehicle to help with transportation needs of students as it relates to students taking industry certifications exams or local dual credit tests. As needs are determined students can now receive help in getting to work based learning or practicum placements. Teachers and students will also use the vehicle to travel to CTSO competitions.</p>	<p>More students will be able to do work based learning or practicum experiences. Teachers will be able to better handle the logistics of getting students to ICs, LDCs, or CTSO events.</p>	<p>All EPSO numbers will be evaluated by the CTE Director, EHS principal, and ECS admin to go over transportation requests to see if improvements can be made to better use the vehicle.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>EHS Expansion of Programs to Fit Needs</p>	<p>HS AS#6 Buy Student desks, tables, etc. as needed for each classroom move passed on needs of the program of study.</p>	<p>CTE Director will oversee the ordering and placement of any furniture to accommodate needs. Since their will be a major reshuffling of classroom, it is expected that each program of study moving in will need different chairs, tables, desks to accommodate students' needs.</p>	<p>The CTE Director and building Principal will meet with teacher of each program of study in new/newly acquired room to go over any upcoming concerns with space and equipment. Future budget requests will be done based on needs assessment.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>T. A. Dugger Career Exploration and Awareness</p>	<p>MS AS #1 ECS will use ISM money to remodel a maintenance room into the 7th grade Career Exploration (CTE Pathways class) classroom.</p>	<p>T. A. Dugger will be able to offer the CTE Pathways course to all 7th graders in an environment that is conducive to project-based learning and accessible to all students.</p>	<p>ECS and T. A. Dugger will work with our maintenance department and additional contracts to prepare this classroom environment and meet the courses needs.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>T. A. Dugger Career Exploration and Awareness</p>	<p>MS AS #2 T. A. Dugger will finalize equipment needs to make equipment purchases the 6th grade TAD Life (Career Exploration) class and the 7th grade CTE Pathways (Career Awareness). Amendment #1 5.24.23 Upon hiring a teacher for year two (beginning July 1, 2023) T A Dugger has modified equipment request to include Instructional supplies at less than \$500 per many items.</p>	<p>Students will have access to materials to complete project-based learning experiences.</p>	<p>School administrators will meet to go over data concerning CTE class enrollments, number of concentrators, and EPSOs relating to CTE coursework. Information will be shared with guidance counselors and CTE teachers via PLC meetings. Adjustments will be made on the numbers. Classes that have low concentration and completer numbers will be promoted via ECS social media to help with numbers.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<p>T. A. Dugger Career Exploration and Awareness</p>	<p>MS AS #3 ECS will post the position to hire a teacher for the 7th grade CTE Pathways class.</p>	<p>T. A. Dugger will be able to recruit, hire, and retain a highly qualified teacher. In the effort to retain a good teacher, Professional Development will be given as needed. The highly qualified teacher will increase student's career awareness by providing project-based learning opportunities related to CTE pathways offered at Elizabethton High School. Students will become knowledgeable about career opportunities and pathways available throughout high school to help them be successful. We plan to see an increase in CTE pathway participation and completion at the high school level.</p>	<p>The CTE Director will meet with the principal to go over success of program. The number of students enrolled, the grades of those students, reports from Major Clarity, and teacher feedback will be used to make changes, if necessary.</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

T. A. Dugger Career Exploration and Awareness	MS AS #4 ECS will post the position to hire a teacher for a new CTE linked Career Exploration class.	All 6th grade students will have access to an exploratory class focusing on career exploration. The new teacher will be given support as needed through professional development.	The classroom teacher will have set course standards allowing for students to become more knowledgeable about career opportunities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#5 ECS will provide Professional Development	Teacher will be more successful if they are well trained and comfortable in the area they teach. In the effort to retain a good teacher, Professional Development will be given as needed.	ECS will use EIS info and eTIGER info to monitor the progress of the students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#6 Buy Computers	ECS will buy computers to upgrade an aging Keyboarding class to implement more technology and capabilities for students to engage in more career opportunities.	Admin, teachers, and CTE Director will review how students are doing in both career awareness and Career Exploration.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#7 Buy Student desks, tables, etc. as needed for each classroom move passed on needs of the program.	CTE Director will oversee the ordering and placement of any furniture to accommodate needs. Since there will be a reshuffling of classroom, it is expected that the class moving in will need different chairs, tables, desks to accommodate students' needs. Classrooms are fully equipped to support implementation of CTE courses.	The CTE Director and building Principal will meet with teacher in newly acquired room to go over any upcoming concerns with space and equipment. Future budget requests will be done based on needs assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #7 Buy STEM equipment to help recruit students for SkillsUSA. Buy robotics kit.	EHS has only sent 1 student to SkillsUSA competition in last 4 years. We will increase those numbers exponentially. Student learning will be expanded outside the classroom to do after-school sessions to get ready to go compete in various competitions.	CTE Director, STEM teacher, and other teachers that could align with SkillsUSA to go over how to recruit students for an extension of classroom learning. Future budget requests will be based on the success/failure of this initiative.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>EHS Expansion of Programs to Fit Needs</p>	<p>HS AS #8 Buy consumables for Construction class. Thousands of dollars of equipment was purchased as a start-up for a new program of study, but supplies were overlooked.</p>	<p>The new construction class will actually have enough materials to get started on projects that will complete learning process and make it a possibility for the class to create projects that can help with sustainability to fund-raise and do more projects.</p>	<p>CTE Director and Construction teacher will go over what projects could be created to fund raise. Future budget requests will be based on the success/failure of this initiative.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Sustainability Strategy**

**Instructions:** Answer the following ensuring that appropriate information is captured for all Innovative School Model projects to be implemented.

- \* Provide an explanation for how you will leverage the state TISA funding plan, as well as local, state, and federal funding resources to sustain the ISM program long-term.  
 We will be able to sustain this grant by: Increase in CTE enrollment, which will increase TISA funding, yearly Perkins Allocations. We will also continue to Perkins reserve grants (when awarded) and local general funds, The vehicles (one bought in year 2 and one in year 4) for WBL, school based enterprise, and CTSO will be charged to each club or CTE dept at \$.50/mile. After 100,000 miles there should be money to sustain and buy another vehicle or provide maintenance as needed to the existing vehicle. With increased enrollment within CTE there will be an increase in TISA funding assisting in sustainability. Local funds will provide maintenance on equipment purchases, if needed.
- \* Provide at least three (3) strategies for sustainability to be completed within the next year. Please note that professional development will be provided soon on what strong sustainability plans should look like. Sustainability plans will be updated on an annual basis to demonstrate progress toward meeting this long-term expectation.  
 We will be able to sustain this grant by: 1) Increase in CTE enrollment, which will increase TISA funding, yearly Perkins Allocations. 2) The vehicles for WBL, school based enterprise, and CTSO will be charged to each club or CTE department at \$.50/mile. After 100,000 miles there is money to sustain and buy another one. 3) With increased enrollment within CTE there will be an increase in TISA funding assisting in sustainability. TADugger Jr High will sustain a full time Career Awareness/Teacher and Career Pathways teacher through TISA and local funding.

**Resources**

- [Click here to open the application guidance document.](#)
- [Innovative School Models District Guidance](#)
- [Innovative School Models Budget Narrative Overview](#)
- [Innovative School Models Recommended Account Numbers](#)

School Allocations

Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

School Name and Grade Span	School Allocation
Elizabethton High School 9, 10, 11, 12	\$1,000,000.00
T A Dugger Junior High School 6,7,8	\$500,000.00

Budget

**Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models**

<b>Account Number</b>	<b>Total</b>
71100 - Regular Instruction Program	\$58,000.00
71300 - Vocational Education Program	\$328,717.42
72130 - Other Student Support	\$7,000.00
72210 - Support Services/Regular Instruction Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$0.00
72510 - Fiscal Services	\$0.00
72620 - Maintenance of Plant	\$0.00
72710 - Transportation	\$0.00
76100 - Regular Capital Outlay	\$30,000.00
<b>Total</b>	<b>\$423,717.42</b>
<b>Adjusted Allocation</b>	<b>\$423,717.42</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail

**Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models**

71100 - Regular Instruction Program - \$58,000.00

**Budget Detail**

**Narrative Description**

**Account Number:** 71100 - Regular Instruction Program

**Line Item Number:** 722 - Regular Instruction Equipment

**Priority Area:** Career Exploration

**Optional Program Code:**

**Location Code:** Elizabethton High School (101-0015)

**Quantity:** 1.00

**Cost:** \$58,000.00

**Line Item Total:** \$58,000.00

Buy furniture based on new needs like tables, desks, chairs, etc.  
buy Computers for IT classroom  
Buy computers for CTE Teachers  
Buy Computers for STEM classroom

<b>Total for 71100 - Regular Instruction Program:</b>	\$58,000.00
<b>Total for all other Account Numbers:</b>	\$365,717.42
<b>Total for all Account Numbers:</b>	\$423,717.42
<b>Adjusted Allocation:</b>	\$423,717.42
<b>Remaining:</b>	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

71300 - Vocational Education Program - \$328,717.42

Budget Detail

Narrative Description

Account Number: 71300 - Vocational Education Program

Line Item Number: 116 - Certified Teachers

Priority Area: Career Exploration

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$72,765.00

Line Item Total: \$72,765.00

pay two career exploration teachers

Account Number: 71300 - Vocational Education Program

Line Item Number: 116 - Certified Teachers

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$28,710.00

Line Item Total: \$28,710.00

EHS Construction teacher

Account Number: 71300 - Vocational Education Program

social security for two teachers

Line Item Number: 201 - Social Security

Priority Area: Career Exploration

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$4,511.00

Line Item Total: \$4,511.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 201 - Social Security

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$1,780.00

Line Item Total: \$1,780.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 204 - State Retirement

Priority Area: Career Advising

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Construction teacher social security

state retirement for two teachers

<b>Code:</b> <b>Quantity:</b> 1.00 <b>Cost:</b> \$4,199.00 <b>Line Item Total:</b> \$4,199.00	
<b>Account Number:</b> 71300 - Vocational Education Program <b>Line Item Number:</b> 204 - State Retirement <b>Priority Area:</b> CTE Programs of Study <b>Optional Program Code:</b> <b>Location Code:</b> Elizabethton High School (101-0015) <b>Quantity:</b> 1.00 <b>Cost:</b> \$1,726.00 <b>Line Item Total:</b> \$1,726.00	state retirement for construction teacher
<b>Account Number:</b> 71300 - Vocational Education Program <b>Line Item Number:</b> 206 - Life Insurance <b>Priority Area:</b> Career Exploration <b>Optional Program Code:</b> <b>Location Code:</b> T A Dugger Junior High School (101-0025) <b>Quantity:</b> 1.00 <b>Cost:</b> \$90.00 <b>Line Item Total:</b> \$90.00	life insurance for 2 teachers
<b>Account Number:</b> 71300 - Vocational Education Program	life insurance for construction teacher

Line Item Number: 206 - Life Insurance

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$45.00

Line Item Total: \$45.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 207 - Medical Insurance

Priority Area: Career Exploration

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$15,505.00

Line Item Total: \$15,505.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 207 - Medical Insurance

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

medical insurance for two teachers

medical insurance for construction teacher

Code:

Quantity: 1.00

Cost: \$4,520.00

Line Item Total: \$4,520.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 208 - Dental Insurance

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$308.00

Line Item Total: \$308.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 208 - Dental Insurance

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$154.00

Line Item Total: \$154.00

Account Number: 71300 - Vocational Education Program

dental insurance for two new teachers

dental insurance for construction

employer medicare for two new teachers

Line Item Number: 212 - Employer Medicare

Priority Area: Career Exploration

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$755.00

Line Item Total: \$755.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 212 - Employer Medicare

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$416.00

Line Item Total: \$416.00

Account Number: 71300 - Vocational Education Program

Line Item Number: 217 - Retirement - Hybrid Stabilization

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton (101)

employer medicare for construction teacher

retirement for new teacher.

<b>Code:</b> <b>Quantity:</b> 1.00 <b>Cost:</b> \$859.00 <b>Line Item Total:</b> \$859.00	
<b>Account Number:</b> 71300 - Vocational Education Program <b>Line Item Number:</b> 499 - Other Supplies and Materials <b>Priority Area:</b> Industry Alignment <b>Optional Program Code:</b> <b>Location Code:</b> Elizabethton (101) <b>Quantity:</b> 1.00 <b>Cost:</b> \$2,000.00 <b>Line Item Total:</b> \$2,000.00	uniforms for cadets and nursing students
<b>Account Number:</b> 71300 - Vocational Education Program <b>Line Item Number:</b> 730 - Vocational Instruction Equipment <b>Priority Area:</b> Industry Alignment <b>Optional Program Code:</b> <b>Location Code:</b> Elizabethton High School (101-0015) <b>Quantity:</b> 1.00 <b>Cost:</b> \$173,141.08 <b>Line Item Total:</b> \$173,141.08	EHS Buy Equipment  AV/Digital Arts-- cameras Agriculture....tractor (backhoe/loader attachment); RTV, Mower, attachments for TLB and RTV; plus tractor tools (floor jacks/stands, gas/diesel container) STEM--laser engraver/ vinyl cutter Digital Arts--cameras
<b>Account Number:</b> 71300 - Vocational Education Program	TAD--buy equipment for career awareness/pathways (adjustment will be for

Line Item Number: 730 - Vocational Instruction Equipment

shipping/handling)

Priority Area: Industry Alignment

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$17,233.34

Line Item Total: \$17,233.34

Total for 71300 - Vocational Education Program: \$328,717.42

Total for all other Account Numbers: \$95,000.00

Total for all Account Numbers: \$423,717.42

Adjusted Allocation: \$423,717.42

Remaining: \$0.00

Budget Detail

**Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models**

72130 - Other Student Support - \$7,000.00 ▼

**Budget Detail**

**Narrative Description**

**Account Number:** 72130 - Other Student Support  
**Line Item Number:** 524 - In-Service / Staff Development  
**Priority Area:** Professional Development  
**Optional Program Code:**  
**Location Code:** Elizabethton High School (101-0015)  
**Quantity:** 1.00  
**Cost:** \$5,000.00  
**Line Item Total:** \$5,000.00

Professional Development based on new needs of new teachers and new programs.

**Account Number:** 72130 - Other Student Support  
**Line Item Number:** 524 - In-Service / Staff Development  
**Priority Area:** Professional Development  
**Optional Program Code:**  
**Location Code:** T A Dugger Junior High School (101-0025)  
**Quantity:** 1.00  
**Cost:** \$2,000.00  
**Line Item Total:** \$2,000.00

Professional development for new needs of teachers in new exploration classes

**Total for 72130 - Other Student Support:** \$7,000.00

**Total for all other Account Numbers:** \$416,717.42

**Total for all Account Numbers:** \$423,717.42

**Adjusted Allocation:** \$423,717.42

**Remaining:** \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

76100 - Regular Capital Outlay - \$30,000.00

Budget Detail

Narrative Description

Account Number: 76100 - Regular Capital Outlay

Line Item Number: 707 - Building Improvements

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$30,000.00

Line Item Total: \$30,000.00

buy a metal building to house new ag equipment (tractor, mower, type stuff)

Total for 76100 - Regular Capital Outlay: \$30,000.00

Total for all other Account Numbers: \$393,717.42

Total for all Account Numbers: \$423,717.42

Adjusted Allocation: \$423,717.42

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Filter by Location: All - \$423,717.42 ▼

Line Item Number	Account Number	71100 - Regular Instruction Program	71300 - Vocational Education Program	72130 - Other Student Support	76100 - Regular Capital Outlay	Total
116 - Certified Teachers		0.00	101,475.00			101,475.00
201 - Social Security		0.00	6,291.00	0.00	0.00	6,291.00
204 - State Retirement		0.00	5,925.00	0.00	0.00	5,925.00
206 - Life Insurance		0.00	135.00	0.00	0.00	135.00
207 - Medical Insurance		0.00	20,025.00	0.00	0.00	20,025.00
208 - Dental Insurance		0.00	462.00	0.00	0.00	462.00
212 - Employer Medicare		0.00	1,171.00	0.00	0.00	1,171.00
217 - Retirement - Hybrid Stabilization		0.00	859.00	0.00	0.00	859.00
499 - Other Supplies and Materials		0.00	2,000.00	0.00		2,000.00
524 - In-Service / Staff Development				7,000.00		7,000.00
707 - Building Improvements					30,000.00	30,000.00
722 - Regular Instruction Equipment		58,000.00				58,000.00
730 - Vocational Instruction Equipment			190,374.42			190,374.42
<b>Total</b>		58,000.00	328,717.42	7,000.00	30,000.00	423,717.42
					<b>Adjusted Allocation</b>	423,717.42
					<b>Remaining</b>	0.00

Related Documents

**Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models**

Required Documents		
Type	Document Template	Document/Link
Innovative School Models (ISM) Assurances [Upload at least 1 document(s)]	 <a href="#">Innovative School Models (ISM) Assurances</a>	 <a href="#">ISM 2025--26 Assurances with Signatures update</a>
(ISM) Year 2,3,4 Budget [Upload at least 1 document(s)]	N/A	 <a href="#">ECS 4_year plan ISM 8.21.25</a>
(ISM) DOS Signature Page [Upload at least 1 document(s)]	 <a href="#">(ISM) DOS Signature Page</a>	 <a href="#">ISM DOS SignaturePage with SIGS for 25--26</a>
Optional Documents		
Type	Document Template	Document/Link
(ISM) Job Descriptions	N/A	
(ISM) Letters of Support	N/A	
(ISM) Memorandums of Understanding	N/A	
(ISM) Sample ISM Inventory Template	 <a href="#">Sample ISM Inventory Template</a>	

Assurances

**Elizabethton (101) Public District - FY 2026 - Innovative School Models (ISM) - Rev 0 - Innovative School Models**

The pro forma assurances substantially represent the document that the grant awardees will sign (subject to funds availability and approvals by state procurement offices).

**PRO FORMA INNOVATIVE SCHOOL MODELS GRANT ASSURANCES**

*An authorized Grantee representative must sign below to indicate approval of the contents of the Grantee application and these Assurances for the Innovative School Models Grant.*

**\* The undersigned authorized representative hereby applies for the program funds requested in the application on behalf of the identified LEA (Grantee). These Assurances, together with all application information submitted by the LEA, constitute the "Grant Contract."**

The Grantee hereby agrees to the following Assurances:

1. The Grantee shall provide the following, but not limited to:

- LEA contact information
- Project components including:
  - addressing skill gaps between regional industry needs and the skill level of the students;
  - expanding early postsecondary opportunities for students;
  - enabling students to earn a postsecondary credential while in high school;
  - allowing students to earn an industry credential while in high school;
  - expanding work-based learning for high school or project-based learning for middle school;
  - creating advisement and mentorship opportunities for students; and
  - enhancing career awareness and exploration activities for students.
- Detailed purpose and vision statement
- Identified postsecondary, community and industry partners
- Developed program to seamlessly align middle and high school models
- How are middle school students exposed to CTE programming
- Reimagined time, space and modes of learning
- Identified action steps, outcomes and evaluation strategies for innovative school models
- Sustainability plan
- Budget plan

2.	The Grantee shall cooperate with any required State monitoring of grant activities and shall submit report performance reviews quarterly to the State.
3.	The Grantee shall participate in innovative school model implementation grant support. <ul style="list-style-type: none"> <li>• If required by the State, the Grantee shall select a State-approved vendor that will assist the Grantee in:</li> <li>• Identifying a LEA's greatest economic area of need to be the focus area for the LEAs innovative school model for the duration of the grant.</li> <li>• Providing high touch technical assistance (i.e., Support that includes an elevated level of involvement from both parties and includes tailored support designed and delivered specifically for that district). High touch support can include elements from the following list and support shall be determined by individual district need:</li> <li>• Additional school leader Innovative School Model application and implementation support,</li> <li>• Data reporting and trend analysis to support the model,</li> <li>• Knowledge development strategies, and/or</li> <li>• Additional services to support district implementation.</li> <li>• As determined by the State-approved vendor, in collaboration with the school, the services may be provided in a variety of ways such as on-the-ground training and support, webinars, etc.</li> <li>• Project Management</li> </ul>
4.	The Grantee shall administer the program, activities, and services covered by this Grant Contract shall be in accordance with all applicable state and federal statutes, regulations, and the approved application.
5.	The Grantee shall use its own documented procurement procedures in the event of contracted services, which reflect applicable state and local laws and regulations provided that the procurements conform to applicable federal law and regulations.
6.	The Grantee shall use fiscal control and fund accounting procedures and shall ensure proper disbursement of, and accounting for funds received and distributed under this program.
7.	The Grantee shall adopt and use proper methods of administering such program, including a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
8.	The Grantee shall maintain on-site documentation for all reimbursement requests for a period of five (5) years following the end of the Grant Contract period. The Grantee shall provide such documentation to the State as requested.

**State of Tennessee Assurances**

\* The LEA agrees to the State of Tennessee Assurances and has sent **Attachment A** to [cpo.auditnotice@tn.gov](mailto:cpo.auditnotice@tn.gov).  
[Click here to download the State of Tennessee Assurances.](#)

History Log

Elizabethhton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/4/2025 9:48:02 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/4/2025 9:26:46 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/4/2025 8:50:40 AM	Brian Culbert	Status changed to 'Revision Completed'.	S
	8/21/2025 6:05:58 PM	Maryanne Durski	Status changed to 'Revision Started'.	S

Overview

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - Overview**

**User Access**

The LEA roles are assigned by the LEA User Access Administrators listed in the ePlan Address Book or by the ePlan.Help@tn.gov team.  
[Click here to access the LEA user access form.](#)

**Workflow and Notifications**

<b>Not Started</b>	The application cannot be edited until the draft is started.
<b>Draft Started</b>	The LEA CTE Perkins Basic Director, LEA Fiscal Representative or LEA Authorized Representative can edit the application in the draft or revision started status.
<b>Draft Completed</b>	The LEA CTE Perkins Basic Director can click Draft Completed (or Revision Completed for revisions)
<b>LEA Fiscal Representative Approved or Not Approved</b>	The LEA Fiscal Representative can click approved or not approved.
<b>LEA Authorized Representative Approved or Not Approved</b>	The LEA Authorized Representative can click approved or not approved.
<b>TDOE CTE CORE Consultant Approved or Not Approved</b>	The TDOE CTE CORE Consultant can click Approved or Not Approved.
<b>TDOE CTE Perkins Basic Reviewer Approved or Returned Not Approved</b>	The TDOE CTE Perkins Basic Director can click Approved or Not Approved.

**Resources**

[Click here to open the Technical Application Guide.](#)

**TDOE Contacts**

CTE Team	Stephanie.Kelly@tn.gov Candi.Collier@tn.gov
District Technology (SSO Support)	<a href="mailto:DT.Support@tn.gov">DT.Support@tn.gov</a>
User access or Technical Assistance	ePlan.Help@tn.gov

Allocations

Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - Allocations

Allocation Type (1)	CTE Perkins Basic	Total
Original	\$41,276.01	\$41,276.01
Reallocated	\$0.00	\$0.00
Additional	\$0.00	\$0.00
Released	\$0.00	\$0.00
Consortium	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00
FER Released	\$0.00	\$0.00
<b>Total</b>	<b>\$41,276.01</b>	<b>\$41,276.01</b>

**Required Contacts**

This page is currently not accepting Contacts.

CIP Improvement Plan

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

**Overview of the CIP Improvement Plan**

Purpose: As mentioned in Section II (d)(3) of the Strengthening Career and Technical Education in Tennessee, each LEA will be assessed using the indicators of performance on an annual basis.

If an LEA does not meet the performance target level with at least safe harbor for consecutive years, the recipient will be required to take additional actions for the purpose of addressing identified gaps and improving student performance. The LEA will be required to budget no less than 5% of the basic allocation for the purpose of addressing identified gaps, improving student performance, and supporting actions to improve missed indicators of performance.

**The definitions of the secondary indicators:**

Indicator 1S1: 4-Year Graduation Rate

Indicator 2S1: Academic Proficiency in Reading/Language Arts

Indicator 2S2: Academic Proficiency in Mathematics

Indicator 2S3: Academic Proficiency in Science

Indicator 3S1: Postsecondary Placement

Indicator 4S1: Non-traditional Program Enrollment

Indicator 5S3: Program Quality through Work-Based Learning (WBL)

Indicator 5S4: Program Quality through "Ready Graduate" Attainment

**Safe Harbor: The Department will continue to utilize the practice of "Safe Harbor" when evaluating eligible recipient performance.**

Safe Harbor is used to describe actual performance which is equal to or above 90% of the performance level target.

An eligible recipient may meet a performance level target through Safe Harbor if the actual performance is 90% or higher of the performance level target for the indicator and the LEA made meaningful progress (.5 growth) toward the State Determined Performance goal during the reporting year.

**Corrective Actions in Year 1** - During the first year after an LEA is identified as not meeting a performance level target, the recipient must update the Department in the annual summary report to address each indicator in which 90% of the performance level target was not achieved. In the subsequent year, if an LEA meets the 90% level for each indicator, then no improvement plan will be required.

**Corrective Actions in Year 2** - During the second year after an LEA is identified as not meeting a performance level target, the LEA must file an improvement plan with the Department that addresses each indicator in which 90% of the performance level target was not achieved in two consecutive years. The LEA will also be required to budget no less than 5% of the basic allocation for the purpose of addressing identified gaps, improving student performance, and supporting actions outlined in the improvement plan. Department staff will continue to provide technical assistance toward meeting the performance indicators that are not in compliance. In the subsequent year after the improvement plan is filed, if the LEA meets the 90% level for each indicator, then no improvement plan will be required for the next year.

If the recipient meets the performance target level that will be in place during the 2025-26 school year (for 2024-25 data) and has made 0.5% increase in the last year, the recipient is required to develop an improvement plan for the performance level target, however no funds need to be allocated for the indicator.

If the recipient does not meet the revised target level, they are required to budget no less than 5% of the basic allocation to address the gaps.

**Corrective Action Year 3** - During the third year after a recipient is identified as not meeting a performance level target and/or failing to implement the improvement plan, the recipient will be required to budget no less than 7.5% of the basic allocation for the purpose of addressing identified gaps, improving student performance, and supporting actions outlined in the improvement plan. Department staff will continue to provide technical assistance toward meeting the performance indicators that are not in compliance.

If the recipient meets the performance target level that will be in place during the 2025-26 school year (for 2024-25 data) and has made 0.5% increase in the last year, the recipient is required to develop an improvement plan for the performance level target, however no funds need to be allocated for the indicator.

If the recipient does not meet the revised target level, they are required to budget no less than 7.5% of the basic allocation to address the gaps.

**Instructions**

In the table below, you'll see your LEA's district performance level and the state determined level of performance for both 2021-22, 2022-23 and 2023-24.

If an indicator is missed for two consecutive years, it will be marked as false in the last column of the table.

For Indicators where the LEA was missed for two consecutive years, review the items below the table. Subgroups and career clusters where the indicator was not met are provided. (If the indicator requirement was met, the items below the table are disabled for that indicator and no LEA action is needed)

In the budget section, you will tag the action step that aligns to the CIP improvement action. These budgeted amounts are displayed for each indicator below.

For each indicator missed in two or three consecutive years, you'll enter which subgroups missed the indicator describe actions that will lead to improving the indicator and subgroup performance.

FY22, FY23, and FY24 CIP Data has been uploaded in TN Share. To access data in TNShare, Log into SSO the select the TNShare file. The file path is 2023-24 Documents>CTE Director > 2022-23 CIP Data. For issues with SSO or to request the TNShare tile, please contact [DT.Support@tn.gov](mailto:DT.Support@tn.gov).

If you did not meet the CIP during the 2023-24 but will meet the new CIP outlined in the Perkins V plan in 2024-25, please contact the CORE consultant for next steps.

**District Performance**

	District Performance Level, SY2021-22	State Determined Level of Performance (SDLP) SY2021-22	District Performance Level, SY2022-23	State Determined Level of Performance (SDLP) SY2022-23	District Performance Level, SY2023-24	State Determined Level of Performance (SDLP) SY2023-24	SDLP Met For All Three Years?
<b>1S1</b>	95.21%	97.00%	98.16%	97.50%	98.75%	98.00%	TRUE
<b>2S1</b>	50.29%	42.60%	55.08%	44.00%	58.31%	45.50%	TRUE
<b>2S2</b>	29.08%	39.30%	32.05%	41.70%	34.72%	44.20%	FALSE
<b>2S3</b>	31.85%	53.60%	36.59%	55.80%	45.08%	58.00%	FALSE
<b>3S1</b>	95.10%	82.80%	93.02%	83.90%	88.68%	85.00%	TRUE
<b>4S1</b>	46.69%	30.40%	37.30%	30.90%	31.85%	31.50%	TRUE
<b>5S3</b>	36.30%	12.50%	34.38%	15.70%	43.67%	18.80%	TRUE
<b>5S4</b>	41.57%	46.10%	43.84%	53.10%	44.17%	60.00%	FALSE

**1S1 | Graduation Rate Indicator Met**

**2S1 | Reading/Language Arts Indicator Met**

**2S2 | Mathematics Indicator Met**

Identify student subgroups not meeting SDLP 2S2

Gender	Race/Ethnicity	Special Population	Career Cluster

<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input checked="" type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White <input checked="" type="checkbox"/> Two or More Races	<input checked="" type="checkbox"/> Individuals with Disabilities <input checked="" type="checkbox"/> Individuals from Economically Disadvantaged Families <input type="checkbox"/> Individuals Preparing for Non-traditional Fields <input type="checkbox"/> Single Parents <input type="checkbox"/> Out of Workforce Individuals <input type="checkbox"/> English Learners <input type="checkbox"/> Homeless Individuals <input type="checkbox"/> Youth in Foster Care <input type="checkbox"/> Youth with Parent in Active Military <input type="checkbox"/> Migrant Students	<input checked="" type="checkbox"/> Agriculture, Food & Natural Resources <input checked="" type="checkbox"/> Architecture & Construction <input checked="" type="checkbox"/> Arts, AV Technology & Communications <input checked="" type="checkbox"/> Business Management & Administration <input checked="" type="checkbox"/> Education & Training <input checked="" type="checkbox"/> Finance <input checked="" type="checkbox"/> Government & Public Administration <input checked="" type="checkbox"/> Health Science <input checked="" type="checkbox"/> Hospitality & Tourism <input checked="" type="checkbox"/> Human Services <input type="checkbox"/> Information Technology <input checked="" type="checkbox"/> Law, Public Safety, Corrections & Security <input checked="" type="checkbox"/> Manufacturing <input checked="" type="checkbox"/> Marketing <input checked="" type="checkbox"/> Science, Technology, Engineering & Mathematics <input checked="" type="checkbox"/> Transportation, Distribution & Logistics
--	--	---	---

**Budget for 2S2 Academic Proficiency in Mathematics**

\$  Amount

The amount box auto-populates based on the items tagged for 2S2 from the Budget Page.

**\* Outline the Action Step(s) to be taken to achieve SDLP.**

CTE connects math concepts to real-world applications, helping students understand and retain key skills more effectively. By integrating hands-on learning with academic content, CTE can boost engagement and performance in math.

2S3 | Science Indicator Met

Identify student subgroups not meeting SDLP 2S3

Gender	Race/Ethnicity	Special Population	Career Cluster

<input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> White	<input type="checkbox"/> Individuals with Disabilities <input type="checkbox"/> Individuals from Economically Disadvantaged Families <input type="checkbox"/> Individuals Preparing for Non-traditional Fields <input type="checkbox"/> Single Parents <input type="checkbox"/> Out of Workforce Individuals <input type="checkbox"/> English Learners <input type="checkbox"/> Homeless Individuals <input type="checkbox"/> Youth in Foster Care <input type="checkbox"/> Youth with Parent in Active Military <input type="checkbox"/> Migrant Students	<input checked="" type="checkbox"/> Agriculture, Food & Natural Resources <input checked="" type="checkbox"/> Architecture & Construction <input checked="" type="checkbox"/> Arts, AV Technology & Communications <input checked="" type="checkbox"/> Business Management & Administration <input checked="" type="checkbox"/> Education & Training <input checked="" type="checkbox"/> Finance <input checked="" type="checkbox"/> Government & Public Administration <input checked="" type="checkbox"/> Health Science <input checked="" type="checkbox"/> Hospitality & Tourism <input checked="" type="checkbox"/> Human Services <input type="checkbox"/> Information Technology <input checked="" type="checkbox"/> Law, Public Safety, Corrections & Security <input checked="" type="checkbox"/> Manufacturing <input checked="" type="checkbox"/> Marketing <input checked="" type="checkbox"/> Science, Technology, Engineering & Mathematics <input checked="" type="checkbox"/> Transportation, Distribution & Logistics
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**Budget for 2S3 Academic Proficiency in Science**  
 \$  Amount

The amount box auto-populates based on the items tagged for 2S3 from the Budget Page.

**\* Outline the Action Step(s) to be taken to achieve SDLP.**  
 CTE connects math concepts to real-world applications, helping students understand and retain key skills more effectively. By integrating hands-on learning with academic content, CTE can boost engagement and performance in science.

<input checked="" type="checkbox"/> <b>3S1   Postsecondary Placement Indicator Met</b>	
<input checked="" type="checkbox"/> <b>4S1   Nontraditional Program Enrollment Indicator Met</b>	
<input checked="" type="checkbox"/> <b>5S3   Program Quality through Work-Based Learning (WBL) Enrollment Indicator Met</b>	
<input type="checkbox"/> <b>5S4   Indicator 5S4: Program Quality through "Ready Graduate" Attainment Indicator Met</b>	
Identify student subgroups not meeting SDLP 5S4	
<b>Gender</b>	<b>Race/Ethnicity</b>
	<b>Special Population</b>
	<b>Career Cluster</b>

<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Two or More Races	<input checked="" type="checkbox"/> Individuals with Disabilities <input type="checkbox"/> Individuals from Economically Disadvantaged Families <input type="checkbox"/> Individuals Preparing for Non-traditional Fields <input checked="" type="checkbox"/> Single Parents <input type="checkbox"/> Out of Workforce Individuals <input type="checkbox"/> English Learners <input type="checkbox"/> Homeless Individuals <input type="checkbox"/> Youth in Foster Care <input type="checkbox"/> Youth with Parent in Active Military <input type="checkbox"/> Migrant Students	<input checked="" type="checkbox"/> Agriculture, Food & Natural Resources <input checked="" type="checkbox"/> Architecture & Construction <input checked="" type="checkbox"/> Arts, AV Technology & Communications <input checked="" type="checkbox"/> Business Management & Administration <input checked="" type="checkbox"/> Education & Training <input checked="" type="checkbox"/> Finance <input checked="" type="checkbox"/> Government & Public Administration <input checked="" type="checkbox"/> Health Science <input checked="" type="checkbox"/> Hospitality & Tourism <input checked="" type="checkbox"/> Human Services <input type="checkbox"/> Information Technology <input checked="" type="checkbox"/> Law, Public Safety, Corrections & Security <input checked="" type="checkbox"/> Manufacturing <input checked="" type="checkbox"/> Marketing <input checked="" type="checkbox"/> Science, Technology, Engineering & Mathematics <input checked="" type="checkbox"/> Transportation, Distribution & Logistics
--	--	---	---

**Budget for 5S4 Program Quality through "Ready Graduate" Attainment**

\$  Amount

The amount box auto-populates based on the items tagged for 5S4 from the Budget Page.

**\* Outline the Action Step(s) to be taken to achieve SDLP.**

We will deploy ready grad strategies. We will see better prepared students and teachers culminating in an increase in Ready Grad status.

**Resources**

[Click here to open the Technical Application Guide.](#)

Eligibility

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

**CTE Director Employment Standard**

Identify the local Career and Technical Education director in your LEA responsible for the administration of Perkins funds and CTE funded programs.

Note: All CTE directors including each CTE director that is a member of a consortium must complete the following information as part of the Local Annual Plan.

**CTE Director**

\* Name:

Brian Culbert

\* Office Phone:

423-547-8015 ext 1514

Cell Phone:

423-895-0952

\* Email Address:

brian.culbert@ecschools.net

**Endorsement Codes**

List all Endorsement Codes held (including Career and Technical, Academic, and Administrative) and Title of Area of Endorsement

Endorsement Code	Title of Endorsement Area
* 213	mathematics 7--12
* 230	industrial arts 7--12
* 231	comm & Media Tech 7--12
* 232	power & energy tech 7--12
* 233	materials & processes tech 7--12
* 483	professional admin Pre--K 7--12

\* Date Hired to Career and Technical Director Position:

07/01/2013



\* Teacher License #:

000235983

**\* Indicate the Employment Standard Met:**

- Hold an instructional leader license or a professional administrator license
- Hold a bachelor's degree with a major in career and technical education with at least three (3) years of teaching experience in an approved CTE program and at least two (2) years in an industry-related field.

**Programs of Study**

The programs of study that you identify for Perkins funding should be in place over time. These programs of study should meet all 5 size, scope, and quality indicators.

To receive Perkins funds, an LEA must have two programs of study that include a postsecondary component. Each middle school that is a member of a consortium must declare a program of study. These programs of study must be a program of study that leads into a feeder high school program of study. Indicate the postsecondary component below and list the associated postsecondary institution.

**Enter the names of the programs of study (and the career cluster in which they are located) your LEA has selected in order to receive Perkins funds.**

\* 1. Program of Study:

Business Management

\* 1. Career Cluster:

Business Management

**Indicate the associated postsecondary institution and the postsecondary component(s).**

Postsecondary Institution:

Northeast State Community College

**\* Postsecondary components - Select one**

- Dual Enrollment
- Dual Credit
- Statewide Dual Credit
- Articulation Agreement

\* 2. Program of Study

STEM

\* 2. Career Cluster

STEM and STEM Across Industries

**Indicate the associated postsecondary institution and the postsecondary component(s).**

Postsecondary Institution:

TCAT Elizabethton

**\* Postsecondary components - Select one**

- Dual Enrollment
- Dual Credit
- Statewide Dual Credit
- Articulation Agreement

**Consortium**

Per the Strengthening Career and Technical Education for the 21st Century Act, Section 131(f), consortium requirements are:

(1) Alliance - Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 (Uses of Funds) is encouraged to

\* (A) form a consortium to enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135;

\* (B) transfer such allocation to the area career and technical education school or educational service agency; and

\* (C) operate programs that are of sufficient size, scope, and quality to be effective.

(2) Funds to Consortium - Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.

**\* Consortium Options:**

- LEA plans to join a consortium (Complete all of this page but DO NOT enter a budget or complete the other grant pages)
- LEA will act as the Fiscal Agent for other LEAs (Complete all of this page, enter a budget, and complete all other grant pages)
- LEA does not plan to join a consortium (DO NOT complete the remainder of this page, but please enter a budget and complete all other grant pages)

If your LEA has formed a consortium with another system, please address the following.

Consortium members (LEAs):

Consortium fiscal agent:

How are the consortium goals and action steps determined?

What is the process for reporting data on performance levels?

The CTE Directors for each consortium will be responsible for negotiating the local levels of performance for the LEA. The methodology for reaching agreement on local levels of performance with consortia is the same as with single recipients and will be negotiated separately for each LEA within the consortium.

**Assurances and Conditions**

\* I have read and agree to fulfill the Perkins V Assurances. - Check box to agree.

[Click the link to read the full assurances.](#)

\* I have read and agree to updated Perkins Application Assurances that are in the related documents.

Local Application Component

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

**Describe how Local Application Component #1 is addressed in this application.**

1. In looking at the newest data which is a week old (Jan 9, 2024) it appears EHS did not meet performance level OR safe harbor in math or science. We must address 2S2 and 2S3 for 2nd year in a row.

2. Practically all other high schools in our region give more Indus try Certifications counting toward the State report card than EHS. EHS was at 6.3%. Only Unaka (<5%) and Johnson Co (6.0) had less.

3. Students with disabilities continue to have the biggest gap in looking at tested core subject data.

1S1 Grad Rate

White outperformed Multi-race 99% to 86% (actually only one multi-race student did not graduate, thus percentage is misleading).

2S1 English Academic Attainment

- 19% of students tested were economically disadvantaged with 46% passing compared to 55% total passing

- 28% of students tested were non-traditional with 63% passing compared to 55% total passing

- 7% of students tested were on disability with 17% passing compared to 55% total passing

2S2 Math Academic Attainment

- 19% of students tested were economically disadvantaged with 28% passing compared to 32% total passing

- 30% of students tested were non-traditional with 6% passing compared to 32% total passing

- 7% of students tested were on disability with 5% passing compared to 32% total passing

2S3 Science Academic Attainment

- 19% of students tested were economically disadvantaged with 28% passing compared to 37% total passing

- 28% of students tested were non-traditional with 42% passing compared to 37% total passing

- 7% of students tested were on disability with 17% passing compared to 37% total passing.

3S1 Post-secondary Placement (based on Follow-up)

- 87% of economically disadvantaged completed follow-up

- 100% of non-traditional completed follow-up

- 81% of students tested on disability completed follow-up

4S1 Non-traditional Program enrollment

- Females outperformed males in enrollment by 60% to 16%

5S3 WBL

- 23% economically disadvantaged

- 24% non-traditional

- 14% disability

**Describe how Local Application Component #2 is addressed in this application.**

As shown earlier, we have some Programs of Study POS that do not offer an EPSO. Likewise we have some that do not have any WBL students. The gaps in WBL are gender related. Most of the health science WBL kids are female, and most of the aviation students are males.

Our MOUs with our partnering community college shows we have LDC with over 10 POS, but in actuality, we only have about 4 programs of study that send students every year for LDC exams. The teachers and advisory committees are fine with this, but it is obvious the state wants this to increase. An administrative team meets each year to determine how much autonomy to give teachers and students and whether or not students are required to do LDC or IC testing.

Our success stories are in health science, agriculture, STEM, Culinary Arts, and a little in aviation. Criminal Justice committee is OK with NOT offering their IC. There is not an IC for most of our other courses. In 22--23, EHS had a 95 students both take and pass an IC in level 1 Recognized b 18 students both take and pass an IC in level 2 Valued c 17 students take a IC in level 3 Preferred, and 15 of those passed. ICs are taken in Ag, Health Science, Hospitality, STEM, & Transportation Career Clusters. No students obtained ICs in Art, Audio/Video Tech Production, Business, TAP, Finance, Government, IT, or Law. However,

during the 23--24 year, EHS is now giving ICs in Construction (NEW) and IT. We look to make more improvements. Students and especially those that are in a special population group get the master information schedule given to them. Everyone receives handouts and the info is put on our website and on social media. The special pops group will be given their info in IEP and 504 meetings. ELL students will be given the info in their requested language. EHS counselors schedule meetings with all students. Incoming students are required to have a parent or guardian attend.

**Describe how Local Application Component #3 is addressed in this application.**

For most years we spend 21% of Perkins money to pay for Industry Certifications. For most years we spend 15% of Perkins money to help send students to CTSO competitions. We have ordered (fall '23) a multi passenger van to help students with transportation issues related to WBL placements. We have low numbers in STEM, Construction, Accounting, TAP, and Cadets. STEM numbers will go back up with a new teacher and a renewed desire to do SkillsUSA and Robotic competitions. Construction is new for 23--24. In August when school began, we only had 20. By January we now have 44 students in program. We are very optimistic about the trend. Accounting numbers seemingly are always low, but it bears not extra cost since we already have business teachers and room in schedule. We are happy to have the students we have. TAP is relatively new. EHS started it in 20--21. Slow to no progress is troubling, but as mentioned with accounting, there is no extra cost and we had room in a teacher's schedule. We are content. Our Cadet program has to go way up in numbers before we can call our program ROTC. We have a new teacher for 23--24. We are optimistic. Based on Advisory Committee meeting in October 2023, local industries want: IT students, construction students, health science students. Each career cluster has an advisory committee that meets once a semester. Some members from each of the cluster meetings will be chosen to be on the generic CTE Advisory committee for similar meetings. Also, when EHS was awarded a grant with the XQ partners we started another advisory group to meet the XQ requirements of the grant. We also do some joint meetings. We go over data on all things CTE. The committee helps select the paths and next steps that we use relating to class schedules, equipment, and EPSOs. The Advisory Committee formed via old grant partnership is still going. Meetings used to be once a month, but have been cut back to 4 a year (two each semester). CTE students present at each Advisory meeting.

**Describe how Local Application Component #4 is addressed in this application.**

Based on Advisory Committee meeting in October 2023, local industries want: IT students, construction students, health science students. They skill sets they are looking for are students that are present, read a set of plans, pass a drug test, Local industry wants to break the mindset of trade schools. One comment was, "if by 8th grade if parents did not have a positive thought about manufacturing then the child would not consider manufacturing as a choice. Employers asked for students to attend Career Fairs. Students need to learn professional dress. We are trying to address all of these needs in regular CTE classes, but specifically, ECS has added a class at our middle school, and EHS makes all freshmen take a 1/2 credit class similar to Career Exploration where these items are addressed. In Agriculture we offer LDC with Northeast State and MTSU. They also can get ICs. In Construction we have two DE classes with TCAT Elizabethton. They also can get ICs. In Arts, Audio/Video Tech, & Communication we have a SBE in Cyclone Network. In Business and Finance we offer LDC with Northeast State. We offer SDC. In Education we have created a procedure to hire TAP students out of our TAP program. Our Government (Cadet Corps) classes we are trying to meet benchmarks to be able to call ourselves JROTC. In Health Science we offer LDC with Northeast State. They can also get ICs. In Hospitality, our Culinary class offers ICs. In Information Technology, we offer DE with TCAT Elizabethton and starting 23--24 they can get IC. In Criminal Justice and Pre-Law we have a need for EPSO, but traditionally they are our best at WBL placements. In STEM we offer DE with TCAT Elizabethton and ICs. In Transportation we offer LDC with Northeast State and MTSU. We offer ICs. We offer DE with TCAT Elizabethton.

**Describe how Local Application Component #5 is addressed in this application.**

Here is the data:  
EHS received on State Report card for:  
Achievement Level 4  
Growth Level 1  
Growth for Highest Need Students Level 3  
College & Career Readiness Level 4  
Under Achievement, EHS had 40% Success rate for ELA, Math, Science, and Social Studies:  
Economically Disadvantaged at 29.8%  
Students with Disability 9.4%  
Black or African American 15.6%  
White 40.9%

Did not meet N count for most subgroups  
Under Growth EHS had school-wide TVAAS level 1 and is broken down like this:  
Numeracy level 5  
Literacy level 1  
Science level 1  
Social Studies level 3  
Gender:

In 2S1, 3S1, 4S1, and 5S1 both females and males exceeded the state target.  
In 2S2 and 2S3 both males and females scored below the state target.  
Ethnicity:  
Whites met the targets in 2S1, 3S1, 4S1, 5S3 while missing the target in the others.  
Black/African American met the targets in 1S1, 4S1, 5S3, and 5S4 while missing the target in the others.  
Hispanic/Latino met the targets in 2S2 (the other subgroup that did) and 4S1, while missing the target in the others.

#### GENDER

- Females and males were at 95% on CTE concentrators on grad rate 1S1
- Females outperformed the males 52% to 48% on Reading Academic Attainment 2S1
- Males outperformed the females 29% to 28% on Math Academic Attainment 2S2
- Females outperformed the males 34% to 30% on Science Academic Attainment 2S3
- Males outperformed the females 98% to 92% in Post-secondary placement 3S1
- Females outperformed the males 65% to 31% in Non-traditional enrollment 4S1
- Females outperformed the males 38% to 35% on WBL students 5S3
- Females outperformed the males 43% to 41% on Ready Grad 5S4

#### Race

- Blacks outperformed white 100% to 95% on CTE Concentrators on grad rate 1S1
- Whites outperformed Black and Hispanic students 44% to 29% to 22% respectively on English 2S1
- Hispanics outperformed Black and White students 50% to 14% to 22% respectively on Math 2S2
- Whites outperformed Black and Hispanic students 34% to 11% to 17% respectively on Science 2S3
- All ethnic groups scored in similarly on non-traditional placement.
- Whites outperformed Black and Hispanic students 38% to 20% to 0% respectively on WBL 2S3
- Whites and Black performed evenly on ready grad rate.

Here is the plan:

IEP teams determine what placement is appropriate for each student, based on their least restrictive environment. Students could be eligible for a variety of services, ranging from consultation, to a self-contained placement as well as related services (i.e. speech, OT/PT, behavioral, etc.).  
We have two CD C classrooms at Elizabethton High School for grades 9-12.  
Special transportation is provided to these locations if necessary.  
Each elementary school has one resource teacher, while the junior high and high school have two each.

Students are may also be eligible for accommodations and/or modifications, depending on what services the IEP team determines as appropriate. The district has a team that reviews selected IEP's annually to identify best practices and identify potential compliance issues. The Director of Special Education and SPED Coach continually review instructional practices and assist teachers as needed to ensure effective practices are used.

We contract with Physical Therapy Services to provide OT/PT services for our students.

We also contract with two psychologists to provide services as well.

We contract with an ABA therapist to provide behavioral services as needed.

Our district has conducted a self-assessment the last three years to review and evaluate our program.

CTE teachers are always included in IEP team decisions.

**Describe how Local Application Component #6 is addressed in this application.**

As shown earlier, we have some Programs of Study POS that do not offer an EPSO. Likewise we have some that do not have any WBL students. The gaps in WBL are gender related. Most of the health science WBL kids are female, and most of the aviation students are males.

Our traditional success stories here are in Health Science, Criminal Justice, Aviation, and Business. For 23--24, EHS has paid internships at Bell Helicopter for Aviation, Snap-on Tools for IT, Carter County Courthouse for Law, and Elizabethton City Garage for Maintenance Light Repair. This is in addition to our new in 22--23 School Based Enterprises SBE for Tuffy's Cafe for Business and Cyclone Network for Arts, Audio/Video Production Students. Our numbers will be up slightly, but our quality will be up considerably.

Transportation is the biggest issue.

Since receiving the ISM grant, EHS added Construction. We are using Agriculture Mechanics to help fulfill the need and desire by students to do welding. So, our biggest need or gap is in Human Resources. If Money or space is made available again, EHS has already had discussions to add Cosmetology. EHS sent 3 students to TCAT at the end of the 2023 school year for Cosmetology. So, we help them find the path, but are so far unable to get them the opportunity in high school.

**Describe how Local Application Component #7 is addressed in this application.**

Our MOUs with our partnering community college shows we have LDC with over 10 P OS , but in actuality, we only have about 4 programs of study that send students every year for LDC exams. The teachers and advisory committees are fine with this, but it is obvious the state wants this to increase. An administrative team meets each year to determine how much autonomy to give teachers and students and whether or not students are required to do LDC or IC testing.

Each career cluster has a advisory committee that meets once a semester. Some members from each of the cluster meetings will be chosen to be on the generic CTE Advisory committee for similar meetings. Also, when EHS was awarded a grant with the XQ partners we started another advisory group to meet the XQ requirements of the grant. We also do some joint meetings. We go over data on all things CTE. The committee helps select the paths and next steps that we use relating to class schedules, equipment, and EPSOs. The Advisory Committee formed via old grant partnership is still going. Meetings used to be once a month, but have been cut back to 4 a year (two each semester). CTE students present at each Advisory meeting.

**Describe how Local Application Component #8 is addressed in this application.**

All of our teachers are highly qualified and certified in each class they teach. Our health science and agriculture classes have grown to the point we do use traditionally licensed teachers for CTE classes as a One Off. We hope to actually need another health science and agriculture teacher in the future, but we are not there yet.

Starting 20--21 EHS hosts an event in the spring for anyone who is certified to teach to come to EHS for mock interviews.

ECS requires all newly hired teachers to be a part of a mentoring program. A CTE teacher is assigned a regular education teacher and CTE teacher for mentoring purposes. All teachers are required to do the 18 hours minimum of alternative in-service. ECS incorporates 6 PD days throughout the ECS calendar. EHS has monthly PLC meetings where CTE teachers work together.

**Describe how Local Application Component #9 is addressed in this application.**

Each career cluster has a advisory committee that meets once a semester. Some members from each of the cluster meetings will be chosen to be on the generic CTE Advisory committee for similar meetings. Also, when EHS was awarded a grant with the XQ partners we started another advisory group to meet

the XQ requirements of the grant. We also do some joint meetings. We go over data on all things CTE. The committee helps select the paths and next steps that we use relating to class schedules, equipment, and EPSOs. The Advisory Committee formed via old grant partnership is still going. Meetings used to be once a month, but have been cut back to 4 a year (two each semester). CTE students present at each Advisory meeting.

Our success stories are in health science, agriculture, STEM, Culinary Arts, and a little in aviation. Criminal Justice committee is OK with NOT offering their IC. There is not an IC for most of our other courses. In 22--23, EHS had a 95 students both take and pass an IC in level 1 Recognized b 18 students both take and pass an IC in level 2 Valued c 17 students take a IC in level 3 Preferred, and 15 of those passed. ICs are taken in Ag, Health Science, Hospitality, STEM, & Transportation Career Clusters. No students obtained ICs in Art, Audio/Video Tech Production, Business, TAP, Finance, Government, IT, or Law. However, during the 23--24 year, EHS is now giving ICs in Construction (NEW) and IT. We look to make more improvements.

All classes are encouraged to teach about CTSOs. Teachers put a sample lesson plan in their SSQI documenting CTSO. Our most active clubs are FFA, HOSA, and FBLA. However, our Criminal Justice teachers organize an annual CSI competition that is far superior to the SkillsUSA competitions. Also, with the addition of Construction (thanks to ISM Grant) and a new teacher in STEM, we are very active with SkillsUSA and will start sending students to competition in 24--25. Our Construction team placed 2nd out of 17 high schools in regional contest at Northeast State Community College and our STEM Robotics team won an award at Robotics contest in Wise VA. We are growing something good

[Click here to access the FY26 CTE Perkins Basic Local Application Guide](#)



Equipment will be purchased to increase skills for students.

**Action Step 3**

\$ 9,000.00 Amount

The amount box auto-populates based on the items tagged for Action Item 3 from the Budget Page. Outline the key priorities for spending.

EHIS will help sponsor CISD trips and events.

**Action Step 4**

\$ 20,000.00 Amount

The amount box auto-populates based on the items tagged for Action Item 4 from the Budget Page. Outline the key priorities for spending.

The CTE Director will attend all NITEA and CTE Conferences. Attendance is tracked by TDOE. Teacher attendance records will be reviewed by EHS administrators.

**Action Step 5**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 5 from the Budget Page. Outline the key priorities for spending.

**Action Step 6**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 6 from the Budget Page. Outline the key priorities for spending.

**Action Step 7**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 7 from the Budget Page. Outline the key priorities for spending.

**Action Step 8**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 8 from the Budget Page. Outline the key priorities for spending.

**Action Step 9**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 9 from the Budget Page. Outline the key priorities for spending.

**Action Step 10**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 10 from the Budget Page. Outline the key priorities for spending.



The amount box auto-populates based on the items tagged for Action Item 3 from the Budget Page.

Outline the key priorities for spending.

Loan money

**Action Step 4**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 4 from the Budget Page.

Outline the key priorities for spending.

**Action Step 5**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 5 from the Budget Page.

Outline the key priorities for spending.

**Action Step 6**

\$ 0.00 Amount

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Outline the key priorities for spending.

**Action Step 7**

\$ 0.00 Amount

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Outline the key priorities for spending.

**Action Step 8**

\$ 0.00 Amount

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Outline the key priorities for spending.

**Action Step 9**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 9 from the Budget Page.

Outline the key priorities for spending.

**Action Step 10**

\$ 0.00 Amount

The amount box auto-populates based on the items tagged for Action Item 10 from the Budget Page.

Outline the key priorities for spending.

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

Please add a row for each unique "Other" position.

**Systemwide Administration - (Usually personnel working in the central office)**

	Perkins Basic	
	Head Count	FTE
<b>CTE Supervisor</b>	1	1.00
<b>CTE Teacher</b>		
<b>Coordinator</b>		
<b>Bookkeeper</b>		
<b>Secretary</b>	1	1.00
<b>Other (please specify)</b> high school CTE Teacher	9	9.00
<b>Other (please specify)</b> middle school CTE teacher	3	3.00
<b>Other (please specify)</b> HS CTE teachers that also teach outside CTE	9	9.00
<b>Other (please specify)</b> HS teachers doing a "one-off" in CTE	2	2.00
<b>Other (please specify)</b> HS CTE teacher hired part time	3	3.00
<b>Total</b>	28	28.00

Budget

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

**Indirect Cost Guide**

Total Allocation	\$41,276.01
Existing Budget In Categories Not Eligible for Indirect Cost	\$1,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$40,276.01
Indirect Cost Rate	3.62%
Max Available Budget In Categories Eligible for Indirect Cost	\$38,868.96
Max Indirect Cost	\$1,407.05

<b>Account Number</b>	<b>Total</b>
71300 - Vocational Education Program	\$9,500.00
72130 - Other Student Support	\$29,701.01
72230 - Support Services/Vocational Education Program	\$2,075.00
72710 - Transportation	\$0.00
99100 - Transfers Out	\$0.00
<b>Total</b>	<b>\$41,276.01</b>
<b>Adjusted Allocation</b>	<b>\$41,276.01</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail

Elizabethhton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic

71300 - Vocational Education Program - \$9,500.00

Budget Detail

Narrative Description

Account Number: 71300 - Vocational Education Program

Line Item Number: 471 - Software

Theory of Action: Theory of Action 2

Action Steps: Action Step 1

Use of Funds: Career Exploration and Career Development  
Technical Skill Development

Performance Indicators: 1S1 2S3 5S4

Optional Program Code:

Location Code: Elizabethhton (101)

Quantity: 1.00

Cost: \$8,500.00

Line Item Total: \$8,500.00

EHS will purchase a set of online curricula to help with activities.

Applied Arts  
Adobe

Business Management  
My IT Lab

Account Number: 71300 - Vocational Education Program

Line Item Number: 730 - Vocational Instruction Equipment

Theory of Action: Theory of Action 1

Action Steps: Action Step 2

Use of Funds: Career Exploration and Career Development  
Technical Skill Development

Equipment to support POS:

Aviation:  
Instrument panel for simulator

Program of Study Implementation

Performance Indicators:

3S1 4S1 5S3

Optional Program Code:

Location Code: Elizabethton (101)

Quantity:

1.00

Cost:

\$1,000.00

Line Item Total:

\$1,000.00

Total for 71300 - Vocational Education Program: \$9,500.00

Total for all other Account Numbers: \$31,776.01

Total for all Account Numbers: \$41,276.01

Adjusted Allocation: \$41,276.01

Remaining: \$0.00

Budget Detail

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

72130 - Other Student Support - \$29,701.01

**Budget Detail** Narrative Description

**Account Number:** 72130 - Other Student Support

**Line Item Number:** 355 - Travel

**Theory of Action:** Theory of Action 1

**Action Steps:** Action Step 3

**Use of Funds:** Career Exploration and Career Development  
Integration of Academic Skills  
Program of Study Implementation

**Performance Indicators:** 3S1

**Optional Program Code:**

**Location Code:** Elizabethton (101)

**Quantity:** 1.00

**Cost:** \$1,000.00

**Line Item Total:** \$1,000.00

Money will be used to help with transportation cost for travel to post-secondary events.

**Account Number:** 72130 - Other Student Support

**Line Item Number:** 524PD - In-Service / Staff Development (PD)

**Theory of Action:** Theory of Action 1

**Action Steps:** Action Step 1

**Use of Funds:** Career Exploration and Career Development

CTE Director will keep all stakeholders in the loop of upcoming PD opportunities. CTE teachers will be exposed to best teaching strategies.

revision #1--reduce this line by \$2,872.45 due to new reduced allocation.

Professional Development  
Technical Skill Development  
Integration of Academic Skills  
Program of Study Implementation  
Program Evaluations, Including CLNA

Performance Indicators: 2S2 2S3 5S4

Optional Program Code:  
Location Code: Elizabethton (101)

Quantity: 1.00  
Cost: \$20,701.01  
Line Item Total: \$20,701.01

Account Number: 72130 - Other Student Support  
Line Item Number: 599C - Other Charges (CTSO)

Theory of Action: Theory of Action 1  
Action Steps: Action Step 3

Use of Funds: Career Exploration and Career Development  
Technical Skill Development  
Integration of Academic Skills

Performance Indicators:  
Optional Program Code:  
Location Code: Elizabethton (101)  
Quantity: 1.00

EHS will help sponsor CTSO trips and events with non-transportation expenses.

FFA  
HOSA  
FBLA  
SkillUSA

Cost: \$8,000.00

Line Item Total: \$8,000.00

Total for 72130 - Other Student Support: \$29,701.01

Total for all other Account Numbers: \$11,575.00

Total for all Account Numbers: \$41,276.01

Adjusted Allocation: \$41,276.01

Remaining: \$0.00

Budget Detail

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

72230 - Support Services/Vocational Education Program - \$2,075.00

**Budget Detail**

**Narrative Description**

**Account Number:** 72230 - Support Services/Vocational Education Program

**Line Item Number:** 524 - In-Service / Staff Development

**Theory of Action:** Theory of Action 1

**Action Steps:** Action Step 4

**Use of Funds:** Career Exploration and Career Development

Professional Development

Technical Skill Development

Integration of Academic Skills

Program of Study Implementation

Program Evaluations, Including CLNA

**Performance Indicators:**

**Optional Program Code:**

**Location Code:** Elizabethton (101)

**Quantity:** 1.00

**Cost:** \$2,075.00

**Line Item Total:** \$2,075.00

The CTE Director will attend all NTTEA and CTE Conferences. Attendance is tracked by TDOE. Teacher attendance records will be reviewed by EHS administrators. 5% MAX

**Total for 72230 - Support Services/Vocational Education Program:** \$2,075.00

**Total for all other Account Numbers:** \$39,201.01

**Total for all Account Numbers:** \$41,276.01

**Adjusted Allocation:** \$41,276.01

Remaining: \$0.00

Budget Overview

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

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Max Available Budget In Categories Eligible for Indirect Cost	\$38,868.96
Max Indirect Cost	\$1,407.05

Filter by Location: All - \$41,276.01

Account Number	71300 - Vocational Education Program	72130 - Other Student Support	72230 - Support Services/Vocational Education Program	Total
355 - Travel		1,000.00	0.00	1,000.00
471 - Software	8,500.00			8,500.00
524 - In-Service / Staff Development		2,075.00		2,075.00
524PD - In-Service / Staff Development (PD)		20,701.01 -\$2,872.45		20,701.01 -\$2,872.45
599C - Other Charges (CTSO)		8,000.00		8,000.00
730 - Vocational Instruction Equipment	1,000.00			1,000.00
<b>Total</b>	9,500.00	29,701.01 -\$2,872.45	2,075.00	41,276.01 -\$2,872.45
		<b>Adjusted Allocation</b>	<b>Remaining</b>	41,276.01 0.00

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

Indirect Cost Guide	
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Indirect Cost Rate	3.62%
Max Available Budget In Categories Eligible for Indirect Cost	\$38,868.96
Max Indirect Cost	\$1,407.05

Filter by Location: All - \$41,276.01

Account Number	71300 - Vocational Education Program	72130 - Other Student Support	72230 - Support Services/Vocational Education Program	Total
355 - Travel		1,000.00	0.00	1,000.00
471 - Software	8,500.00			8,500.00
524 - In-Service / Staff Development		2,075.00		2,075.00
524PD - In-Service / Staff Development (PD)		20,701.01 -\$2,872.45		20,701.01 -\$2,872.45
599C - Other Charges (CTSO)		8,000.00		8,000.00
730 - Vocational Instruction Equipment	1,000.00			1,000.00
<b>Total</b>	9,500.00	29,701.01 -\$2,872.45	2,075.00	41,276.01 -\$2,872.45
		<b>Adjusted Allocation</b>	<b>Remaining</b>	41,276.01 0.00

Related Documents

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic**

Required Documents	
Type	Document/Link
(CTE Perkins) Assurances [Upload at least 1 document(s)]	 <a href="#">CTE Perkins Assurances</a>
	 <a href="#">ePLAN 2026 assurances</a>

Optional Documents	
Type	Document/Link
(CTE Perkins Basic) Job Descriptions	N/A
(CTE Perkins Basic) Additional Supporting Documents	N/A

Assurances

Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - Assurances

Certification

By electronically indicating as such and submitting the Local Application in ePlan, the authorized representative of the eligible recipient hereby certifies that the assurances and conditions stipulated in this application have been reviewed and will be adhered to.

Statement of Assurances

The Tennessee Department of Education has developed the following assurances and conditions for eligible recipient implementation of career and technical education and the administration of the Strengthening Career and Technical Education for the 21st Century Act, otherwise known as Perkins V. For the purposes of these assurances, "eligible recipient" refers to the local Board of Education and/or Local Education Agency (LEA), including Tennessee state special schools, the Achievement Schools, and other eligible secondary recipients. This is required by:

1. Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
2. Applicable federal statutes and regulations of federal agencies, including the U.S. Department of Education, pertaining to the expenditure of federal funds.
3. Applicable state statutes and regulations of state agencies, including the Tennessee Department of Education and Tennessee State Board of Education, pertaining to the administration of career and technical education.

General Assurances

The eligible recipient hereby assures, to the extent applicable, that:

1. The eligible recipient has the legal authority to apply for funding, meets all requirements as an eligible recipient (as defined in the Tennessee State Board Rule 0520-01-07-.01 and the Tennessee State Plan), and the instructional, administrative, and financial capability to ensure proper planning, management, and completion of the actions described in the Local Application.
2. The eligible recipient will comply with all applicable requirements of all federal and state laws, statutes, executive orders, regulations, requirements, policies, terms and conditions governing career and technical education (CTE).
3. The eligible recipient will maintain a proper accounting system in accordance with generally accepted accounting standards and use appropriate fiscal control(s) and procedure(s) to reduce the risk of fraud, waste, and abuse and to account for and ensure proper expenditure of awarded funds. The eligible recipient shall report any information on suspected fraud, waste, and/or abuse to the Tennessee Department of Education and the Tennessee Comptroller of the Treasury pursuant to the "Local Government Instances of Fraud Reporting Act" (T.C.A. § 8-4-501).
4. The eligible recipient will not use awarded funds to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization (Perkins V, Section 122(d)(13)(B)).

5. The eligible recipient will not use awarded funds to lobby or pay any person or organization for the purpose of lobbying, influencing, or attempting to influence an officer or employee of an governmental agency, a Member of Congress or the Tennessee General Assembly, an officer or employee of Congress or the Tennessee General Assembly, or an employee of a Member of Congress or the Tennessee General Assembly in connection with the awarding of any contract, grant, loan, cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any contract, grant, loan, or cooperative agreement.
6. The eligible recipient will comply with all federal and State statutes relating to civil rights and nondiscrimination, including but not limited to, Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101- 6107), which prohibits discrimination on the basis of age.
7. The eligible recipient will comply with all applicable federal and State statutes relating to financial and programmatic audits and monitoring and make available all financial and programmatic records and other such documents to authorized representatives, including but not limited to, the U.S. Department of Education, the Tennessee Department of Education, and the Tennessee Comptroller of the Treasury, for the purpose of conducting monitoring and audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, "Audit Requirements" and/or Section 215.97, and other federal and Tennessee statutes, as applicable.

**Conditions**

By accepting Perkins V funds, the eligible recipient hereby agrees to:

1. Use awarded funds to provide and promote equal opportunities for students, including individuals of special populations, to participate in career and technical education (C-TE) and program(s) and program(s) of study which:
  - a. assess the individual learning needs and career aspirations of students, including students with disabilities and students identified as individuals of special populations, and develop adequate plans to provide supplementary services which meet the needs of such students and support student recruitment into CTE
  - b. prepares students for employment in high skill, high wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the Tennessee Department of Education and the Comprehensive Local Needs Assessment (CLNA)
  - c. is of such sequence, scope and quality as to bring about improvement in the quality of CTE and career- or work-based learning opportunities and experiences
  - d. provides counseling and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such services designed to facilitate in the transition from high school to postsecondary education, employment and career opportunities, or the military.
2. Designate a CTE administrator, supervisor or director (full or part-time) for the administration of CTE funded programs provided by the eligible recipient. Persons holding CTE supervisory positions including local directors, supervisors, coordinator specialists, assistant principals for CTE, and CTE center administrators should complete New CTE Director Academy, attend (or send representation to attend) a majority of State and regional CTE Director professional development opportunities provided annually by the Tennessee Department of Education, and must have one (1) of the following sets of employment standards:
  - a. A bachelor's degree in CTE from an accredited four (4)-year college or university, three (3) years of teaching experience in an approved CTE program and two (2) years of appropriate employment experience in a recognized occupation;
  - b. a bachelors' degree with a CTE endorsement, three (3) years of teaching experience, two (2) years of appropriate work experience; or,
  - c. an endorsement as a PreK-12 administrator or secondary supervisor or principal.

3.	Maintain an active, current local CTE advisory committee comprised of members of the general public (as described in Perkins V, Section 134 (d), (e); State Board Rule 0520-01-07-.01) and retain evidence of ongoing consultation to evaluate, inform, and implement CTE program(s) and program(s) of study offered by the eligible recipient.
4.	Prepare and submit the Local Application and complete the CLNA in consultation with the local CTE advisory committee, pursuant to the requirements in the legislation, Tennessee State Plan, Tennessee Department of Education guidelines and by established deadlines.
5.	Make readily available the Local Application and other CTE planning information related to CTE services, program(s), and program(s) of study program to students, parents, and other members of the general public.
6.	Use awarded Perkins V funds to supplement and not supplant state and/or local funds and only as described in the Local Application approved by the Tennessee Department of Education. <ul style="list-style-type: none"> <li>a. In the event that Perkins V funds should need to be expended in any manner other than stipulated in the originally approved Local Application, the eligible recipient must submit a revision to amend the Local Application with an explanation of proposed changes along with a revised copy of the budget in ePlan.</li> <li>b. Unless otherwise stipulated from the Tennessee Department of Education, funds will not be expended prior to the approval of the Local Application and/or the amended Local Application.</li> </ul>
7.	Comply with all fiscal requirements regarding the Uses of Funds and Local Application components (Perkins V, Section 135(b)), Tennessee Department of Education guidelines, and relevant federal and State requirements and regulations regarding expenditure of Perkins V funds, including the Education Department General Administrative Regulations (EDGAR) and Office of Management and Budget (OMB) Circulars.
8.	Target expenditure of Perkins V funds to support program(s) and program(s) of study which meet the definition and indicators of Size, Scope, and Quality in the Tennessee State Plan and identified in the CLNA and Local Application. <ul style="list-style-type: none"> <li>a. Eligible recipients must have a written process in place to evaluate and verify that Perkins V funds are spent on only those programs identified in the Local Application and meet the Size, Scope, and Quality indicators. This process should be used prior to expending funds and a review of the process should be completed at least annually by the CTE administrator or designee.</li> <li>b. Perkins V funds should not be expended to support CTE program(s) or program(s) of study, that do not meet the definition and indicators of Size, Scope, and Quality other than to elevate the program so that it does meet all of the Size, Scope, and Quality indicators, and/or to support those CTE program(s) or program(s) of study not identified in the CLNA and Local Application.</li> <li>c. Perkins V funds shall not be used to provide CTE program(s) for students prior to the middle grades (Perkins V, Section 215).</li> </ul>
9.	Maintain an inventory of all equipment purchased in whole or in part with awarded Perkins V funds for the duration of Perkins V and ensure that all such equipment will be available for use by students in the CTE program(s) and program(s) of study for which purchased. <ul style="list-style-type: none"> <li>a. All records must comply with the provisions and inventory control requirements outlined in EDGAR, including items being appropriately tagged, located, utilized, and/or disposed.</li> </ul>
10.	Annually evaluate CTE program(s) and program(s) of study using core indicators of performance and complete and submit all annual local data reporting requirements as defined by the Department of Education, as well as other reporting requirements pursuant to federal and state legislation and the Tennessee State Plan, within established dates, and maintain documentation for the duration of Perkins V.
11.	Parents and/or guardians of each student in grades 9-12 will be provided with or have access to CTE program(s) and program(s) of study information, recruitment materials, and course offerings provided by the eligible recipient.
12.	Teachers, at the beginning of each course, will apprise parents and/or guardians and students of relevant program(s) of study, course content and learning expectations, and conduct a safety examination of students relative to the course content and learning expectation in accordance with student's 504, IEP, etc. These safety examinations should follow local board of education policies for creation, passing rates, and length of retention.

13. Plan and provide annual CTE related professional development, as defined in Perkins V, such as information on CTE specific content, labor market research, emerging industry technology, employability and leadership skill development, and promising educational practices, etc. to CTE teachers, administrators, and other education personnel.
14. If applicable, the eligible recipient shall, upon written request and to the extent practicable, provide opportunities for CTE teachers, administrators, and other educational personnel of private, non-profit schools to participate in CTE related professional development provided by the eligible recipient and will notify the officials of the private schools of said opportunities. This shall be applicable if there are private, non-profit school(s) in the geographical area served by the eligible recipient.
15. If applicable, the eligible recipient shall, upon written request and in a timely and meaningful manner, consult with representatives of private, non-profit schools regarding the meaningful participation in CTE programs, services, and activities receiving Perkins V funding of students attending private, non-profit schools. Notices of program offerings to the private school will be offered. This shall be applicable if there are private, non-profit school(s) in the geographical area served by the eligible recipient.
  - a. Any educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal (consistent with the number of children to be served) to expenditures for programs of children enrolled in the public schools of the eligible recipient.

**Elizabethton (101) Public District - FY 2026 - CTE Perkins Basic - Rev 1 - CTE Perkins Basic Checklist**

Checklist cannot be viewed while the application is under review.

History Log

Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	8/21/2025 1:09:47 PM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/21/2025 1:09:47 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	8/21/2025 12:59:04 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	8/21/2025 12:43:39 PM	Jordan Carder	Status changed to 'Draft Completed'.	S
	8/8/2025 12:04:25 PM	Jordan Carder	Status changed to 'Draft Started'.	S
	7/25/2025 7:43:28 AM	Maryanne Durski	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - Allocations

Allocation Type	(1)	CCLC Cohort 2022	(2)	CCLC Cohort 2023	(3)	CCLC Cohort 2024	Total
Original		\$110,058.75		\$0.00		\$0.00	\$110,058.75
Incoming Carryover		\$0.00		\$0.00		\$0.00	\$0.00
Outgoing Carryover		\$0.00		\$0.00		\$0.00	\$0.00
Reallocated		\$0.00		\$0.00		\$0.00	\$0.00
Additional		\$0.00		\$0.00		\$0.00	\$0.00
Released		\$0.00		\$0.00		\$0.00	\$0.00
Consortium		\$0.00		\$0.00		\$0.00	\$0.00
Forfeited		\$0.00		\$0.00		\$0.00	\$0.00
FER Released		\$0.00		\$0.00		\$0.00	\$0.00
<b>Total</b>		\$110,058.75		\$0.00		\$0.00	\$110,058.75

**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - Allocations**

**Organization Official Address**

\* **Organization Name**  
 Elizabethton City Schools Extended School Progra

\* **Street**  
 810 S. Watauga Ave.

\* **City**  
 Elizabethton

\* **Zip Code**  
 37643

\* **Phone**  
 423-547-8000 ext. 2012

\* **Organization Website**  
 www.ecschools.net

**Extended Learning Project Director**

\* **Name**  
 Jordan Carder

\* **Email**  
 jordan.carder@ecschools.net

\* **Phone**  
 423-547-8000 ext. 2012

\* **Number of years serving as project director**  
 4

**Proposed Sites**

Center / Site Name	Proposed Number of Students Served	Grade Span Targeted	Site Location (Address)	Students attend a Title I School	Students attend a CSI, TSI, or ATSI School
West Side Elementary School	40	K-5	1310 Burgie St. Elizabethton, TN 37643	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Harold McCormick Elementary School	40	K-5	226 S. Cedar Ave. Elizabethton, TN 37643	<input checked="" type="checkbox"/>	<input type="checkbox"/>
East Side Elementary School	40	K-5	800 Siam Rd. Elizabethton, TN 37643	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T.A. Dugger Middle School	20	6-8	305 W. E St. Elizabethton, TN 37643	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Check this box if the sites being served have changed since the grant was initially awarded?

**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2022**

**Program Schedule.** The applicant should check the appropriate grade level(s) to be served. For each grade level, indicate if programming will be provided before or afterschool as well as during the summer. The applicant should indicate when transportation will be provided. Enter the total number of hours the program will be open under each day of the week.

**Elementary**

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>							0.00
After	<input checked="" type="checkbox"/>	3.00	3.00	3.00	3.00	3.00		15.00
Summer	<input type="checkbox"/>							0.00
ELT Program	<input type="checkbox"/>							0.00

**Middle**

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>							0.00
After	<input checked="" type="checkbox"/>	3.00	3.00	3.00	3.00	3.00	3.00	18.00
Summer	<input type="checkbox"/>							0.00
ELT Program	<input type="checkbox"/>							0.00

**High**

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>							0.00
After	<input type="checkbox"/>							0.00



**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2022**

N/A: The organization provides an assurance that there are no eligible private schools located within the areas served by the subgrant.

As required under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), private nonprofit elementary and secondary schools that are located within the attendance area served by the grant may participate in equitable services. Consultation must occur before the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate.

Therefore, consultation must occur during the design and development of the grant application. If awarded, applicants are also required to consult with private school officials on an ongoing basis regarding the provision of equitable services, during the annual private school equitable services consultation process as defined by the department. Awarded organizations must maintain documentation of initial and ongoing consultation for monitoring and reporting purposes.

\* Open Response:

Describe the consultation process between the organization and eligible private school(s). In the response, include (1) important dates, (2) modes of communication, and (3) the information provided to non-public school representatives. (Upload 21st CCLC Affirmation and Final Agreement form in Related Documents by Oct. 1, 2025).

I spoke with the supervisor in charge over this matter in our school system and they led me to the same contact that I emailed last year. I emailed Deb Sauberer on August 11th to double check she was still the correct contact. She emailed me back on August 15th stating that they would not want to use our services. I then emailed her a copy of the letter to sign and return on August 15th. That letter is attached in this report.

Complete the table below to list the eligible non-public schools that were consulted. (Upload 21st CCLC Affirmation and Final Agreement form in Related Documents by Oct. 1, 2025).

Non-Public School Name	Date of Contact	Interested in Participating?
* East Tennessee Christian Home and Academy	* 08/11/2025	* No

\* If there are participating non-public schools, describe the process used to determine the equitable share of funds to make available for equitable services. - See K-5 from Title VIII, Part F Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance or the FY26 21st CCLC Program Guide for more information.

NA

**Resources**

Budget

**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2022**

**Indirect Cost Guide**

Total Allocation	\$110,058.75
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$110,058.75
Indirect Cost Rate	3.62%
Max Available Budget In Categories Eligible for Indirect Cost	\$106,213.82
Max Indirect Cost	\$3,844.93

**Account Number**

73300 - Community Services	\$110,058.75	<b>Total</b>
99100 - Transfers Out	\$0.00	<b>Total</b>
	\$110,058.75	<b>Adjusted Allocation</b>
	\$0.00	<b>Remaining</b>

Budget Detail

**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2022**

73300 - Community Services - \$110,058.75 ▼

**Budget Detail**

**Narrative Description**

<p><b>Account Number:</b> 73300 - Community Services</p> <p><b>Line Item Number:</b> 105 - Supervisor / Director</p> <p><b>Optional Program Code:</b></p> <p><b>Location Code:</b> Elizabethton (101)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$12,920.00</p> <p><b>Line Item Total:</b> \$12,920.00</p>	<p>The Extended School Program will operate from 8/11/25 through 5/26/26 for a total of 180 student days. The hours of operation are from 3:00 p.m. to 6:00 p.m. daily.</p> <p>44% of the directors salary comes from 21stCCLC. The director works a total of 8 hours per day x 260 days per year. The amount paid by the grant is as follows:</p> <p>1 director x 4 hours/day x \$17/hour x 190 days/year = \$12,920.00</p>
<p><b>Account Number:</b> 73300 - Community Services</p> <p><b>Line Item Number:</b> 116 - Teachers</p> <p><b>Optional Program Code:</b></p> <p><b>Location Code:</b> Elizabethton (101)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$54,000.00</p> <p><b>Line Item Total:</b> \$54,000.00</p>	<p>The Extended School Program will operate from 8/11/25 through 5/26/26 for a total of 180 student days. The hours of operation are from 3:00 p.m. to 6:00 p.m. daily.</p> <p>East Side Elementary: 2 teachers x 2 hours/day x \$12/hour x 180 days/year = \$8,640.00</p> <p>Harold McCormick Elementary: 3 teachers x 2 hours/day x \$12/hour x 180 days/year = \$12,960.00</p> <p>West Side Elementary: 2 teachers x 2 hours/day x \$12/hour x 180 days/year = \$8,640.00</p> <p>T. A. Dugger Junior High: 1 teachers x 3 hours/day x \$12/hour x 180 days/year = \$6,480.00</p> <p><b>Total:</b> \$54,000.00</p>
<p><b>Account Number:</b> 73300 - Community Services</p> <p><b>Line Item Number:</b> 189 - Other Salaries &amp; Wages</p> <p><b>Optional Program Code:</b></p>	<p>The Extended School Program will operate from 8/11/25 through 5/26/26 for a total of 180 student days. The hours of operation are from 3:00 p.m. to 6:00 p.m. daily.</p> <p>East Side Elementary: 1 Asst Coordinator x 2 hours/day x \$14/hour x 180 days/year = \$5,040.00</p>

**Program Code:**  
 Harold McCormick Elementary:  
 1 Asst Coordinator x 3 hours/day x \$12/hour x 180 days/year = \$7,560.00  
  
**Location Code:**  
 Elizabethton (101)  
  
**Quantity:** 1.00  
  
**Cost:** \$25,200.00  
  
**Line Item Total:** \$25,200.00  
  
 West Side Elementary:  
 1 Asst Coordinator x 2 hours/day x \$12/hour x 180 days/year = \$5,040.00  
  
 T. A. Dugger Junior High:  
 1 Asst Coordinator x 3 hours/day x \$12/hour x 180 days/year = \$7,560.00  
  
**Total:** \$25,200

**Account Number:** 73300 - Community Services  
  
**Line Item Number:** 201 - Social Security  
  
**Optional Program Code:**  
  
**Location Code:** Elizabethton (101)  
  
**Quantity:** 1.00  
  
**Cost:** \$5,725.00  
  
**Line Item Total:** \$5,725.00  
  
 This is the social security amount for the Director, Assistant Site Coordinators, and Teachers.  
 6.2%

**Account Number:** 73300 - Community Services  
  
**Line Item Number:** 204 - State Retirement  
  
**Optional Program Code:**  
  
**Location Code:** Elizabethton (101)  
  
**Quantity:** 1.00  
  
**Cost:** \$6,450.00  
  
**Line Item Total:** \$6,450.00  
  
 This is state retirement for the Director or any other staff members participating in TCRS.  
 12.78%

**Account Number:** 73300 - Community Services  
  
 This is life insurance for the director.

Line Item Number: 206 - Life Insurance

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$20.00

Line Item Total: \$20.00

Account Number: 73300 - Community Services

Line Item Number: 207 - Medical Insurance

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$4,268.75

Line Item Total: \$4,268.75

This is medical insurance for the director.

Account Number: 73300 - Community Services

Line Item Number: 208 - Dental Insurance

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$135.00

Line Item Total: \$135.00

This is dental insurance for the director.

**Account** 73300 - Community Services

**Number:**

**Line Item** 212 - Employer Medicare

**Number:**

**Optional**  
**Program**  
**Code:**

**Location** Elizabethton (101)  
**Code:**

**Quantity:** 1.00

**Cost:** \$1,340.00

**Line Item**  
**Total:** \$1,340.00

This is the employer medicare amount for the Director, Assistant Site Coordinators, and Teachers. 1.45%

<b>Total for 73300 - Community Services:</b>	\$110,058.75
<b>Total for all other Account Numbers:</b>	\$0.00
<b>Total for all Account Numbers:</b>	\$110,058.75
<b>Adjusted Allocation:</b>	\$110,058.75
<b>Remaining:</b>	\$0.00

Budget Overview

**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2022**

Indirect Cost Guide	
Total Allocation	\$110,058.75
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$110,058.75
Indirect Cost Rate	3.62%
Max Available Budget In Categories Eligible for Indirect Cost	\$106,213.82
Max Indirect Cost	\$3,844.93

Filter by Location: All - \$110,058.75

Line Item Number	Account Number	73300 - Community Services	Total
105 - Supervisor / Director		12,920.00	12,920.00
116 - Teachers		54,000.00	54,000.00
189 - Other Salaries & Wages		25,200.00	25,200.00
201 - Social Security		5,725.00	5,725.00
204 - State Retirement		6,450.00	6,450.00
206 - Life Insurance		20.00	20.00
207 - Medical Insurance		4,268.75	4,268.75
208 - Dental Insurance		135.00	135.00
212 - Employer Medicare		1,340.00	1,340.00
<b>Total</b>		110,058.75	110,058.75
		<b>Adjusted Allocation</b>	110,058.75
		<b>Remaining</b>	0.00

Related Documents

**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2022**

Required Documents	
Type	Document Template
Private Schools Consultation [Upload at least 1 document(s)]	N/A
	<a href="#"> <u>Email Communication</u></a>
	<a href="#"> <u>Email Communication</u></a>
	<a href="#"> <u>Email Communication</u></a>
	<a href="#"> <u>Email Communication</u></a>

Optional Documents	
Type	Document Template
(21st CCLC) Affirmation and Final Agreement form	N/A
	<a href="#"> <u>Private School Denial of Services</u></a>
	<a href="#"> <u>Affirmation</u></a>
	<a href="#"> <u>Affirmation</u></a>
	<a href="#"> <u>Affirmation</u></a>

**Elizabethton (101) Public District - FY 2026 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2022**

**I, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant. - Check box to agree.**

**I FURTHER CERTIFY that the assurances listed below have been satisfied and that all facts, figures, and representation in this application are correct to the best of my knowledge. - Check box to agree.**

**Name of Applicant Agency Administrator:**

Jordan Carder

**Certify Date:**

08/21/2025

**21st CCLC General Assurances**

**Assurance is hereby provided that:**

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, sex, race, national origin, religion, creed, or disability.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The activities and programs that will be performed under this grant will be used to supplement and not supplant other State, local, and other non-federal funds.
5. The grantee will require the entity and its principals involved in any subtler covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. {EDGAR-Part 85}
6. The grantee will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
7. The grantee will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
8. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9. The grantee will cooperate in carrying out any evaluation of this program conducted by or for the state educational agency, the secretary, or other federal officials.

10.	The grantee will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
11.	The grantee will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
12.	The grantee will (a) make reports to the Tennessee Department of Education and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties
13.	The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Tennessee Department of Education.
14.	No board or staff member of a grantee will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
15.	Before the plan was submitted, the grantee afforded a reasonable opportunity for public comment on the plan and has considered such comment.
16.	Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
17.	The grantee will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
18.	The grantee will administer such funds and property to the extent required by the authorizing statutes.

**Program Specific Assurances**

**Assurance is further provided that:**

19.	The Grantee shall support enhanced student achievement through the establishment and operation of a 21st CCLC that is complementary to school curricula and complies with the guidelines and requirements established in the grant application, the State Board of Education rules for school administered childcare programs, and State guidance documents. The Grantee shall provide the following services:
a.	Core educational services: The Grantee shall offer high quality services in core academic areas such as reading skills development and enhancement and math or science skills development and enhancement.
b.	Enrichment and support activities: The Grantee shall offer enrichment and support activities such as health and nutrition, technology, sports, and recreation.
c.	Community involvement: The Grantee shall establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.
d.	Extended hours: The Grantee shall offer services during the school year. The Grantee may also provide services when school is not in session, such as holidays and/or during the summer.
e.	Professional development: The Grantee shall provide professional development opportunities to staff that are of sufficient intensity and duration to assist students in making sustainable changes in academic performance and personal development.

f.	<p>The Grantee shall participate in an evaluation process that determines student progress and program success as well as providing information for needed adjustments in program design. The Grantee agrees to comply with the reporting requirements established in the grant application and all State guidance documents.</p>
20.	<p>The program will take place in a safe and easily accessible facility.</p>
21.	<p>The proposed program was developed and will be carried out in active collaboration with the schools the students attend.</p>
22.	<p>The program will primarily target students who attend schools eligible for school-wide programs under Section 1114 and the families of such students.</p>
23.	<p>The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.</p>
24.	<p>The program will be provided in a manner that meets the minimum, basic requirements of state child care guidelines.</p>
25.	<p>The program will be in alignment with the challenging State academic standards and any local standards.</p>
26.	<p>The Grantee shall serve, at minimum, the expected number of students, as indicated in the original grant application or subsequent revised and approved application documents.</p>
a	<p>In the event that fewer students are being served, the Grantee shall notify the State immediately, along with an explanation of the circumstances and any corrective actions that the Grantee is undertaking in consultation with the State, to correct the issue.</p>
b	<p>As requested, the Grantee shall provide the State with student participation records to demonstrate that sufficient progress is being made towards serving the expected number of students. Failure to serve the expected number of students may result in the State developing a corrective action plan for the Grantee to address the issue. The Grantee's failure to comply with the corrective action plan or to serve the expected number of students may result in the reduction of the awarded amount or termination of the Grant Contract for cause.</p>
27.	<p>The Grantee will engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure continued communication, monitor agreed-upon activities and to determine the effectiveness of provided activities.</p>
28.	<p>The grantees will complete and submit the required Annual Performance Report (APR) according to deadlines established by TDOE.</p>

History Log

Elizabethhton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/8/2025 7:38:04 AM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting. I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the award. I am aware that any false, fictitious, or fraudulent information or the omission of any material or fact may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims, or otherwise."	C
	9/8/2025 7:38:04 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/8/2025 7:35:46 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/5/2025 4:39:50 PM	Joshua Boatman	Status changed to 'Draft Completed'.	S
	9/5/2025 3:34:59 PM	Joshua Boatman	Status changed to 'Draft Started'.	S
<input type="checkbox"/>	9/4/2025 4:44:44 PM	Amanda Mason	PAST DUE: State Special Education Preschool Grant Hello LEA State Special Education Preschool Grant Director, Your LEA has not yet started your FY26 State Special Education Preschool Grant application which was due on August 31, 2025. Please complete this application as soon as possible. If you need assistance, please contact Amanda.N.Mason@tn.gov.	C
	7/30/2025 2:26:31 PM	Holly Kellar	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - Allocations

Allocation Type	(1)	State Special Education Preschool Grant	Total
Original		\$57,321.74	\$57,321.74
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
<b>Total</b>		<b>\$57,321.74</b>	<b>\$57,321.74</b>

Overview Page

**Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - Allocations**

**User Access**

LEA roles can be assigned by the district user access administrators (listed in the Address Book) or the ePlan.Help@tn.gov team. [Click here to access the LEA user access form.](#)

**Workflow and Notifications**

<b>Not Started</b>	The application cannot be edited until the draft is started. LEA State Special Education Preschool Grant Director, LEA Fiscal Representative, or LEA Authorized Representative roles can move the application into Draft Started status.
<b>Draft Started</b>	The LEA State Special Education Preschool Grant Director, LEA Fiscal Representative or LEA Authorized Representative can edit the CFA in the Draft Started status (or Revision Started for revisions).
<b>Draft Completed</b>	The LEA State Special Education Preschool Grant Director can click Draft Completed (or Revision Completed for revisions)
<b>LEA Fiscal Representative Approved or Not Approved</b>	The LEA Fiscal Representative can click Approved or Not Approved.
<b>LEA Authorized Representative Approved or Not Approved</b>	The LEA Authorized Representative can click Approved or Not Approved.
<b>TDOE State Special Education Preschool Grant Reviewer Approved or Not Approved</b>	The TDOE State Special Education Preschool Grant Reviewer can click Approved or Not Approved.
<b>TDOE State Special Education Preschool Grant Director Approved or Returned Not Approved</b>	The TDOE State Special Education Preschool Grant Director can click Approved or Not Approved.

**Resources**

[Click here to open the Technical Application Guide.](#)

**TDOE Contacts**

Program Director	Amanda.N.Mason@tn.gov
District Technology (SSO Support)	<a href="mailto:DT.Support@tn.gov">DT.Support@tn.gov</a>
User access or Technical Assistance	ePlan.Help@tn.gov

Program Details

Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant

Instructions

Please complete the following charts to reflect the preschool programming available to children with disabilities in our district. Please use the following definitions to ensure accurate reporting of information.

**Early Childhood Special Education (ECSE) Intervention Teacher:** Special education teacher providing specially designed instruction (i.e. special education service) for students who are otherwise enrolled and attending a general education pre-K program. This includes children who are enrolled in Head Start, community child care programs, private preschools, VPK, or other LEA-operated pre-K programs. Special education services may be provided in through an itinerant service delivery model where the teacher travels to many different programs / classrooms or through an integrated service delivery model where the ECSE Intervention Teacher serves in a dual role as both the general education pre-K teacher and the special education service provider. If the teacher serves in dual roles (as both general education pre-K teacher and ECSE intervention teacher), please list them in both sections of the chart.

**General Education Pre-K Teacher:** Teacher who provides general education instruction. Specially designed instruction (i.e. special education services) is provided by a special education teacher and/or related service provider(s). These classroom types may include:

- **Voluntary-Pre-K (VPEK):** State-funded pre-K grant serving economically disadvantaged four-year-old children with and without IEPs. See Tenn. Code Ann. §§7-49-6-103 - 49-6-110.
- **Fee-based Pre-K:** LEA program supported by tuition-based fees collected from the families of the students enrolled.
- **Locally-Funded Pre-K:** LEA program supported by district funds such as general-purpose funds or local education funds. This type of pre-K may be braided with other funding sources and may include classrooms that are supported by special education funds such as 619.
- **Title I Pre-K:** LEA program supported by Title I funds.
- **Head Start Collaborative Pre-K:** LEA program supported by braiding funds from Head Start and another funding source.

**Comprehensive Preschool ECSE Teacher:** Special education teacher who provides specially designed instruction (i.e. special education services) for children with disabilities where all of the children enrolled have an IEP, or, in rare instances, a child who is in the midst of the eligibility determination process.

**Related Service Provider:** Includes licenses therapists and educators to support a child in benefiting from special education such as speech-language pathologists, occupational therapists, physical therapists, school psychologists, school social workers, counselors, audiologists, and interpreters.

1. Number of Preschool Children with Disabilities by Age

Three-Year-Olds	Four-Year-Olds	Five-Year-Olds
* 1	* 19	* 1

2. Number of Preschool Programs by Funding Source

Voluntary Pre-K	Comprehensive Preschool	Fee-Based Pre-K	Locally Funded Pre-K	Title I Pre-K	Head Start Collaborative Pre-K	PDG	Other
4	1						

3. List of Early Childhood Special Education Intervention Teachers

ECSE Intervention Teacher Name(s)	# of Paraprofessionals Under the Direct Supervision of ECSE Teacher	Total # of Preschool SWDs Served	Teacher License Number	Teacher Endorsement #s	Total Number of Preschool Program(s) Served

4. List of General Education Pre-K Teachers

General Education Teacher Name(s)	Type of General Education Pre-K Program (see above)	# of Educational Assistants	Total # of Preschool SWDs Enrolled	Teacher License Number	Teacher Endorsement #s	School Location
Stephanie Tolley	VPK	2	2	000609060	467	East Side Elementary
Rhonda Taylor	VPK	2	3	000509485	467	East Side Elementary
Selina Stout	VPK	2	0	000522665	467, 499	East Side Elementary
Susan Dugger	VPK	1	0	000244729	403	East Side Elementary

5. List of Comprehensive Preschool Teachers

Comprehensive Pre-K Teacher Name(s)	Age Range of Classroom	Total # of Students Enrolled	# of SWD Enrolled	# of Paraprofessionals	Teacher License Number	Teacher Endorsement #s	School Location
Nakisha Campbell	3-5	16	16	5	000517143	459	East Side Elementary

6. List of Related Service Providers Serving Preschool Children with Disabilities

Related Service Provider Name(s)	Related Service Provider Role (see above)	Total # of Programs Visited	# of Paraprofessionals Under the Direct Supervision of Provider	Total # of Preschool SWDs Served	Service Provider License Number	Endorsement #s	Name(s) of Location(s) Served
Samantha Lee	SLP	5	0	0	000513066	498	East Side Elementary
Samantha Wampler	SLP	5	0	0	000175093	498	East Side Elementary

\* 7. Does your district partner with community child care providers, private preschools, family child care homes, Head Start, or other community based preschool programs to provide services to preschool children with disabilities in their least restrictive environment?

No

8. If yes, please describe the types of programs where preschool children with disabilities are currently enrolled and receiving services. Please include a description of the types of services provided at these community based settings (i.e. speech/language, occupational therapy, etc.)

N/A

\* 9. Over the past year, has your district experienced an increase or decrease in Indicator 6A data (i.e. the percentage of preschool children with IEPs who are enrolled in and receiving the majority of services in general education settings)?

a. Increase

\* 10. What factors do you believe contributed to this trend (increase, decrease or consistency)? - Please describe any changes in policy, practice, staffing, professional development, partnerships, or other contributing factors.

We have utilized the funds from this grant to provide additional SPED assistants in the VPK classrooms. Doing so has enabled us to provide more services in an inclusive setting rather than a comprehensive setting.

**Resources**

[FY26 Federal Spending Handbook](#)

Budget

**Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant**

<b>Account Number</b>	<b>Total</b>
71200 - Special Education Program	\$57,321.74
72120 - Health Services	\$0.00
72130 - Other Student Support	\$0.00
72220 - Support Services/Special Education Program	\$0.00
72410 - Office of the Principal	\$0.00
72710 - Transportation	\$0.00
<b>Total</b>	<b>\$57,321.74</b>
<b>Adjusted Allocation</b>	<b>\$57,321.74</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail

**Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant**  
71200 - Special Education Program - \$57,321.74

**Budget Detail**

**Narrative Description**

**Account Number:** 71200 - Special Education Program

**Line Item Number:** 163 - Educational Assistants

**Focus Area:** Providing SWDs with Direct Services...

**Optional Program Code:**

**Location Code:** Elizabethton (101)

**Quantity:** 1.00

**Cost:** \$53,000.00

**Line Item Total:** \$53,000.00

These funds would allow us to place 4 part-time assistants totaling 2.68 FTE in our preK classrooms to increase the ability to include SWDs into settings with their same-aged peers.

**Account Number:** 71200 - Special Education Program

**Line Item Number:** 201 - Social Security

**Focus Area:** Providing SWDs with Direct Services...

**Optional Program Code:**

**Location Code:** Elizabethton (101)

**Quantity:** 1.00

**Cost:** \$3,275.00

**Line Item Total:** \$3,275.00

Funds for social security for 2.68 FTE teaching assistants.

**Account Number:** 71200 - Special Education Program

Funds for state retirement for 2.68 FTE teaching assistants.

Line Item Number: 204 - State Retirement

Focus Area: Providing SWDs with Direct Services...

Optional Program Code:

Location Code: Elizabethhton (101)

Quantity: 1.00

Cost: \$286.74

Line Item Total: \$286.74

Account Number: 71200 - Special Education Program

Line Item Number: 212 - Employer Medicare

Focus Area: Providing SWDs with Direct Services...

Optional Program Code:

Location Code: Elizabethhton (101)

Quantity: 1.00

Cost: \$760.00

Line Item Total: \$760.00

Funds for medicare for 2.68 FTE teaching assistants.

Total for 71200 - Special Education Program: \$57,321.74

Total for all other Account Numbers: \$0.00

Total for all Account Numbers: \$57,321.74

Adjusted Allocation: \$57,321.74

Remaining: \$0.00

Budget Overview

**Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant**

Filter by Location: All - \$57,321.74 ▼

Line Item Number	Account Number	71200 - Special Education Program	Total
163 - Educational Assistants		53,000.00	53,000.00
201 - Social Security		3,275.00	3,275.00
204 - State Retirement		286.74	286.74
212 - Employer Medicare		760.00	760.00
<b>Total</b>		57,321.74	57,321.74
		<b>Adjusted Allocation</b>	57,321.74
		<b>Remaining</b>	0.00

Assurances

**Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant**

\* By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the award. I am aware that any false, fictitious, or fraudulent information or the omission of any material or fact may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims, or otherwise.

1.	These funds shall be administered in accordance with all applicable statutes, regulations, program plans and applications:
a)	The laws of the State of Tennessee;
b)	Title VI of the federal Civil Rights Act of 1964 and the regulations issued there under by the federal government;
c)	The Equal Employment Opportunity Act and the regulations issued there under by the federal government;
d)	The Americans with Disabilities Act of 1990 and the regulations issued there under by the federal government;
e)	Section 504 of the Rehabilitation Act of 1973 and the regulations issued thereunder by the federal government;
f)	The Individuals with Disabilities Education Act (IDEA) and the regulations issued thereunder by the federal government;
g)	The Family Educational Rights and Privacy Act (FERPA) and the regulations issued there under by the federal government;
h)	Health Insurance Portability and Accountability Act of 1996 (HIPAA);
i)	The condition that the submitted proposal was independently arrived at, without collusion, under penalty of perjury; and
j)	The condition that no amount shall be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Agency in connection with this grant.
2.	Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant state and local funds that, in the absence of such funds would otherwise be spent for activities under this section.
3.	Funds shall only be used to support preschool children with disabilities.
4.	The Grantee shall file financial reports and claims for reimbursement in accordance with procedures prescribed by TDOE monthly.
5.	The Grantee shall ensure all funds are allocated to support preschool students with disabilities within each receiving agency.
6.	This program shall be in compliance with State Board of Education's Rule Chapter <u>0520-12-01</u> , Standards for School-administered Childcare and the Early Childhood Education Policy 3.100 adopted by State Board of Education.

**Elizabethton (101) Public District - FY 2026 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant Checklist**

Checklist cannot be viewed while the application is under review.

## Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	<b>King University</b>		
<b>Local Education Agency (LEA)</b>	<b>Elizabethton City Schools</b>		
<b>Academic Year of Agreement</b>	<b>2025-2026</b>		
<b>EPP Contact/Designee</b>			
Name: Dr. Dwain Arnold		Title: Director of Teacher Education	
Email: edarnold@king.edu		Phone Number: 423-863-2259	
<b>LEA Contact/Designee</b>			
Name: Dr. Myra Newman		Title: Assistant Director of Schools	
Email: myra.newman@ecschoos.net		Phone Number: 423-547-8000 X8209	
<b>Certification (signatures verify partnership)</b>			
EPP Head Administrator: Dr. Donna H. Watson		Title: Dean of the School of Education	
Signature:		Date:	
LEA Head Administrator: Richard VanHuss		Title: Director of Schools	
Signature:		Date:	

<b>Prompt 1</b>	Describe the strategies and actions in place to co-select clinical educators and collaborate to prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-k-12 students. <i>NOTE: Responses should not exceed one page per prompt.</i>
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**Dr. Myra Newman, Assistant Director of Schools, and Richard VanHuss, Director of Schools, will collaborate with King University’s Dean, Dr. Donna Watson, and Director of Teacher Education, Dr. Dwain Arnold, to select, prepare, support, and retain high-quality clinical educators.**

**For classroom teachers to serve as mentors for student teachers, we abide by mutually agreed upon criteria requiring each mentor to (1) have a professional teaching license with at least three year’s experience and endorsement in the content area in which the candidate seeks licensure; (2) be a data-driven highly effective teacher with a level 4 or 5 rating based in the TDOE’s evaluation model; (3) demonstrate mentor leadership showing a strong desire to guide student teaching candidates; and (4) be willing to assume the roles defined by the King University’s current Teacher Education Handbook which includes standards developed for student teachers, classroom mentors, and college supervisors.**

**College supervisors guide both student teachers and embedded teachers. Supervisors have experience and expertise in the grade or content area for which they are assigned, and they have TEAM training encouraging fidelity to the rubric. If there is a Grow Your Own candidate, the principal or LEA designee and King University will share the evaluation. The principal or LEA designee will evaluate a minimum of one observation per semester. King University will ensure that all observations required by the EPP are conducted. Regular meetings/communication with the Dean, Director of Teacher Education, and the LEA Administrators occur to review observation guidelines, research-based student teacher reflection documentation, lesson planning rubrics, and expectations of the LEA School District. Weekly reviews of rubric guided lesson plans, six formal observations, a summative conference, and a summative survey are all a part of the process.**

**Classroom mentors and college supervisors are evaluated at the completion of each placement by student teachers, mentors by supervisors, and supervisors by mentors. The quantitative and qualitative results are applied to a rubric which is reviewed by the Director of Teacher Education, Compliance Officer, and the Dean. Those results are then shared with the Human Resources Office of the LEA for further discussion and collaboration.**

**Any issues or concerns with teacher candidates, mentors, or supervisors are reviewed collaboratively by the LEA and EPP. If additional support appears to be needed, meetings may be held with the clinical educator and the Dean and/or the Director. Access to a Canvas course (The School House) may be granted for additional online training, and/or face-to-face clinical educator meetings or trainings may be provided by the LEA. If expectations are still unmet, the LEA and EPP may determine to reassign a mentor or supervisor.**

**Prompt  
2**

Describe the design and implementation of clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader programs, ensure how clinical experiences allow opportunities for candidates to practice applications of content knowledge and skills.).  
*NOTE: Responses should not exceed one page per prompt.*

**Clinical experiences involve a variety of modalities including synchronous, asynchronous, job-embedded, and directed studies, as well as non-traditional experiences such as Boys and Girls Club, and the Coalition for Kids. These experiences are designed to help students identify if teaching is their vocational calling, and if so, best prepare them for the challenges of 21<sup>st</sup> century teaching. For example, the first course that students typically experience in the School of Education is Introduction to Teaching. This class requires 20 hours of classroom experience assisting and sometimes co-teaching. In addition, 10 hours are spent assisting after school at the Boys and Girls Club. These experiences allow 30 hours total of observation/assisting. Other courses in the School of Education have varying requirements (15 hours each for Content Area Reading, Reflective Teaching, Survey of Exceptional Children and 30 hours for Secondary Methods, as examples). The culmination of coursework and required clinical experiences is student teaching – a one semester, two placement setting that involves at least 500 hours in the field. Students begin student teaching with a week of inservice training, a week observing, and a week teaching one third of the school day. Then the student teacher assumes responsibility for all classes, under the supervision of the mentor. After being observed three times by the mentor and the supervisor, the student teacher releases the students back to the mentor before transitioning to the second placement where the process is repeated.**

**Embedded teachers are enrolled in two semesters of Clinical Practicum. They are assigned a college supervisor who does four classroom evaluations per semester and a summative evaluation at the end of each semester. A peer teacher or mentor teacher, if assigned by the LEA, or an administrator or their designee will be asked to complete a midpoint evaluation and a summative evaluation. All these assessments will be collected for data analysis. Job-embedded candidate effectiveness will be measured by overall evaluation scores, observation scores, and individual growth scores. For Grow Your Own candidates, field experience requirements will be met by the place of employment.**

**King University (and partners seem to agree, based on survey information and direct feedback) believes that these clinical experiences provide ample opportunities for candidates to apply their content knowledge, display their professional and ethical dispositions, and deliver their pedagogical training. This belief is borne out in that our graduates typically score above the state in value-added and teacher-effect numbers.**



**Amy Townsend**

176 Hart Rd.  
Elizabethton, TN. 37643  
townsendar@etsu.edu  
(423) 341-1115  
August 21, 2025

**Elizabethton City Schools**

Director of Schools and School Board  
Richard VanHuss  
804 S. Watauga Ave.  
Elizabethton, TN 37643  
(423) 547-8000

Dear Mr. Vanhuss and School Board Members,

I am writing to respectfully request permission to conduct research within the Elizabethton City School System as part of my doctoral dissertation in the Doctor of Education, Educational Leadership program at East Tennessee State University. The purpose of my study is to examine the lived experiences of kindergarten through third grade teachers as they have implemented a structured literacy curriculum aligned with the Science of Reading and supported by the Tennessee Literacy Success Act (TLSA).

The implementation of structured literacy approaches represents a significant shift in early literacy instruction. While state and district policies provide guidance and mandates, the voices and professional insights of classroom teachers remain central to understanding both the challenges and opportunities of implementation. My research seeks to capture these perspectives through a phenomenological study that prioritizes teacher experiences, reflective practice, and professional growth.

Specifically, this study will address the following objectives:

1. To explore teachers' perceptions of structured literacy and its impact on their instructional practices.
2. To investigate how teachers experience professional development, administrative support, and peer collaboration during the implementation process.
3. To identify perceived successes, challenges, and needs related to the adoption of structured literacy curricula in K–3 classrooms.

If approval is granted, participation will include the following components:

- **Participants:** Volunteer K–3 teachers currently employed in Elizabethton City Schools. Participation will be entirely voluntary, with informed consent obtained from all participants.
- **Data Collection:** Semi-structured interviews will be conducted with participants. Interviews may be held in person or virtually, depending on participant preference.

- **Duration:** Each interview will last approximately 45–60 minutes and will be scheduled at times most convenient for the teachers. Consent for and research questions are attached.
- **Confidentiality and Protection of Participants:** All responses will remain strictly confidential. Schools and participants will be assigned pseudonyms, and no identifiable information will appear in the dissertation or any subsequent publication. Data will be stored on a password-protected device, accessible only to the researcher.
- **Institutional Review Board Approval:** The research proposal is in the process of being submitted to the Institutional Review Board (IRB) at East Tennessee State University, and the study will not commence until full approval has been granted.

I would be glad to provide the district with supporting documentation, including the IRB approval letter, consent forms, and the interview protocol, for your review prior to beginning the study. Additionally, I would be honored to share a summary of findings with the district at the conclusion of the study, as I believe the insights gained could contribute meaningfully to the district's ongoing literacy initiatives and professional development planning.

I deeply value the work being done by educators in Elizabethton City Schools and recognize the important role your teachers play in shaping the literacy success of young learners. I would be grateful for the opportunity to collaborate with your district in this scholarly endeavor and to ensure that the voices of classroom teachers are represented in the larger dialogue on literacy reform.

Thank you for your time, consideration, and support of this request. Please let me know if there are additional steps or district protocols I should follow in order to secure permission to conduct this study.

Sincerely,  
Amy Townsend  
Doctoral Candidate, Educational Leadership  
East Tennessee State University

## **Essential Research Question**

In alignment with the purpose of this study, the following essential research question and supporting questions are designed to examine how K–3 teachers perceive and experience the implementation of a structured literacy curriculum grounded in the science of reading within the context of recent state-level mandates.

### **Essential Question**

How do factors related to the implementation of a structured literacy curriculum grounded in the Science of Reading influence K–3 teachers’ perceptions and instructional practices?

### **Supporting Research Questions**

Under what conditions did K–2 teachers recognize the need for changes in their reading instruction prior to the adoption of the structured literacy curriculum?

How was the decision to implement a structured literacy curriculum communicated to teachers, and what role did school or district leadership play in that process?

How was the structured literacy curriculum introduced and implemented in K–2 classrooms, and what professional development or instructional support did teacher receive?

What factors or circumstances facilitated teachers’ efforts to shift their instructional practices in alignment with the science of reading?

What challenges did teachers encounter in implementing the structured literacy curriculum, and how did these challenges affect their perceptions of the program?

In what ways do professional expertise, access to instructional resources, administrative support, and school culture influence teachers’ perceptions and practices related to the structured literacy curriculum?

**Title of Research Study:** Tennessee K-3 Teachers' Perceptions of Structured Literacy Curriculum Based on the Science of Reading: A Phenomenological Approach

**Principal Investigator:** Amy Townsend, townsendar@etsuledu, (423)341-1115

**Organization of Principal Investigator:** East Tennessee State University

## CONSENT FORM FOR PARTICIPANTS

This document provides information about being a participant in a research study. Please read this carefully. This will help you decide if you would like to volunteer to join this study.

### SUMMARY

Here is a brief summary of this study.

- Purpose: This study will address the following objectives:
  1. To explore teachers' perceptions of structured literacy and its impact on their instructional practices.
  2. To investigate how teachers experience professional development, administrative support, and peer collaboration during the implementation process.
  3. To identify perceived successes, challenges, and needs related to the adoption of structured literacy curricula in K–3 classrooms.
  
- Duration: For the Principal Investigator (PI) One Semester.
- Summary of Procedures: Semi-structured interviews will be conducted with participants. Interviews may be held in person or virtually, depending on participant preference.
- Benefits: The anticipated benefits of this study extend beyond the academic requirements of my dissertation. Findings may offer the district valuable insight into teacher perspectives, inform ongoing professional development efforts, and support Elizabethton City Schools in its continued commitment to early literacy and the goals outlined in the Tennessee Literacy Success Act
- Risks: This study poses minimal risk to participants. The most significant consideration is the time commitment required for interviews, which will be scheduled at the convenience of each participant. To safeguard confidentiality, pseudonyms will be used for all schools and participants, and all data will be securely stored. Participation is strictly voluntary, and individuals may withdraw at any time without consequence.

If you are interested in volunteering for this research study, please read the rest of this document.

## STUDY DETAILS

- **What is this study about?** The purpose of this study is to explore Tennessee kindergarten, first grade, second grade, and third grade teachers' perceptions and knowledge regarding early literacy and structured-based curriculum that incorporates the science of reading.
- **How much of my time will it take?** This will take the remainder of this Fall semester for me to conduct the research and report my findings. For 12 participants, a 45-60 minute recorded interview in person or through Zoom will take place. The transcripts will be coded, and trends will be noted.
- **What are you asking me to do?** If you decide to volunteer for this study, you will be asked to participate in an 45-60 minute in person interview or via Zoom.
- **Are there any benefits for me?** Yes, the possible benefits are to continue in depth research to further validate this study. There are no direct benefits for you. Possible benefits for others include Findings may offer the district valuable insight into teacher perspectives, inform ongoing professional development efforts, and support Elizabethton City Schools in its continued commitment to early literacy and the goals outlined in the Tennessee Literacy Success Act
- **Are there any possible risks or discomforts?** There are no expected risks for participating in this research.
- **Will I be identified? How are you keeping my information safe?** We will make every effort to keep your study records confidential. The results of this study may be published and/or presented at meetings. You will not be named as a participant. Although your rights and privacy will be maintained, both the research records and signed consent form that identify you may be looked at by others that have the legal right to see that information. This may include the ETSU IRB overseeing this research, other individuals at the University with the responsibility for ensuring we follow the rules related to this research, the federal Office of Human Research Protections (OHRP) that protects participants like you, K-3 teachers of the Elizabethton City Schools and the Principal Investigator and research team. Your records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as described in this form.

**Will any of my data be used in the future?** All information that can identify you will be removed from the data.

- **Do I have to pay for anything?** There is no cost to you if you decide to be part of this study.
- **Will I be paid for participating?** You will not be paid for joining this study.
- **Do I have to join this study?** No. This study is voluntary. You get to decide if you want to be part of this study. *You may decide you do not want to participate.* If you join this study

and then change your mind, you can quit at any time. Deciding not to join the study or quitting will not affect you in any way. You may quit by calling Amy Townsend, (423-342-1115).

**Will there be any results I need to know about?** No

- **Who should I contact for questions?** If you have any questions or research-related problems at any time, you may call Amy Townend, (423) 341-1115 or Dr. Pamela Scott, (423) 439- 1000. This research is being overseen by an Institutional Review Board (IRB). An IRB is a group of people who perform independent review of research studies. You may also contact the ETSU IRB at 423.439.6054 or [IRB@etsu.edu](mailto:IRB@etsu.edu) for any issues, questions or input that you may have about the research or your rights as a research participant.

By signing below, I confirm that I have read and understand this consent form. I also confirm that I had the opportunity to have it explained to me verbally. I confirm that I was able to ask questions and that all my questions have been answered. By signing below, I confirm that I am 18 years or older and I freely and voluntarily choose to take part in this research study.

---

Signature of Participant

---

Date

---

Printed Name of Participant

---

Signature of Person Obtaining Consent

---

Date

***You will be provided with a copy of this signed consent form.***



## Parents: You're invited join our study!



You are invited to be a part of our study to help families and schools work together using a program called Teachers and Parents as Partners, or TAPP. **If you join, you can get money!**

### What is TAPP?

- TAPP helps parents and teachers fix problems so kids can learn better.
- School helpers, called consultants, use TAPP to lead meetings and make plans to help kids with their behavior.

### What is Tele-TAPP?

- Computers will be used to bring TAPP to your child's school. This process is called Tele-TAPP.
- Researchers from East Tennessee State University and the University of Nebraska–Lincoln are working together on this study.
- The team will test how well Tele-TAPP works in many schools in your area.

## What's Involved?

You decide if you want to be part of the study or not. If you choose to join, you will be assigned to either the group that does Tele-TAPP or the group that simply continues doing their normal activities.

### If you are picked for Tele-TAPP, you will:

- Participate in about four meetings with your child's teacher and a consultant. You can join meetings on a computer at school with the teacher or join on your own device.
- Create easy plans to help your child at home.
- Be paid up to **\$600** for participation.

### If you are NOT picked for Tele-TAPP, you will:

- Not join any meetings.
- Your child will still get their regular help at school.
- Be paid up to **\$500** for participation.

### ALL parents who join should expect to:

- Answer short questions on the phone or through texts, up to 10 times.
- Do two online surveys.
- Allow the teacher to make videos at school and answer questions about your child.
- Allow researchers to check your child's school records.



For more information and to learn how to get started, please contact:

Kimberly Hale, Project Manager

[TELETAPP@etsu.edu](mailto:TELETAPP@etsu.edu) | 423-262-7607



Scan the QR code to sign up, or visit:

[go.unl.edu/teletapp-parents](http://go.unl.edu/teletapp-parents)





## Teachers: You're invited join our study!

You are invited to participate in **Tele-TAPP**, a federally funded research study that uses distance technology to expand access to the **Teachers and Parents as Partners (TAPP)** intervention in rural communities and supports educators in their efforts to partner with parents.

### What is TAPP?

- TAPP is a proven, research-based intervention that brings parents and teachers together to address behavioral or social concerns that get in the way of student learning.
- Consultants use TAPP to lead parent-teacher meetings, solve problems and assist in developing student behavior plans.

### What is Tele-TAPP?

- Tele-TAPP is a new technology-enhanced version of the intervention developed through a **partnership** between **East Tennessee State University (ETSU)** and the **University of Nebraska–Lincoln (UNL)**.
- Tele-TAPP involves the same structured process as traditional TAPP but is facilitated by consultants using distance technology (e.g., Zoom).

## Join the Tele-TAPP Study

### What does participation involve?

Teacher participation is completely **voluntary**. It includes being randomly selected to either participate in Tele-TAPP services or to continue with typical school services.

#### If selected for TAPP services:

- You will be asked to attend about four meetings with one of your students' parents and a consultant, using distance technology (e.g., Zoom).
- You and the student's parent will create plans to support the student.
- You will receive up to **\$600** for participation.

#### If selected for typical services:

- You will not be asked to attend Tele-TAPP meetings.
- Your students will continue to receive services provided by the school.
- You will receive up to **\$500** for participation.

### ALL teacher participants will be asked to:

- Complete a brief behavioral screener to identify possible students for participation.
- Complete two online surveys over the course of the school year that take approximately 75 minutes each.
- Collect eight 30-minute video recordings of the participating student's behavior and your teaching practices.



For more information and to learn how to get started, please contact:

Kimberly Hale, Project Manager

[TELETAPP@etsu.edu](mailto:TELETAPP@etsu.edu) | 423-262-7607



Scan the QR code to sign up, or visit:

[go.unl.edu/teletapp-teachers](https://go.unl.edu/teletapp-teachers)





May 1, 2025

Amanda Witte  
Nebraska Center for Research on Children, Youth, Families and Schools  
CPEH 057 UNL NE 685880235

Susan Sheridan  
Nebraska Center for Research on Children, Youth, Families and Schools  
CPEH 064 LINCOLN NE 685880235

IRB Number: 20230822953EP-COLLA

Project ID: UNL-00022953

Project Title: Efficacy of Teleconsultation with Parents and Teachers to Promote Student Social-Behavioral Outcomes

Dear Amanda:

This is to officially notify you of the acknowledgment of your annual update form for the above-named project. The information you have provided has allowed Research Compliance Services to continue to have an accurate count and understanding of active research involving human subjects research at the University of Nebraska.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- Any protocol violation or protocol deviation
- An incarceration of a research participant in a protocol that was not approved to include prisoners
- Any knowledge of adverse audits or enforcement actions required by Sponsors
- Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- Any breach in confidentiality or compromise in data privacy related to the subject or others; or
- Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

It is the responsibility of the principal investigator to provide the Board with a review and update of the research project each year the project is in effect through the Annual Update Form. The investigator must also advise the Board when this study is finished or discontinued by completing the Final Report form via NuRamp.

If you have any questions, please contact the IRB at [irb@unl.edu](mailto:irb@unl.edu).

Sincerely,

Research Compliance Services on behalf of the IRB



**Research Compliance Services**  
275 Prem S. Paul Research Center at Whittier School | 2200 Vine Street | Lincoln, NE 68583-0863 | (402) 472-6965 | [irb@unl.edu](mailto:irb@unl.edu)  
[research.unl.edu](http://research.unl.edu)

## Official Approval Letter for IRB project #22953 - New Project Form

August 23, 2023

Amanda Witte  
Nebraska Center for Research on Children, Youth, Families and Schools  
CPEH 057 UNL NE 685880235

Susan Sheridan  
Nebraska Center for Research on Children, Youth, Families and Schools  
CPEH 064 LINCOLN NE 685880235

IRB Number: 20230822953EP  
Project ID: 22953  
Project Title: Efficacy of Teleconsultation with Parents and Teachers to Promote Student Social-Behavioral Outcomes

Dear Amanda:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects under the 2018 Requirements at 45 CFR 46.

- o Review conducted using expedited review category(ies) 5, 6 & 7 at 45 CFR 46.110
- o Date of Approval: 08/23/2023
- o Date of Expedited review: 08/04/2023
- o Date of Acceptance of Revisions: 08/23/2023
- o Funding (Grant congruency, OSP Project/Form ID and Funding Sponsor Award Number, if applicable): Federal, Department of Education IES, OSP Project ID: 57172, OSP form #146639; grant congruency review conducted by RW on 08/04/2023.
- o Consent waiver: youth assent at 45 CFR 46.116(f)(3)(i-iv)
- o Review of specific regulatory criteria (contingent on funding source): 45 CFR 46
- o Subpart B, C or D review: Subpart D, Research involving children, not greater than minimal risk approved under 45 CFR 46.404
- o This study is required to be pre-registered through the Registry of Efficacy and Effectiveness Studies (REES; <https://sreereg.icpsr.umich.edu/sreereg/>).
- o Translated materials must be submitted prior to implementation.
- o Research activity by ETSU collaborators may only begin once reliance is completed and the change request approved.

You are authorized to implement this study as of the Date of Final Approval: 08/23/2023.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- \* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- \* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- \* Any protocol violation or protocol deviation
- \* An incarceration of a research participant in a protocol that was not approved to include prisoners
- \* Any knowledge of adverse audits or enforcement actions required by Sponsors
- \* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- \* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
- \* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

Any changes to the project, including reduction of procedures, must be submitted and approved prior to implementation. A change request form must be submitted to initiate the review of a modification.

For projects which continue beyond one year from the starting date, an annual update of the project will be required by informing the IRB of the status of the study. The investigator must also advise the Board when this study is finished or discontinued by completing the Final Report form via NUgrant.

If you have any questions, please contact the IRB office at 402-472-6965.

Sincerely,



Rachel Wenzl, CIP  
for the IRB





Human Research Protection Program

## RE: External IRB Continuing Registration

ETSU Principal Investigator: Pamela Mims, PhD  
Department: Counseling and Human Services

Protocol Title: Efficacy of Teleconsultation with Parents and Teachers to Promote Student Social-Behavioral Outcomes

ETSU IRB ID#: c0923.10  
Sponsor(s): Department of Education (ED)

Submission Type: External continuing registration  
Date Acknowledged: September 10, 2024

The following items have been received and acknowledged for the above referenced protocol:

- External continuing registration xform, Project 22983 Approval Letter\_AU 2024.pdf, Parent Consent\_Tele-CBC\_Clean\_2023-9-29-Approved.pdf, Teacher Consent\_Tele-CBC\_Clean\_2023-9-23-Approved.pdf, UNL IRB Annual Review Form\_6-24.pdf

The progress report for this external reliance has been accepted. The new expiration for this registration is June 24, 2025 at which time a progress report is required in order for the reliance to remain active.

**Researcher Responsibilities:** For the duration of the project, ETSU requires the investigator to provide copies of all external IRB actions, safety reports, and any regulatory or institutional audits of the research in a timely manner (usually within 10 days of receipt) via OneAegis (formerly IRBManager).

Unanticipated Problems Involving Risks to Subjects or Others, Noncompliance, and other Reportable Events must be reported to the ETSU IRB within 10 working days.

Upon completion of the project, please notify the HRPP and provide documentation of closure from the external IRB.

ETSU Policy requires that research records be maintained for a period of six years from the end of the calendar year in which the study is closed. Research records must be maintained in accordance with ETSU data storage requirements and must be readily available for inspection or copying. Other record retention requirements may apply, and the researcher should comply as applicable. ETSU reserves the right to perform audits or monitoring of this research.

For any assistance with these requirements, please contact the Human Research Protection Program at [hrpp@etsu.edu](mailto:hrpp@etsu.edu) or (423)-439-6053.

Enclosure



EAST TENNESSEE STATE  
UNIVERSITY

Human Research Protection Program

CC:

PO Box 70565  
Johnson City, TN 37614  
P (423) 439-6053  
E hrpp@etsu.edu



# ELIZABETHTON CITY SCHOOLS PRICE QUOTE COMPARISON SCHOOL LEVEL ACTIVITY FUNDS

(Three quotes are required for goods/and or services valued at \$500 - \$9,999.<sup>99</sup>)

Kubota Tractor Loader Backhoe (TLB)

ISM EHS Grant

ITEM: B2601, 4WD, HydroStatic, 54" Bucket ACCOUNT CODE: 71300-730

Box Blade, Pallet Forks, Tiller, grapple

NAME OF VENDOR	DESCRIPTION OF ITEM	PRICE	REASON FOR SELECTION
1 Johnson City Kubota 2509 S Roan St Johnson City, TN 37601	EHS has <del>MOU</del> with TCAAT Elizabethton for Diesel Technology. TCAAT is training facility for Kubota Dealerships. So, EHS needs to stay with Kubota	\$38,855. <sup>00</sup>	Price and Proximity
2 Greene County Kubota 110 Burns St Greeneville, TN 37745	Same as above	\$43,153. <sup>00</sup>	
3 Kubota of Kingsport 921 E Stone Dr Kingsport TN 37660	Same as above	\$47,916	

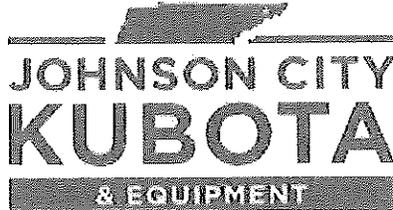
RECOMMENDED VENDOR: Johnson City Kubota

SIGNATURE OF PURCHASER: *Bin Lubbert*

DATE: 9/10/25



Johnson City Kubota & Equipment Co., LLC  
 2509 S Roan St. Johnson City, TN 37601  
 Phone: 423-928-8882  
 www.johnsoncitykubota.com



Invoice #	JCK-0
Date	9/9/2025
Time	3:45 PM

PO #:	
Document #:	JCK-11654
Due Date:	10/9/2025

Salesman:	Josh Reynolds
Ship Via:	
Terms:	Net 30

ELIZABETHTON CITY SCHOOLS (4321)		
804 S. WATAUGA AVE		
ELIZABETHTON	TN	37643
Contact:	BURROW, RICHIE (423) 895-0906	

Wholesale Estimate

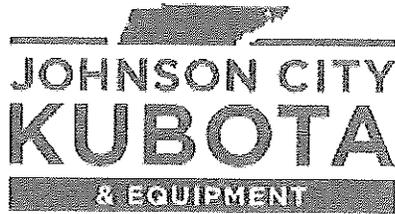
Reprint

Ship To:	

Item Number Description	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
WG on Order KUBOTA B2601HSD ( 4WD HYDROSTATIC, R14 HYBRID TIRES, POWER STEERING, INCLUDES THIRD FUNCTION VALVE KIT)	1.00	\$14,999.00	\$14,999.00		\$14,999.00		\$14,999.00		
WG on Order KUBOTA LA435 (Q/A LOADER WITH 54" BUCKET)	1.00	\$4,999.00	\$4,999.00		\$4,999.00		\$4,999.00		
WG on Order KUBOTA BH70 BACKHOE ( INCLUDES MOUNTING KIT AND BUCKET)	1.00	\$9,999.00	\$9,999.00		\$9,999.00		\$9,999.00		
Processing Fee PROCESSING FEE	1.00	\$499.00	\$499.00		\$499.00		\$499.00		
WG on Order LAND PRIDE BB1248 BOX BLADE	1.00	\$735.00	\$735.00		\$735.00		\$735.00		
WG on Order LAND PRIDE PFL1242 PALLET FORKS	1.00	\$660.00	\$660.00		\$660.00		\$660.00		
WG on Order LAND PRIDE RTR1250 TILLER	1.00	\$2,460.00	\$2,460.00		\$2,460.00		\$2,460.00		
WG on Order LAND PRIDE SGC0660 GRAPPLE	1.00	\$1,904.00	\$1,904.00		\$1,904.00		\$1,904.00		
Extended Warranty (+2 YEARS) 4 YEAR BUMPER TO BUMPER , 8 YEAR POWERTRAIN WARRANTY	1.00	\$2,600.00	\$2,600.00		\$2,600.00		\$2,600.00		

Printed:9/9/2025 5:05 PM

Johnson City Kubota & Equipment Co., LLC  
 2509 S Roan St. Johnson City, TN 37601  
 Phone: 423-928-8882  
 www.johnsoncitykubota.com



Invoice #	JCK-0
Date	9/9/2025
Time	3:45 PM

PO #:	
Document #:	JCK-11654
Due Date:	10/9/2025

Salesman:	Josh Reynolds
Ship Via:	
Terms:	Net 30

ELIZABETHTON CITY SCHOOLS (4321)		
804 S. WATAUGA AVE		
ELIZABETHTON	TN	37643
Contact:	BURROW, RICHIE (423) 895-0906	

Wholegood Estimate  
 Reprint

Ship To:	

Item Number	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
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Cash	Check/Check#	CC/CC Type	On Acct.	Mfg Credit	CIT	Deposit	Other
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Customer agrees that actual prices are contingent on manufacturers invoice at time of delivery.

Summary of Charges	
\$0.00	Taxable
\$38,855.00	Non-Taxable
\$38,855.00	Subtotal
\$0.00	Sales Tax
<b>\$38,855.00</b>	<b>Total</b>
\$0.00	Amount Tendered
\$0.00	Change Due

Customer Signature \_\_\_\_\_ Date \_\_\_\_\_

Exempt Tax Cert #:	
Expiration Date:	

Printed:9/9/2025 5:05 PM

Greene County Kubota & Eq. Co., LLC  
 110 Burns St. Greeneville, TN 37745  
 Phone: 423-636-1370  
 www.greencountykubota.com



Invoice #	GCK-0
Date	9/9/2025
Time	5:12 PM

PO #:	
Document #:	GCK-12272
Due Date:	10/9/2025

Salesman:	Evan Tyree
Ship Via:	
Terms:	Net 30

ELIZABETHTON CITY SCHOOLS (53404)		
804 SOUTH WATAUGA AVENUE		
ELIZABETHTON	TN	37643
Contact:	ETHTON, ELIZAB (423) 547-8000	

Wholegood Estimate

Ship To:	

Item Number Description	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
WG on Order KUBOTA B2601HSD ( 4WD HYDROSTATIC, R14 HYBRID TIRES, POWER STEERING, INCLUDES THIRD FUNCTION VALVE KIT) INCLUDES CANOPY, WINDSHIELD, METAL CAB DOOR KIT, WIRE HARNESS, CAB HEATER, SIDE MIRRORS, WIPER KIT, INSIDE REARVIEW MIRROR, FRONT LED WORKLIGHTS, 1 REAR LED WORKLIGHT, BACKUP ALARM, STROBE LIGHT, DOME LIGHT, HAND THROTTLE KIT, AND WINCH	1.00	\$15,739.00	\$15,739.00		\$15,739.00		\$15,739.00		
WG on Order KUBOTA LA435 (Q/A LOADER WITH 54" BUCKET)	1.00	\$5,273.00	\$5,273.00		\$5,273.00		\$5,273.00		
WG on Order KUBOTA BH70 BACKHOE (INCLUDES MOUNTING KIT AND BUCKET)	1.00	\$10,179.00	\$10,179.00		\$10,179.00		\$10,179.00		
Processing Fee PROCESSING FEE	1.00	\$499.00	\$499.00		\$499.00		\$499.00		
WG on Order LAND PRIDE BB1248 BOX BLADE	1.00	\$1,131.00	\$1,131.00		\$1,131.00		\$1,131.00		
WG on Order LAND PRIDE PFL1242 PALLET FORKS	1.00	\$1,016.00	\$1,016.00		\$1,016.00		\$1,016.00		
WG on Order LAND PRIDE RTR1250 TILLER	1.00	\$3,786.00	\$3,786.00		\$3,786.00		\$3,786.00		
WG on Order LAND PRIDE SGC0660 GRAPPLE	1.00	\$2,930.00	\$2,930.00		\$2,930.00		\$2,930.00		
Extended Warranty (+2 YEARS) 4 YEAR BUMPER TO BUMPER, 8 YEAR POWERTRAIN WARRANTY	1.00	\$2,600.00	\$2,600.00		\$2,600.00		\$2,600.00		

Printed:9/9/2025 5:22 PM

Greene County Kubota & Eq. Co., LLC  
 110 Burns St. Greeneville, TN 37745  
 Phone: 423-636-1370  
 www.greencountykubota.com



Invoice #	GCK-0
Date	9/9/2025
Time	5:12 PM

PO #:	
Document #:	GCK-12272
Due Date:	10/9/2025

Salesman:	Evan Tyree
Ship Via:	
Terms:	Net 30

ELIZABETHTON CITY SCHOOLS (53404)		
804 SOUTH WATAUGA AVENUE		
ELIZABETHTON	TN	37643
Contact:	ETHTON, ELIZAB (423) 547-8000	

Wholegood Estimate

Ship To:	

Item Number	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
-------------	-----	-------	--------	------	----------	-----------	-----------------	------------	-----------

Cash	Check/Check#	CC/CC Type	On Acct.	Mfg Credit	CIT	Deposit	Other
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Customer agrees that actual prices are contingent on manufacturers invoice at time of delivery.

Summary of Charges	
\$0.00	Taxable
\$43,153.00	Non-Taxable
\$43,153.00	Subtotal
\$0.00	Sales Tax
<b>\$43,153.00</b>	<b>Total</b>
<b>\$0.00</b>	<b>Amount Tendered</b>
\$0.00	Change Due

Customer Signature	Date
--------------------	------

Exempt Tax Cert #:	
Expiration Date:	

Printed:9/9/2025 5:22 PM



**K**UBOTA  
of  
KINGSPORT

Quote Page 1 of  
Quote Number: 928643  
Effective Date: 09/10/2025  
Valid Through: 09/30/2025

### Ship To

### Kubota Dealer

### Bill To

ELIZABETHTON HIGH SCHOOL  
JERRY AGAN  
TN  
: (423) 291-2773  
jerry.agan@ecschools.net

Kubota of Kingsport  
921 E. Stone Dr.  
Kingsport, TN 37660

MINNIE TIPTON  
Phone: (423) 378-6100  
ext.801  
Email:  
minnieipton@kubotaofkingsport.com

ELIZABETHTON HIGH SCHOOL  
JERRY AGAN  
TN  
: (423) 291-2773  
jerry.agan@ecschools.net

## B2601HSD-1 - 4WD TRACTOR W/FOLDABLE ROPS



Description	Manufacturer	Model #	Qty	MSRP	Price Each	Total
4WD TRACTOR W/FOLDABLE ROPS	Kubota	B2601HSD-1	1	\$18,301.00	\$17,942.00	\$17,942.00
F-TIRE 23X8.50-12 R14T GOODYEAR SST		ABR8791A	2	\$238.00	\$223.00	\$446.00
RT TITN 12-16.5 R14T STL 6BLT		ABR8792A	2	\$439.00	\$440.00	\$880.00
1ST POSITION BASE KIT /B2301/B2601 PNF		B1654	1	\$488.00	\$461.00	\$461.00
DOUBLE ACTING VALVE SECTION		B7304	1	\$310.00	\$320.00	\$320.00
2ND POSITION BASE KIT /B2301/B2601 PNF		B1655	1	\$218.00	\$225.00	\$225.00
FLOAT DETEN VALVE SECTION		B7305	1	\$389.00	\$369.00	\$369.00
FRONT END LOADER (SWIFT-TACH, WITH ONE LEVER HYDRO COUPLER)	Kubota	LA435	1	\$4,091.00	\$4,010.00	\$4,010.00
2 LEVER QUICK COUPLER LA435	Kubota	B1673	1	\$573.00	\$561.00	\$561.00
54" QA BUCKET	Kubota	B2371	1	\$600.00	\$588.00	\$588.00
3RD FUNCTION VALVE KIT	Kubota	B1672	1	\$1,195.00	\$1,195.00	\$1,195.00
BOLT ON CUTTING EDGE	Kubota	B2373	1	\$226.00	\$221.00	\$221.00
BACKHOE FOR B2301HSD/B2601HSD PNF	Kubota	BH70	1	\$8,216.00	\$8,054.00	\$8,054.00
BACKHOE MOUNTING KIT B2301/B2601 PNF	Kubota	BH1627	1	\$1,559.00	\$1,528.00	\$1,528.00
RUBBER FLIP PADS & STREET SHOES		BX9468	2	\$166.00	\$162.00	\$324.00
16" BACKHOE BUCKET	Kubota	BT1952A	1	\$858.00	\$841.00	\$841.00
MECH THUMB KIT	Kubota	BH1976	1	\$628.00	\$615.00	\$615.00
QUICK ATTACH CANOPY	Kubota	E1175	1	\$754.00	\$739.00	\$739.00

MONDAY - FRIDAY 8:00 a.m. - 5:00 p.m./ SATURDAY 8:00 a.m. - 1:00 p.m./ SUNDAY - CLOSED

#### Kubota Disclaimer

Sales quote can only be provided by a participating Kubota dealer. Only Kubota and Kubota performance-matched Allied equipment are eligible. Inclusion of ineligible equipment may result in a higher blended APR. Stand Alone Kubota or Allied implements and attachments/accessories are subject to stand alone programs. Financing is available through Kubota Credit Corporation, U.S.A.; subject to credit approval. Program eligibility requirements are subject to change without notice and may be withdrawn without notice. Some exceptions apply. See dealer or go to KubotaUSA.com for more information.



**K**UBOTA  
of  
INGSPORT

Quote Page 2 of  
Quote Number: 928643  
Effective Date: 09/10/2025  
Valid Through: 09/30/2025

K-CONNECT PTO SYSTEM FOR BX2810	Kubota	BX2811	1	\$1,008.00	\$1,008.00	\$1,008.00
25 Series Box Scraper, 60" Width	Land Pride	BB2560-82	1	\$1,844.00	\$1,756.00	\$1,756.00
06 Series Claw Grapple, 60" Width	Land Pride	SGC0660-70	1	\$2,778.00	\$2,858.00	\$2,858.00
12 Series Pallet Fork, 42" Width 1,200 lb. Capacity	Land Pride	PFL1242	1	\$1,016.00	\$1,016.00	\$1,016.00
12 Series Forward-Till Rotary Tiller, 50" Width	Land Pride	RTA1250-32-82	1	\$3,366.00	\$3,366.00	\$3,366.00
LABOR	ORANGE LINE	LABOR	1	\$3,343.00	\$3,343.00	\$3,343.00

## Cash Details

Equipment Total	\$52,666.00
Additional Charges	\$0.00
Cash Incentives	(\$4,750.00)
<b>Cash Sale Price</b>	<b>\$47,916.00</b>

MONDAY - FRIDAY 8:00 a.m. - 5:00 p.m./ SATURDAY 8:00 a.m. - 1:00 p.m./ SUNDAY - CLOSED

### Kubota Disclaimer

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**B Series**

**B2601HSD-1**

\*\*\* EQUIPMENT IN STANDARD MACHINE \*\*\*

**DIESEL ENGINE**

Model # 1105  
Kubota Indirect Injection  
3 Cyl. 68.5 cu. In.  
+ 24.3 Gross Eng. HP  
+ 19.5 PTO HP  
EPA Tier 4 Compliant  
Charging Output 14.5 Amps  
12V – 430CCA  
Dual Air Cleaner Element

**EXHAUST EMISSION CONTROL TYPES**

No Exhaust After Treatment Required

**HYDRAULICS**

Open Center  
Tandem Pumps Gear Type  
3.6 gpm Power Steering  
4.7 gpm Remote/3 Pt. Hitch  
8.3 gpm Total Hyd. Flow

**3-POINT HITCH & DRAWBAR**

Cat I 3-point Hitch  
At lift Point 1808 lbs.  
24" Behind 1411 lbs.  
Position Control 3-Point Valve

**POWER TAKE OFF**

Live Independent with hydraulic clutch  
Rear PTO – 1 Speed  
SAE Std 1 3/8" Six Spline  
540 rpm @ 2773 Eng. rpm  
Mid PTO – 1 Speed  
2500 rpm @ 2753 Eng. rpm

**TRANSMISSION**

Hydrostatic Drive  
Rear Differential Lock  
3 Forward Ranges  
3 Reverse Ranges  
Cruise Control  
Wet Disc Brakes

**FRONT AXLE**

Hydrostatic Power Steering  
Cast Iron  
Bevel Gear, 4WD  
Tread Spacing, Nonadjustable

**FLUID CAPACITY**

Fuel Tank 6.1 gal.  
Cooling System 4.0 qts.  
Crankcase 3.3 qts.  
Transmission and Hydraulics 4.0 gal.  
Front Axle Differential 3.7 qts.

**INSTRUMENTS**

Tachometer/Hour meter  
Oil Pressure  
Fuel Gauge  
Coolant Temperature

**SAFETY EQUIPMENT**

2-Post Foldable ROPS w / Retractable Seat Belt  
Flip-Up PTO Shield  
Safety Start Switches  
Electric Key Shut Off  
Parking Brakes  
SMV Sign



## Orange Protection

It is a true Kubota warranty - an extension of the basic warranty. Backed by the manufacturer.

There is no deductible.

Orange Protection can be financed with the sale of the machine.

Repairs are performed by an Authorized Kubota dealer who will use genuine Kubota parts.

Orange Protection is transferable.

You get comprehensive machine coverage which means peace of mind and protection on your investment.

## KTAC

Benefits of a Term Policy through KTAC\*:

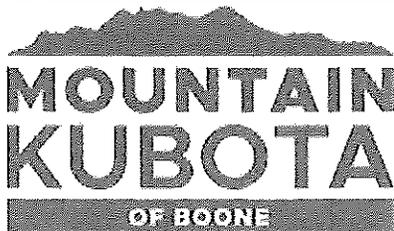
1. Meets the insurance requirement for Kubota Credit Corporation, U.S.A
2. Original Sales Price Protection for the first 60 months (plus taxes and fees)
3. Locked-in rate for the term of the contract
4. Premium included with retail contract payment
5. Low \$250 deductible per occurrence
6. Dedicated claims service

\*This is a summary of the Kubota-Endorsed Property Damage Insurance. This information is not a complete description of all terms, conditions, and exclusions applicable. Actual coverage is subject to the language of the policy issued. This policy is underwritten and issued by Ohio Indemnity Company. Policy is offered and valid only to residents located in the fifty states of the United States of America. Policy is not available for U.S. districts and territories, Canada, or Mexico.

Mountain Kubota of Boone, LLC  
 418 Deep Gap Dr Deep Gap, NC 28618

Phone: 828-264-2711

www.mountainkubota.com



Invoice #	MKB-0
Date	9/9/2025
Time	5:25 PM

PO #:	
Document #:	MKB-7876
Due Date:	9/9/2025

Salesman:	Jordan Henderson
Ship Via:	
Terms:	COD

ELIZABETHTON CITY SCHOOLS ()		
804 SOUTH WATAUGA AVENUE		
ELIZABETHTON	TN	37643
Contact:	ETHTON, ELIZAB (423) 547-8000	

Wholegood Estimate

Ship To:	

Item Number	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
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Cash	Check/Check#	CC/CC Type	On Acct.	Mfg Credit	CIT	Deposit	Other
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Customer agrees that actual prices are contingent on manufacturers invoice at time of delivery.

Summary of Charges	
\$0.00	Taxable
\$43,345.00	Non-Taxable
\$43,345.00	Subtotal
\$0.00	Sales Tax
<b>\$43,345.00</b>	<b>Total</b>
\$0.00	Amount Tendered
\$0.00	Change Due

Customer Signature	Date
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Exempt Tax Cert #:	
Expiration Date:	

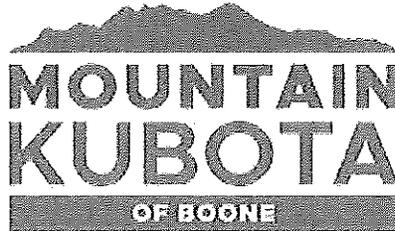
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Mountain Kubota of Boone, LLC

418 Deep Gap Dr Deep Gap, NC 28618

Phone: 828-264-2711

www.mountainkubota.com



Invoice #	MKB-0
Date	9/9/2025
Time	5:25 PM

PO #:	
Document #:	MKB-7876
Due Date:	9/9/2025

Salesman:	Jordan Henderson
Ship Via:	
Terms:	COD

ELIZABETHTON CITY SCHOOLS ( )		
804 SOUTH WATAUGA AVENUE		
ELIZABETHTON	TN	37643
Contact:	ETHTON, ELIZAB (423) 547-8000	

Wholegood Estimate

Ship To:	

Item Number Description	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
WG on Order KUBOTA B2601HSD ( 4WD, HYDROSTATIC, R14 HYBRID TIRES, POWER STEERING, INCLUDES THIRD FUNCTION VALVE KIT) INCLUDES CANOPY, WINDSHIELD, METAL CAB DOOR KIT, WIRE HARNESS, CAB HEATER, SIDE MIRRORS, WIPER KIT, INSIDE REARVIEW MIRROR, FRONT LED WORKLIGHTS, 1 REAR LED WORKLIGHT, BACKUP ALARM, STROBE LIGHT, DOME LIGHT, HAND THROTTLE KIT AND WINCH	1.00	\$15,813.00	\$15,813.00		\$15,813.00		\$15,813.00		
WG on Order KUBOTA LA435 (Q/A LOADER WITH 54" BUCKET)	1.00	\$5,270.00	\$5,270.00		\$5,270.00		\$5,270.00		
WG on Order KUBOTA BH70 BACKHOE ( INCLUDES MOUNTING KIT AND BUCKET)	1.00	\$10,300.00	\$10,300.00		\$10,300.00		\$10,300.00		
Processing Fee PROCESSING FEE	1.00	\$499.00	\$499.00		\$499.00		\$499.00		
WG on Order LAND PRIDE BB1248 BOX BLADE	1.00	\$1,131.00	\$1,131.00		\$1,131.00		\$1,131.00		
WG on Order LAND PRIDE PFL1242 PALLET FORKS	1.00	\$1,016.00	\$1,016.00		\$1,016.00		\$1,016.00		
WG on Order LAND PRIDE RTR1250 TILLER	1.00	\$3,786.00	\$3,786.00		\$3,786.00		\$3,786.00		
WG on Order LAND PRIDE SGC0660	1.00	\$2,930.00	\$2,930.00		\$2,930.00		\$2,930.00		
Extended Warranty (+2 YEARS) 4 YEAR BUMPER TO BUMPER , 8 YEAR POWERTRAIN WARRANTY	1.00	\$2,600.00	\$2,600.00		\$2,600.00		\$2,600.00		

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# ELIZABETHTON CITY SCHOOLS PRICE QUOTE COMPARISON SCHOOL LEVEL ACTIVITY FUNDS

(Three quotes are required for goods/and or services valued at \$500 - \$9,999.<sup>99</sup>)

Kubota RTVX4, 4WD, Dumpbed  
15M EHS Grant

ITEM: 4-seater, Power Steering, 60" Snow Plow ACCOUNT CODE: 71300-730

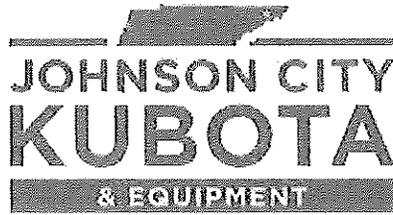
NAME OF VENDOR	DESCRIPTION OF ITEM	PRICE	REASON FOR SELECTION
1 Johnson City Kubota 2509 S Loan St Johnson City, TN 37601	EHS has MODU with TEAT Elizabethton for Diesel Technology TEAT is training facility for Kubota Dealerships. So, EHS needs to stay with Kubota	\$35,937. <sup>00</sup>	Price and Proximity
2 Greene County Kubota 110 Burns St Greeneville, TN 37745	Same as above	\$39,584. <sup>00</sup>	
3 Kubota of Kingsport 921 E Stone Dr Kingsport TN 37666	Same as above	\$38,981. <sup>27</sup>	

RECOMMENDED VENDOR: Johnson City Kubota

DATE: 9/10/25 SIGNATURE OF PURCHASER: Brian Gilbert



Johnson City Kubota & Equipment Co., LLC  
 2509 S Roan St. Johnson City, TN 37601  
 Phone: 423-928-8882  
 www.johnsoncitykubota.com



Invoice #	JCK-0
Date	9/9/2025
Time	8:28 AM

PO #:	
Document #:	JCK-11647
Due Date:	10/9/2025

Salesman:	Josh Reynolds
Ship Via:	
Terms:	Net 30

ELIZABETHTON CITY SCHOOLS (4321)		
804 S. WATAUGA AVE		
ELIZABETHTON	TN	37643
Contact:	BURROW, RICHIE (423) 895-0906	

Wholegood Estimate  
 Reprint

Ship To:	

Item Number	Description	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
WG on Order										
	KUBOTA RTVX4 (4WD , HYDAULIC DUMP BED , ORANGE , 4 SEATER , POWER STEERING)	1.00	\$33,113.00	\$33,113.00		\$33,113.00		\$33,113.00		
INCLUDES CANOPY, WINDSHIELD, METAL CAB DOOR KIT, WIRE HARNESS, CAB HEATER, SIDE MIRRORS, WIPER KIT, INSIDE REARVIEW MIRROR, FRONT LED WORKLIGHTS, 1 REAR LED WORKLIGHT, BACKUP ALARM, STROBE LIGHT, DOME LIGHT, HAND THROTTLE KIT, AND WINCH										
Processing Fee										
	PROCESSING FEE	1.00	\$499.00	\$499.00		\$499.00		\$499.00		
Extended Warranty										
	(+2 YEARS) 4 YEAR OR 2,000 HOUR TOTAL WARRANTY	1.00	\$1,325.00	\$1,325.00		\$1,325.00		\$1,325.00		
WG on Order										
	60" POLY SNOW PLOW	1.00	\$1,000.00	\$1,000.00		\$1,000.00		\$1,000.00		

Cash	Check/Check#	CC/CC Type	On Acct.	Mfg Credit	CIT	Deposit	Other
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Customer agrees that actual prices are contingent on manufacturers invoice at time of delivery.

Summary of Charges	
\$0.00	Taxable
\$35,937.00	Non-Taxable
\$35,937.00	Subtotal
\$0.00	Sales Tax
\$35,937.00	Total
\$0.00	Amount Tendered
\$0.00	Change Due

Customer Signature \_\_\_\_\_ Date \_\_\_\_\_

Exempt Tax Cert #:	
Expiration Date:	

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Greene County Kubota & Eq. Co., LLC  
 110 Burns St. Greeneville, TN 37745  
 Phone: 423-636-1370  
 www.greencountykubota.com



Invoice #	GCK-0
Date	9/9/2025
Time	5:12 PM

PO #:	
Document #:	GCK-12271
Due Date:	10/9/2025

Salesman:	Evan Tyree
Ship Via:	
Terms:	Net 30

ELIZABETHTON CITY SCHOOLS (53404)		
804 SOUTH WATAUGA AVENUE		
ELIZABETHTON	TN	37643
Contact:	ETHTON, ELIZAB (423) 547-8000	

Wholegood Estimate

Ship To:	

Item Number	Description	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
WG on Order	KUBOTA RTV X CAB ( 4WD , HYDAULIC DUMP BED , ORANGE , 4 SEATER , POWER STEERING ) INCLUDES CANOPY, WINDSHIELD, METAL CAB DOOR KIT, WIRE HARNESS, CAB HEATER, SIDE MIRRORS, WIPER KIT, INSIDE REARVIEW MIRROR, FRONT LED WORKLIGHTS, 1 REAR LED WORKLIGHT, BACKUP ALARM, STROBE LIGHT, DOME LIGHT, HAND THROTTLE KIT, AND WINCH									
		1.00	\$36,760.00	\$36,760.00		\$36,760.00		\$36,760.00		
Processing Fee	PROCESSING FEE	1.00	\$499.00	\$499.00		\$499.00		\$499.00		
Extended Warranty	(+2 YEARS) 4 YEAR OR 2,000 HOUR TOTAL	1.00	\$1,325.00	\$1,325.00		\$1,325.00		\$1,325.00		
WG on Order	60" POLY SNOW PLOW	1.00	\$1,000.00	\$1,000.00		\$1,000.00		\$1,000.00		

Cash	Check/Check#	CC/CC Type	On Acct.	Mfg Credit	CIT	Deposit	Other
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Customer agrees that actual prices are contingent on manufacturers invoice at time of delivery.

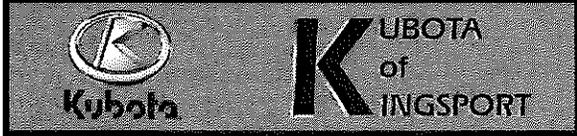
Summary of Charges	
\$0.00	Taxable
\$39,584.00	Non-Taxable
\$39,584.00	Subtotal
\$0.00	Sales Tax
<b>\$39,584.00</b>	<b>Total</b>
\$0.00	Amount Tendered
\$0.00	Change Due

Customer Signature \_\_\_\_\_ Date \_\_\_\_\_

Exempt Tax Cert #:	
Expiration Date:	

Printed:9/9/2025 5:15 PM





Quote Page 2 of  
 Quote Number: 928340  
 Effective Date: 09/09/2025  
 Valid Through: 09/30/2025

Labor to add accessories	ORANGE LINE	labor	1	\$2,171.00	\$2,171.00	\$2,171.00
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### Cash Details

Equipment Total	\$40,781.27
Additional Charges	\$0.00
Cash Incentives	(\$1,800.00)
<b>Cash Sale Price</b>	<b>\$38,981.27</b>

MONDAY - FRIDAY 8:00 a.m. - 5:00 p.m. / SATURDAY 8:00 a.m. - 1:00 p.m. / SUNDAY - CLOSED

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**K**UBOTA  
of  
KINGSFORT

Quote Page 1 of  
Quote Number: 928340  
Effective Date: 09/09/2025  
Valid Through: 09/30/2025

**Ship To**

**Kubota Dealer**

**Bill To**

ELIZABETHTON HIGH SCHOOL  
JERRY AGAN  
TN  
: (423) 291-2773  
jerry.agan@ecschoools.net

Kubota of Kingsport  
921 E. Stone Dr.  
Kingsport, TN 37660

MINNIE TIPTON  
Phone: (423) 378-6100  
ext.801  
Email:  
minnietipton@kubotaofkingsport.com

ELIZABETHTON HIGH SCHOOL  
JERRY AGAN  
TN  
: (423) 291-2773  
jerry.agan@ecschoools.net

**RTVX4-SKH-1 - ORANGE, CREW, STANDARD TRIM, HDMP TIRES WITH STEEL WHEELS**



Description	Manufacturer	Model #	Qty	MSRP	Price Each	Total
ORANGE, CREW, STANDARD TRIM, HDMP TIRES WITH STEEL WHEELS	Kubota	RTVX4-SKH-1	1	\$22,299.00	\$21,649.00	\$21,649.00
PLASTIC CANOPY	Kubota	77700-VC5043	1	\$958.24	\$871.13	\$871.13
WINDSHIELD TEMPERED GLASS (AS2)	Kubota	77700-VC5025	1	\$1,311.60	\$1,192.36	\$1,192.36
4 METAL DOOR SET W/ REAR PANEL	Kubota	77700-VC5045A	1	\$11,052.86	\$10,048.05	\$10,048.05
WIRE HARNESS KIT / MULTIPLE ACCESSORY	Kubota	77700-VC5080	1	\$231.27	\$231.27	\$231.27
CAB HEATER	Kubota	77700-VC5083A	1	\$958.24	\$871.13	\$871.13
MIRRORS - EXTERNAL (2)	Kubota	77700-VC5076	1	\$210.78	\$191.62	\$191.62
WIPER KIT (172 DEGREE) PNF	Kubota	77700-VC5030	1	\$341.23	\$341.23	\$341.23
INSIDE REAR MIRROR KIT	Kubota	77700-V4266	1	\$129.94	\$118.13	\$118.13
FRONT LED WORK LIGHTS KIT (2)	Kubota	77700-VC5050	1	\$249.99	\$253.32	\$253.32
BACKUP ALARM	Kubota	K7591-99640	1	\$213.59	\$194.17	\$194.17
REAR LED WORK LIGHT KIT (1)	Kubota	77700-VC5051A	1	\$170.39	\$170.39	\$170.39
STROBE LIGHT	Kubota	77700-VC5056	1	\$230.24	\$230.24	\$230.24
DOMELIGHT	Kubota	77700-VC5053	1	\$153.15	\$139.23	\$139.23
HAND THROTTLE KIT	Kubota	V5245	1	\$267.00	\$259.00	\$259.00
4500 LB WINCH	WIEDMANN BROS	KF-U45WR2	1	\$600.00	\$600.00	\$600.00
60" PRO POLY PLOW BLADE	ORANGE LINE	KF-60P	1	\$1,000.00	\$1,000.00	\$1,000.00
FREIGHT	ORANGE LINE	FREIGHT	1	\$250.00	\$250.00	\$250.00

MONDAY - FRIDAY 8:00 a.m. - 5:00 p.m./ SATURDAY 8:00 a.m. - 1:00 p.m./ SUNDAY - CLOSED

**Kubota Disclaimer**

Sales quote can only be provided by a participating Kubota dealer. Only Kubota and Kubota performance-matched Allied equipment are eligible. Inclusion of ineligible equipment may result in a higher blended APR. Stand Alone Kubota or Allied implements and attachments/accessories are subject to stand alone programs. Financing is available through Kubota Credit Corporation, U.S.A.; subject to credit approval. Program eligibility requirements are subject to change without notice and may be withdrawn without notice. Some exceptions apply. See dealer or go to KubotaUSA.com for more information.



V Series

RTVX4-SKH-1

\*\*\* EQUIPMENT IN STANDARD MACHINE \*\*\*

**DIESEL ENGINE**

Model Kubota D1105  
3 Cyl. 68.5 cu in  
+23.3 Gross Eng HP  
60 Amp Alternator

**TRANSMISSION**

VHT-X  
Variable Hydro Transmission  
Forward Speeds:  
Low 0 - 15mph  
High 0 - 25 mph  
Reverse 0 - 17mph  
Limited-slip Front Differential  
Rear differential lock

**HYDRAULICS**

Hydrostatic Power Steering  
Hydraulic Cargo Dump  
Hydraulic Oil Cooler

**FLUID CAPACITY**

Fuel Tank 7.9 gal  
Cooling 8.6qts  
Engine Oil 4.3 qts  
Transmission Oil 1.8 gal  
Brake Fluid 0.4 qts

**CARGO BOX**

	<b>1-Row Mode</b>	<b>2-Row Mode</b>
Width	57.7 in	57.7 in
Length	51.1 in	26.0 in
Depth	11.2 in	11.2 in
Load Capacity	1102 lbs	661 lbs
Vol. Capacity	19.1 cu.ft.	9.9 cu. ft.

**KEY FEATURES**

Digital Multi-meter  
Speedometer  
Front Independent Adjustable Suspension  
Rear Independent Adjustable Suspension  
Brakes - Front/Rear Wet Disc  
Rear Brake Lights / Front Headlights  
2" Hitch Receiver, Front and Rear  
Deluxe 60/40 split bench front seats  
with driver's side seat adjustment  
Rear Bench Seat  
Underfrontseat Storage Compartments  
Lockable Glove Box  
Front Guard (radiator guard and bumper)  
Factory Spray-on Bedliner - "L" Models Only

**SAFETY EQUIPMENT**

SAE J2194 & OSHA 1928 ROPS  
Horn  
Dash-mounted Parking Brake  
Spark Arrestor Muffler  
Retractable 2-point Seat Belts  
Rear Protection Screen

**DIMENSIONS**

Width 63.2 in  
Height 79.7 in  
Length 142.1 in  
Wheelbase 98.2 in  
Tow Capacity 1300 lbs  
Ground Clearance F/R 11.2in / 9.4in  
Suspension Travel 8.0 in  
Turning Radius 17.1 ft

+ Manufacturer Estimate



## Orange Protection

It is a true Kubota warranty - an extension of the basic warranty. Backed by the manufacturer.

There is no deductible.

Orange Protection can be financed with the sale of the machine.

Repairs are performed by an Authorized Kubota dealer who will use genuine Kubota parts.

Orange Protection is transferable.

You get comprehensive machine coverage which means peace of mind and protection on your investment.

## KTAC

Benefits of a Term Policy through KTAC\*:

1. Meets the insurance requirement for Kubota Credit Corporation, U.S.A
2. Original Sales Price Protection for the first 60 months (plus taxes and fees)
3. Locked in rate for the term of the contract
4. Premium included with retail contract payment
5. Low \$250 deductible per occurrence
6. Dedicated claims service

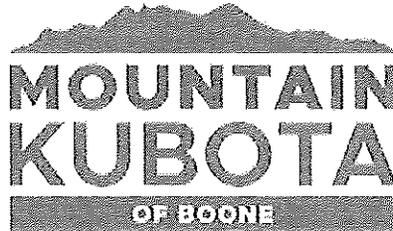
\*This is a summary of the Kubota-Endorsed Property Damage Insurance. This information is not a complete description of all terms, conditions, and exclusions applicable. Actual coverage is subject to the language of the policy issued. This policy is underwritten and issued by Ohio Indemnity Company. Policy is offered and valid only to residents located in the fifty states of the United States of America. Policy is not available for U.S. districts and territories, Canada, or Mexico.

Mountain Kubota of Boone, LLC

418 Deep Gap Dr Deep Gap, NC 28618

Phone: 828-264-2711

www.mountainkubota.com



Invoice #	MKB-0
Date	9/9/2025
Time	5:25 PM

PO #:	
Document #:	MKB-7875
Due Date:	9/9/2025

Salesman:	Jordan Henderson
Ship Via:	
Terms:	COD

ELIZABETHTON CITY SCHOOLS ()		
804 SOUTH WATAUGA AVENUE		
ELIZABETHTON	TN	37643
Contact:	ETHTON, ELIZAB (423) 547-8000	

Wholegood Estimate

Ship To:	

Item Number	Description	Qty	Price	Amount	Disc	Subtotal	Sales Tax	Extended Amount	Back Order	Drop Ship
WG on Order										
	KUBOTA RTV X CAB ( 4WD , HYDRAULIC DUMP BED , ORANGE , 4 SEATER , POWER STEERING )	1.00	\$36,413.00	\$36,413.00		\$36,413.00		\$36,413.00		
INCLUDES CANOPY, WINDSHIELD, METAL CAB DOOR KIT, WIRE HARNESS, CAB HEATER, SIDE MIRRORS, WIPER KIT, INSIDE REARVIEW MIRROR, FRONT LED WORKLIGHTS, 1 REAR LED WORKLIGHT, BACKUP ALARM, STROBE LIGHT, DOME LIGHT, HAND THROTTLE KIT AND WINCH										
Processing Fee										
	PROCESSING FEE	1.00	\$499.00	\$499.00		\$499.00		\$499.00		
Extended Warranty										
	(+2 YEARS) 4 YEAR OR 2,000 HOURS	1.00	\$1,325.00	\$1,325.00		\$1,325.00		\$1,325.00		
WG on Order										
	60" POLY SNOW PLOW	1.00	\$1,000.00	\$1,000.00		\$1,000.00		\$1,000.00		

Cash	Check/Check#	CC/CC Type	On Acct.	Mfg Credit	CIT	Deposit	Other
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Customer agrees that actual prices are contingent on manufacturers invoice at time of delivery.

Summary of Charges	
\$0.00	Taxable
\$39,237.00	Non-Taxable
\$39,237.00	Subtotal
\$0.00	Sales Tax
\$39,237.00	Total
\$0.00	Amount Tendered
\$0.00	Change Due

Customer Signature \_\_\_\_\_ Date \_\_\_\_\_

Exempt Tax Cert #:	
Expiration Date:	

Printed:9/9/2025 5:36 PM





# TCAT ELIZABETHTON

426 Highway 91 North

Elizabethton, TN 37643

Phone: 423-543-0070 [www.tcatelizabethton.edu](http://www.tcatelizabethton.edu)

*Heath McMillian  
President*

*Richard Church  
Vice-President*

*Crystal Fink  
Vice-President*

September 11, 2025

Mr. Brian Culbert  
CTE Director  
Elizabethton City Schools  
907 Jason Witten Way  
Elizabethton, TN 37643

Dear Mr. Culbert,

This letter is to specify that as part of our Dual Enrollment agreement in Off-Road Diesel Technology it is necessary to have Kubota equipment on hand in the program to ensure comparability with the programs we offer on our campus. The Kubota equipment will allow you to teach the same Kubota Tech certifications we do and progress students towards completion and employment in the field of Off-Road Diesel.

Please let me know if you have any questions or concerns.

Respectfully,

Richard J. Church, Ed.D  
Vice President of Instruction  
TCAT-Elizabethton

## **Memorandum of Understanding**

### **The Elizabethton City School System & The City of Elizabethton**

**This Memorandum of Understanding (MOU)** is entered into by and between the Elizabethton City School System (ECS), located at 804 S. Watauga Avenue, Elizabethton, TN 37643, and the City of Elizabethton (City), located at 136 S. Sycamore Street, Elizabethton, TN 37643.

The purpose of this MOU is to establish a relationship between the ECS and the City to allow students from the ECS to participate in the Work Based Learning Program (WBL) approved by the ECS and conducted at the City's premises.

It is agreed by the parties to be of mutual interest and advantage for selected students of the ECS to be provided with quality internship experience at the City.

#### **The ECS's responsibilities shall include:**

- Provide notice to students who request an internship position with the City when available.
- Coordinate student applicants' introduction with City administration.
- Provide curricular description of expectations for the internship.
- Advise students regarding the number of hours required for the internship.
- Advise students to maintain strict confidentiality of records and information about City matters.
- Ensure students have transportation to and from City facilities.
- Notify City staff if there are changes to the agreed upon work schedule, including absences.
- Ensure students have appropriate insurance coverage to coordinate with the Student Accident coverage provided by the ECS through the Tennessee Risk Management Trust (TNRMT).

#### **The City's responsibilities shall include:**

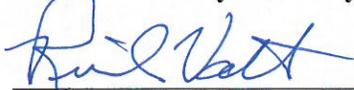
- Provide a job description and appropriate safety training.
- Provide an appropriate level of supervision for the activities assigned to the student.
- Provide information regarding the policies and procedures of the City to the student.
- Request the ECS to dismiss or withdraw a student from the internship when the student's performance is unsatisfactory or the student's behavior is not appropriate for the workplace.

**General Terms and Conditions:**

1. The MOU becomes effective on the date both parties have signed the MOU and will be in effect through May 2026.
2. Either party may terminate this MOU upon written notice.
3. Student educational records are protected by the US Family Educational Rights and Privacy Act, and its implementing regulations (FERPA). The ECS and the City will comply with FERPA and will not access or make disclosures of student records to any third party without prior notice and consent from the student.
4. The performance of the parties under the MOU shall be controlled and governed by the laws of the State of Tennessee.
5. Student Accident coverage shall be provided by the ECS; the ECS shall hold harmless the City for any injuries that occur organically from the work to the extent permissible by law.
6. The ECS shall indemnify, defend, and hold harmless the City and its trustees, officers, employees, agents, from and against any and all losses, costs, expenses, claims, damages, and liabilities to which such Indemnified Party may become subject under any applicable law, or any claim made by any third party, or otherwise, to the extent they relate to or arise out of the performance of the Services contemplated by this agreement to the extent permissible by law.
7. This MOU constitutes the entire contractual understanding between the parties and with respect to the matter set forth herein and supersedes any existing MOU pertaining to the same services.

In Witness Whereof, the parties hereby indicate their acceptance of the terms of this MOU by the signatures of their authorized representatives.

**Elizabethton City School System**



Signature

Richard Vanhuss

Printed Name

Director of Schools

Title

09/11/2025

Date

**City of Elizabethton**



Signature

William E. (Bill) Carter

Printed Name

Mayor

Title

09/11/2025

Date

# COOP PROPOSAL



## Elizabethton High School

June 16, 2025

FieldTurf USA, Inc. is pleased to present the following proposal. Price estimates are based off of OMNIA Partners, previously known as The Cooperative Purchasing Network (TCPN) pricing. OMNIA Partners is a buying co-op that public entities can use to purchase goods and services. It provides predetermined preferential pricing through approved vendors. Since the products have already been bid at the national level, individual schools do not have to duplicate the bidding process per OMNIA #R220503.

Click on the following OMNIA Partners hyperlink for contract due diligence documentation: [Omnia #R220503](#)



Elizabethton High School Stadium – Turf Replacement		Quantity	Units	Unit Price	Total
<b>Turf Site work - Removal &amp; Replacement</b>					
1	Removal and disposal of existing turf and infill	1	LS	\$108,180.00	\$108,180.00
2	Box drag existing stone base for planarity only	1	LS	included above	included above
3	Project / Construction Management	1	LS	included above	included above
<b>Subtotal Site Work</b>					<b>\$108,180.00</b>
<b>Synthetic Turf System</b>					
4	Furnish & Install <b>Classic HD 2.25"</b> - 3 layer turf system	89,964	SF	\$5.48	\$493,002.72
5	Inlaid Football Markings	1	EA	\$7,200.00	DONATED
6	Inlaid Soccer Markings	1	EA	\$7,200.00	DONATED
8	Midfield Logo: 2/ 3 colors, app. 20' wide X 30' tall, <b>Cyclone</b>	1	EA	\$10,300.00	\$10,300.00
9	End Zone Letters: two color, <b>CYCLONES X 2</b>	15	EA	\$1,751.00	\$26,265.00
10	Maintenance Equipment: 1 FieldSweep	1	EA	\$3,296.00	\$3,296.00
<b>Subtotal Synthetic Turf</b>					<b>\$532,863.72</b>
<b>Subtotal Project</b>					<b>\$641,043.72</b>
11	Performance & Payment Bonds	1	LS	\$7,296.28	\$7,296.28
<b>Total Project</b>					<b>\$648,340.00</b>
<b>Add Alternates - Includes Bonds</b>		<b>Quantity</b>	<b>Units</b>	<b>Unit Price</b>	<b>Total</b>
<b>A1</b>	Install <b>CORE Vertex 2.25"</b> 3 layer turf system in lieu of Classic HD	89,964	SF	\$0.32	\$28,788.48
<b>A2</b>	ADD <b>CoolPlay</b> top layer of infill	89,964	SF	\$0.63	\$56,677.32
<b>A3</b>	Turf nailer board replacement (minimum 20')	1	LF	\$8.50	\$8.50

# COOP PROPOSAL

## PRODUCT DETAILS:

**Base Bid:** FieldTurf is pleased to offer the **Classic HD 2.25"** 3 layer turf system with the following product characteristics:

- ▶ **Pile Height:** 2.25 Inches
- ▶ **Infill Weight:** 6.2 lbs sand & 2.2 lbs Cryo rubber per sq.ft.
- ▶ **Pile Weight:** 33 oz/yd<sup>2</sup>
- ▶ **Total System Weight:** 1264 oz/yd<sup>2</sup>

**ALTERNATE BID:** FieldTurf **CORE Vertex 2.25"** 3 layer turf system with the following product characteristics:

- ▶ **Pile Height:** 2.25 Inches
- ▶ **Infill Weight:** 6.2 lbs sand & 2.2 lbs Cryo Rubber per sq.ft.
- ▶ **Pile Weight:** 43 oz/yd<sup>2</sup>
- ▶ **Total System Weight:** 1274 oz/yd<sup>2</sup>
- ▶ **Upgraded 10 year warranty**



### 3-LAYER SYSTEM

One of the most intricate and meticulous infill systems available today. Designed to provide the best Gmax and energy restitution results, a 3-layer system provides athletes with improved safety and performance.



## CLASSIC HD

Our leading slit-film fiber, Classic HD was carefully crafted to maximize durability and safety, as well as be aesthetically pleasing. Designed to deliver ultimate strength, the system is a perfect match for fields with high use. With less abrasion and splash than competitive systems, Classic HD is proven on the field and in the lab. As we say, it's a Beauty and a Beast.

<b>Fiber</b>	Slit-Film
<b>Infill</b>	3-layer
<b>Backing</b>	Finger-unit / SureLock



## VERTEX PRIME

FieldTurf Vertex Prime is comprised of specially designed slit-film fibers and high performance ridged monofilament fibers. The fibrillation process of the slit-film component allows for proper infill encapsulation while the monofilament fibers facilitate grass-like ball roll. Both fibers are tufted together in the same stitch for a superior aesthetic appearance.

<b>Fiber</b>	Hybrid - Monofilament & Slit-Film
<b>Infill</b>	3-layer
<b>Backing</b>	Finger-unit / SureLock



## CORE

Built from our 20+ years of industry-leading innovation and unmatched expertise, CORE, the first multi-layer dual-polymer fiber ever, rewrites the playbook for sports turf, reinvents the playing field and redefines the player experience.

<b>Fiber</b>	Multi-Layer Dual-Polymer Monofilament
<b>Infill</b>	3-layer
<b>Backing</b>	Finger-unit / SureLock

# VERTEX

# CORE

# COOP PROPOSAL

## CoolPlay

### HIGH PERFORMANCE LOW TEMPERATURE

#### KEEP YOUR ATHLETES COOL WITH FIELDTURF'S LEADING FIELD COOLING TECHNOLOGY

CoolPlay, our exclusive and innovative extruded composite (EC) top dressing, allows the system to deliver the same behavior and overall stability as FieldTurf's Elite system fields, which can be found in some of the world's most renowned stadiums.

CoolPlay takes nothing away from performance... except the heat.

### LAYERS



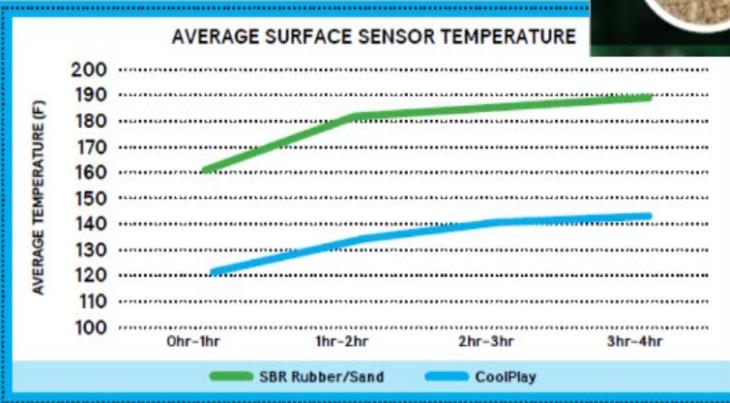
COOLPLAY  
TOP DRESSING



MIXED CRYOGENIC  
(SBR) RUBBER &  
SILICA SAND LAYER



SILICA SAND  
BOTTOM LAYER



# -35°F

COOLER THAN  
TRADITIONAL SAND/  
RUBBER SYSTEMS

#### PRICE INCLUDES:

- Mobilization and Layout of our work
- Removal and disposal of the existing turf system including infill
- Box drag existing stone base for planarity only
- Furnish and Installation of the artificial in-filled grass surface upon a suitable base.
- An Eight (8) year 3rd party pre-paid insured warranty on the FieldTurf artificial grass surface;
  - Upgraded Ten (10) year 3rd party pre-paid insured warranty for Vertex CORE alternate
- Performance and Payment Bond fees and all applicable taxes
- Maintenance Equipment, Sports Markings, and Logos per COOP breakdown

#### PRICE DOES NOT INCLUDE:

- The base upon which the FieldTurf artificial turf surface will be placed. FieldTurf shall not be responsible for the planarity, stability, porosity, nor the approval of the base upon which the FieldTurf surface will be installed, the drainage system, nor any construction or modification of existing installations around the fields.

# COOP PROPOSAL

- b) FieldTurf is not altering or improving the existing drainage system under the existing artificial turf limits. No removal, milling, ponding, flooding or repairs within the existing base and drainage system are included and shall remain the responsibility of the owner.
- c) The supply, replacement, installation and/or modification of the existing field edging, perimeter nailer board or existing inner concrete curbing within the artificial turf limits.
- d) The supply and import of additional finish aggregate.
- e) Any costs associated with necessary charges relating to the delineation of the field.
- f) Unless otherwise specified, the price does not include any G-max testing.
- g) The supply of or adjustment to existing manholes, clean-outs or grates and supply of the manhole covers.
- h) Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price.
- i) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
- j) Site restoration, sodding, landscaping or grow-in.
- k) Permit fees, Inspection fees, Site security.
- l) A vehicle to tow FieldTurf maintenance equipment.
- m) Performance and Payment Bond fees.
- n) All prevailing wages, union labor & other labor law levies.
- o) Newly imposed tariffs.
- p) Anything not explicitly noted in the inclusions or not noted in the COOP breakdown

► *Price is based on current square footage shown above. Any changes in square footage, sports markings, or added logos of any kind will result in a change in price and this proposal to be void. The pricing set forth in this proposal is based on applicable tariffs, duties, and taxes in effect as of the proposal date. Any new or increased tariffs, duties, taxes, or similar charges imposed by the United States Government, whether at the federal or state level, on products included in this proposal after the proposal date shall be the sole responsibility of the Customer and will result in an adjustment to the proposed price accordingly. FieldTurf USA, Inc. reserves the right to modify pricing to reflect such additional costs, and the Customer agrees to bear any such increases.*

► ***The price is valid for a period of 30 days.** The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the effects of global economic instability are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/FieldTurf shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. FieldTurf shall endeavor to notify you as soon as possible of any such events and/or contingencies. Please note that the seller/FieldTurf shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding. **Turf Delivery Date to be a minimum of 30 days after receiving a fully executed contract and final approvals on shop drawings.***

# COOP PROPOSAL



Please feel free to reach out to any member of our project team with questions about our offer:

**Kristie Cramer**

Project Manager

(423) 645-7533

[Kristie.Cramer@FieldTurf.com](mailto:Kristie.Cramer@FieldTurf.com)

**Josh Keown**

Regional Sales Manager

(404) 556 8265

[Josh.Keown@FieldTurf.com](mailto:Josh.Keown@FieldTurf.com)

Thank you again for your interest in FieldTurf, we look forward to working with you.

Per:

  
\_\_\_\_\_  
Marie-Christine Raymond, Director of Operations  
FieldTurf USA, Inc. / Tarkett Sports Canada, Inc.

**FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701**

If you have questions regarding the FieldTurf and Beynon SmartBuy Cooperative Purchasing Program, please contact Eric Fisher at: [Eric.Fisher@smartbuycooperative.com](mailto:Eric.Fisher@smartbuycooperative.com).



# COOP PROPOSAL

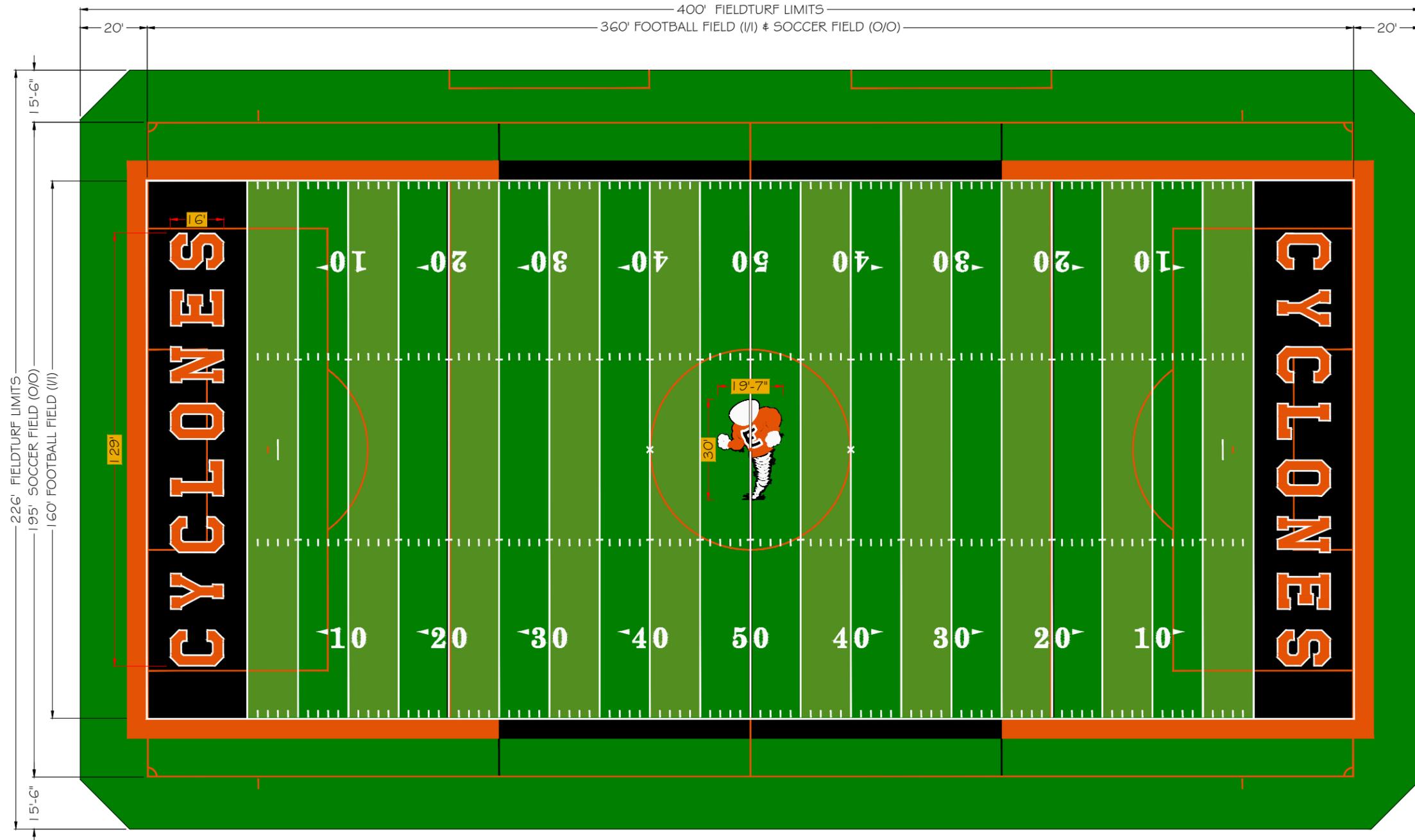
## CONDITIONS

Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

- a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.
- b) FieldTurf's preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from FieldTurf's manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the field for its intended purpose, even if punchlist items remain and the Certificate of Completion has not been executed by Customer.
- c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.
- d) FieldTurf requires a minimum of 30 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and force majeure
- e) FieldTurf requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25 foot wide by 25 foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. FieldTurf shall not be liable for any damages to the staging area or its surface unless such damages are caused by FieldTurf's intentional misconduct or negligence.
- f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.
- g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punch list items.
- h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.
- i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.
- j) All colors are to be chosen from FieldTurf's standard colors.

THE TARKETT SPORTS FAMILY - LEADERS IN SPORTS SURFACING





DRAWN BY:	J. L.
CHECKED BY:	J. B.
SCALE:	1"=35'
TOTAL FIELD AREA:	89,964 sq. ft.
PERIMETER:	1218 ft.

**FieldTurf**  
A Tarkett Sports Company

ELIZABETHTON HIGH SCHOOL  
REPLACEMENT  
ELIZABETHTON, TN

DATE: AUGUST 29, 2025  
ISSUE: PRESENTATION  
FIELD LAYOUT

APPROVED BY:
SIGNATURE:
PRINTED NAME:
TITLE:
DATE:

**SPORT COLORS:**

FOOTBALL  
COMPLETE COLOR NAME: WHITE / ORANGE / BLACK  
PANTONE COLOR NUMBER: WHITE / 166C / BLACK

SOCCER  
COMPLETE COLOR NAME: ORANGE  
PANTONE COLOR NUMBER: 166C

**LOGO COLORS:**

COMPLETE COLOR NAME: BLACK  
PANTONE COLOR NUMBER: BLACK

COMPLETE COLOR NAME: WHITE  
PANTONE COLOR NUMBER: WHITE

COMPLETE COLOR NAME: ORANGE  
PANTONE COLOR NUMBER: 166C

**END ZONE COLOR:**

COMPLETE COLOR NAME: BLACK  
PANTONE COLOR NUMBER: BLACK

**LEGEND:**

FIELD GREEN / SUMMER GREEN FIELDTURF  
89,964 sq. ft.

**FIELD LAYOUT NOTES** (sports are in order of dominance):

- FOOTBALL MARKINGS ARE 4" WHITE / ORANGE / BLACK NFHS STANDARDS.
- SOCCER MARKINGS ARE 4" ORANGE NFHS STANDARDS.

FIELD DOMINANCY IS ONLY WITHIN THE FOOTBALL FIELD OF PLAY.

ALL DIMENSIONS TO BE VERIFIED BEFORE ANY CONSTRUCTION BEGINS.

CONCEPTUAL DRAWINGS ONLY: DRAWINGS ARE INTENDED ONLY TO BE A GRAPHIC RENDERING FOR PURPOSES OF PRELIMINARY PRESENTATION; ALL DISTANCES AND MEASUREMENTS ARE APPROXIMATE IN NATURE AND SUBJECT TO FIELD VERIFICATION.

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term:  <b>Evaluation</b>	Descriptor Code: <b>5.109</b>	Issued Date: <b>01/19/12</b>
		Rescinds: <b>5.109</b>	Issued: <b>03/15/07</b>

1 The evaluation of performance and its effectiveness ~~must~~ shall be a cooperative and shared endeavor on  
2 the part of the Director of Schools and administrative and supervisory personnel. The Board ~~may~~ shall  
3 use a state-approved model for evaluating administrative and supervisory personnel ~~and shall approve~~  
4 ~~standard forms to be used in evaluating support personnel~~. The Director of Schools is responsible for  
5 ensuring that all administrative and supervisory personnel are evaluated annually.

## 6 LICENSED TEACHING PERSONNEL

7 The Board adopts the ~~state-approved (TAP)~~ TEAM evaluation model. The Director of Schools shall  
8 ~~draft~~ develop procedures to ensure that the model is implemented throughout the school system district.  
9 Additionally, the Director of Schools shall provide information to all licensed teaching personnel  
10 regarding the nature of the evaluation and the grievance procedures prescribed by the ~~Tennessee~~ State  
11 Board of Education.<sup>1,2</sup>

### 12 *Local Level Grievance Procedure*

13 The Director of Schools shall develop procedures, consistent with state law, for processing evaluation  
14 grievances.<sup>32</sup>

## 15 ~~SUPPORT PERSONNEL~~ NON-LICENSED PERSONNEL

16 ~~Support~~ Newly hired, non-licensed personnel shall be evaluated once during the ~~probationary~~ evaluation  
17 period (up to ninety (90) days) and at least one (1) additional time following successful completion of  
18 the ~~probationary~~ evaluation period during the first year of employment. ~~Support~~ Personnel employed for  
19 more than one (1) year shall be evaluated at least once a year.

20 Evaluations shall be used as an aid in improving an employee's performance and as a basis for continuing  
21 employment. Evaluation reports shall be discussed with the evaluated employee. Each employee shall  
22 be given a copy of the evaluation and shall sign the supervisor's copy as evidence it has been discussed.

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Legal References:

1. TRR/MS 0520-2-1-.01
2. TRR/MS 0520-2-1-.02
3. Tennessee State Board of Education Teacher and Principal Evaluation Policy

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Cross References:

- Job Descriptions 5.103
- Orientation and Probation 5.107

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Legal References

1. [TRR/MS 0520-02-01-.01](#); [TRR/MS 0520-02-01-.02](#)
2. [TRR/MS 0520-02-01-.18](#); [State Board of Education Policy 5.201](#)

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Cross References

- Evaluations of Instructional Programs 4.702
- Job Descriptions 5.103
- Orientation and Probation 5.107

2

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term: <b>Student Records</b>  <b>PROPOSED</b>	Descriptor Code: <b>6.600</b>	Issued Date: <b>07/15/25</b>
		Rescinds: <b>6.600</b>	Issued: <b>11/16/21</b>

## 1 *General*

- 2 1. A cumulative record shall be kept for each student enrolled in school. The folder shall contain a  
3 health record, attendance record, and scholarship record; shall be kept current; and shall  
4 accompany the student through his/her school career.<sup>1</sup>
- 5 2. The name used on the record of the student entering the school system must be the same as that  
6 shown on the birth certificate, unless evidence is presented that such name has been legally  
7 changed. If the parent/guardian does not have, or cannot obtain a birth certificate, then the name  
8 used on the records of such student will be as shown on documents which are acceptable as proof  
9 of date of birth.

10 The name used on the records of a student entering the school district from another school shall be the  
11 same as that shown on records from the school previously attended unless evidence is presented that  
12 such name has been legally changed as prescribed by law.

13 When a student transfers to another school within the school district or to a school outside the school  
14 district, copies of the student's records, including the student's disciplinary records, shall be sent to the  
15 transfer school:<sup>2</sup> within five (5) business days of the date on which the student's records request was  
16 received by the school.<sup>2</sup>

17 All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).<sup>3</sup>

## 18 **ACCESS TO STUDENT RECORDS**

19 Student records shall be confidential. Authorized school officials shall have access to and permit access  
20 to student education records for legitimate educational purposes.<sup>4</sup> **Authorized school officials include,**  
21 **but are not limited to, teachers, administrators, supervisors, or support staff members (including health**  
22 **or medical staff and law enforcement unit personnel) who have legitimate educational interests in or who**  
23 **need to review education records in order to fulfill their professional responsibilities. A school official**  
24 **also may include a volunteer, contractor, or consultant, such as an attorney, auditor, medical consultant,**  
25 **or therapist who, while not employed by the school, performs an institutional service or function for**  
26 **which the school would otherwise use its own employees and who is under the direct control of the**  
27 **school with respect to the use and maintenance of PII from education records; a parent or student**  
28 **volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent,**  
29 **student, or other volunteer assisting another school official in performing his or her tasks.**

30  
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32

1 A legitimate educational interest is the official's need to know information in order to:

- 2 1. Perform required administrative tasks;
- 3 2. Perform a supervisory or instructional task directly related to the student's education; and
- 4 3. Perform a service or benefit for the student or the student's family such as health care, counseling,
- 5 student job placement, or student financial aid.

6 Authorized school officials may release information from or permit access to a student's education record  
7 without the parent(s)/guardian(s) or eligible student's\* prior written consent in the following instances:

- 8 1. To comply with a judicial order or lawfully issued subpoena. The school district will make a  
9 reasonable effort to notify the student's parent(s)/guardian(s) or the eligible student before  
10 making a disclosure;<sup>5</sup>
- 11 2. If the disclosure is an item of directory information;<sup>6</sup>
- 12 3. To comply with the requirements of child abuse reports to the extent known by the school  
13 officials including the name, address, and age of the student; the name and address of the  
14 person responsible for the care of the student; and the facts requiring the report;<sup>7</sup>
- 15 4. When certain federal and state officials need information in order to audit or enforce legal  
16 conditions related to federal- or state-supported education programs in the school district;<sup>8</sup>
- 17 5. When the school district has entered into a contract for an organization to conduct scientific  
18 research on the school district's behalf to develop tests or improve instruction, provided that the  
19 studies are conducted in a manner which will not permit the disclosure of personal  
20 identification of students and their parent(s)/guardian(s) by individuals other than to  
21 representatives of the organization, and that the information will be destroyed when no longer  
22 needed for the purpose for which the study was conducted;<sup>9</sup>
- 23 6. To appropriate officials if the parent(s)/guardian(s) claim the student as a dependent as defined  
24 by the Internal Revenue Code;<sup>10</sup>
- 25 7. To accrediting organizations to carry out their accrediting functions;<sup>11</sup>
- 26 8. To officials of another school, school system, or postsecondary institution when a student seeks  
27 or intends to enroll in another school district or a postsecondary institution.  
28 Parent(s)/guardian(s) of the student shall be notified of the transfer and shall have the right to  
29 obtain copies of the record transferred as well as an opportunity to challenge the content of the  
30 record;<sup>12</sup>
- 31 9. To financial institutions or government agencies that provide or may provide financial aid to a  
32 student in order to establish eligibility, to determine the amount of financial aid, to establish  
33 conditions for the receipt of financial aid, and to enforce financial aid agreements;<sup>13</sup>
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- 1 10. To the appropriate officials in connection with a health or safety emergency if knowledge of  
2 the information is necessary to protect the health or safety of the student or others;<sup>14</sup>  
3
- 4 11. To the Attorney General/designee for official purposes related to the investigation or  
5 prosecution of an act of domestic or international terrorism. An educational agency that, in  
6 good faith, produces education records in accordance with an order shall not be liable to any  
7 person for that production;<sup>15</sup>  
8
- 9 12. To any agency caseworker or other representative of a state or local child welfare agency or  
10 tribal organization authorized to access the student's educational records when such agencies or  
11 organizations are legally responsible for the care and protection of the student;<sup>16</sup>  
12
- 13 13. To the Secretary of Agriculture/designee for purposes of conducting program monitoring,  
14 evaluations, and performance measurements, provided that the data collected will be protected  
15 in a manner which will not permit the disclosure of personal identification of students and their  
16 parent(s)/guardian(s) by individuals other than to representatives of the organization, and that  
17 the information will be destroyed when no longer needed for the purpose for which it was  
18 conducted;<sup>17</sup> and  
19
- 20 14. To state and local authorities to whom information is specifically allowed to be reported or  
21 disclosed by state law that concerns the juvenile justice system and the system's ability to  
22 effectively serve, prior to adjudication, the student whose records were released.<sup>18</sup>

### 23 *Consent to Disclose Records*<sup>19</sup>

24 Authorized school officials may release information from a student's education record if the student's  
25 parent(s)/guardian(s) or the eligible student gives written consent for the disclosure. The written consent  
26 shall include:

- 27 1. Specification of the records to be released;  
28
- 29 2. Reasons for the disclosure;  
30
- 31 3. Person, organization, or class of persons or organizations to whom the disclosure is to be made;  
32
- 33 4. Signature of the parent(s)/guardian(s) or eligible student; and  
34
- 35 5. Date of the consent, and if appropriate, a date when the consent is to be terminated.

36 The student's parent(s)/guardian(s) or the eligible student may obtain a copy of any records disclosed  
37 under this provision.

### 38 **RECORDKEEPING**

39 The school district will maintain an accurate record of all requests to disclose information from or to  
40 permit access to a student's education records. The school district will maintain an accurate record of

1 information it discloses and access it permits. The district will maintain this record as long as it maintains  
2 the student's education record.<sup>20</sup>

3 The record will include at least:<sup>20</sup>

- 4 1. Name of the person or agency that makes the request;
- 5
- 6 2. Interest the person or agency has in the information;
- 7
- 8 3. Date the person or agency makes the request; and
- 9
- 10 4. Whether the request is granted, and if it is, the date access is permitted, or the disclosure is made.

11 \* *The student becomes an "eligible student" when he/she reaches age eighteen (18) or enrolls in a post-*  
12 *secondary school, at which time all of the above rights become the student's right.*<sup>21</sup>

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#### Legal References

1. 20 USCA § 1232g
2. TCA 49-6-3001(c)(1); Public Acts of 2025, Chapter No. 156
3. TCA 49-1-701; 20 USCA § 1232g
4. TCA 10-7-504(a)(4); 20 USCA § 1232g
5. 20 USCA § 1232g(b)(2)(B); 20 USCA § 1232g(b)(1)(J)
6. 20 USCA § 1232g(b)(2); TCA 10-7-504(a)(4)(A)
7. TCA 37-1-403
8. 20 USCA § 1232g(b)(3), (5); 20 USCA § 1232g(b)(1)(C)
9. 20 USCA § 1232g(b)(1)(F)
10. 20 USCA § 1232g(b)(1)(H)
11. 20 USCA § 1232g(b)(1)(G)
12. 20 USCA § 1232g(b)(1)(B)
13. 20 USCA § 1232g(b)(1)(D)
14. 20 USCA § 1232g(b)(1)(I)
15. 20 USCA § 1232g(j)
16. 20 USCA § 1232g(b)(1)(L)
17. 20 USCA § 1232g(b)(1)(K)
18. 20 USCA § 1232g(b)(1)(E)
19. 34 CFR § 99.30; 20 USCA § 1232g(b)(2)(A)
20. 34 CFR § 99.32(a)
21. 34 CFR §§ 99.3, 99.5; TCA 49-1-704

#### Cross References

School District Records 1.407  
 Promotion and Retention 4.603  
 Testing Programs 4.700  
 Attendance 6.200  
 Withdrawals 6.207  
 Child Custody/Parental Access 6.209  
 Bus Safety and Conduct 6.308  
 Corporal Punishment 6.314  
 Disciplinary Hearing Authority 6.317  
 Admission of Suspended/Expelled Students 6.318  
 Acquired Immune Deficiency Syndrome 6.404  
 Reporting Child Abuse 6.409  
 Media Access to Students 6.604

**BEFORE THE CITY COUNCIL  
OF THE CITY OF ELIZABETHTON, TENNESSEE**

**REGULAR MEETING**

**SEPTEMBER 11, 2025**

**RESOLUTION NO. 61-103**

**“A JOINT RESOLUTION OF THE CITY OF  
ELIZABETHTON, TENNESSEE AND THE  
ELIZABETHTON BOARD OF EDUCATION REGARDING  
THE CHARACTERIZATION OF CAPITAL FUNDING  
FOR IMPROVEMENTS TO SCHOOL FACILITIES.”**

**WHEREAS**, the school facilities are publicly owned facilities used primarily by the Elizabethton City Schools ("ECS") for educational and athletic purposes; and

**WHEREAS**, the school facilities need major improvements and the Dave Rider Center for Athletic Performance will be constructed; and

**WHEREAS**, the City has contributed One Million Two Hundred and Fifty Thousand Dollars (\$1,250,000.00) in the 2024-2025 fiscal year for capital projects to ECS and ECS is requesting that the City contribute an amount not to exceed Two Million Dollars (\$2,000,000.00) on a reimbursement basis from Excess Sales Tax toward capital projects in the 2025-2026 fiscal year; and

**WHEREEAS**, pursuant to Tennessee Code Annotated §49-3-314(e)(2), capital outlay is not subject to the maintenance of efforts required of local governments; and

**WHEREAS**, it is the intent of the Elizabethton City Council for the contributions for capital projects to be excluded from the local maintenance of effort calculation as calculated by the Tennessee Department of Education.

**NOW, THEREFORE, BE IT RESOLVED** by the City Council of the City of Elizabethton, Tennessee, meeting in Regular Session on this the 11<sup>th</sup> day of September, 2025, with a lawful quorum of said Council being present and with a majority of said Council voting in the affirmative as follows:

1. That the City of Elizabethton and the Elizabethton Board of Education would state that the 2024-2025 contribution of One Million Two Hundred and Fifty Thousand Dollars (\$1,250,000.00) to fund capital projects and the requested contribution from Excess

Sales Tax of an amount not to exceed Two Million Dollars (\$2,000,000.00) on a reimbursement basis for capital projects in the 2025-2026 fiscal year are to be excluded from the local maintenance of effort calculation as calculated by the Tennessee Department of Education.

2. This Resolution shall be effective from and after its adoption.

**CITY OF ELIZABETHTON, TENNESSEE**

By:   
WILLIAM E. (BILL) CARTER, MAYOR

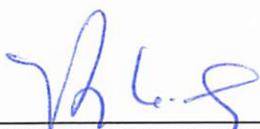
**ELIZABETHTON BOARD OF EDUCATION**

By: \_\_\_\_\_  
EDDIE PLESS, CHAIRMAN

**ATTEST:**

  
PRESTON T. COBB, CITY CLERK

**PREPARED BY ME AND  
APPROVED AS TO FORM:**

  
ROGER G. DAY, CITY ATTORNEY  
CITY OF ELIZABETHTON, TN  
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ELIZABETHTON, TN 37643  
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