

Coffee County American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval

Thursday, December 9, 2021 7:02 PM

Allocations

	<b>ARP-ESSER</b>	<b>ARP-ESSER-SR</b>
<b>Original Allocation</b>	6,276,725.00	518,425.00
<b>Incoming Carryover</b>	0.00	0.00
<b>Outgoing Carryover</b>	0.00	0.00
<b>Consortium</b>	0.00	0.00
<b>Total Allocation</b>	6,276,725.00	518,425.00
<b>Adjusted Allocation</b>	6,276,725.00	518,425.00
<b>Budgeted</b>	6,276,725.00	518,425.00

### **PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES**

The local educational agency (LEA) assures it will submit a plan to the Alabama State Department of Education (ALSDE) that contains such information as ALSDE may reasonably require, including all information required by the U.S. Department of Education's (ED) [Interim Final Requirements](#) on ARP ESSER. The LEA will submit the plan by the date established by ALSDE.

The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA assures either:

- (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's [Interim Final Requirements](#), **or**
- (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).

The LEA also assures that before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account when developing the plan.

The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the ALSDE or ED may reasonably require including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by subgroups) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (FFATA); and

- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) ED and/or its Inspector General; (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; or (iii) the ALSDE.

The LEA will use ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

The LEA will provide services and assistance from ARP ESSER funds to students and staff during the period of funds availability. (March 13, 2020 – September 30, 2024)

### **OTHER ASSURANCES AND CERTIFICATIONS**

The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

The LEA assures that, with respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

The LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program. If any barrier arises that impedes equal access to, or participation in the ARP ESSER program, the LEA will quickly address and resolve those issues.

The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).

The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

### **GEPA ASSURANCES**

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

The LEA assures that control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

The LEA will make reports to the ALSDE and to ED as may reasonably be necessary to enable the ALSDE and ED to perform their duties and that LEA will maintain such records, including the records required under [20 U.S.C. 1232f](#), and provide access to those records, as the ALSDE or ED deem necessary to perform their duties.

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

The LEA assures that any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.

The LEA assures that in the case of any project involving construction-

- the project is not inconsistent with overall State plans for the construction of school facilities, and
- In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

The LEA assures they have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

The LEA assures that none of the funds expended will be used 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 purchasing entity or its employees or any affiliate of such an organization.

#### **LEA SUPERINTENDENT ASSURANCES**

The LEA Superintendent certifies to the best of his/her knowledge and belief that all the information and data in this application are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Act of 2021 (ARP Act), Pub. L. No. 117-2 (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

**LEA Superintendent Assurances Confirmation**

Indicates LEA Superintendent Approval based on Assurances.

Coffee County American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval  
Thursday, December 9, 2021 7:03 PM  
Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	10/6/2021
ARP ESSER State Reserve	10/6/2021

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	1,827,843.00	548,592.00	334,104.00	1,425,368.00	0.00	0.00		0.00	0.00	4,135,907.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	40,000.00		0.00		0.00	0.00	40,000.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	20,000.00		0.00		0.00	0.00	20,000.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	70,000.00	0.00	0.00	2,000.00		0.00	0.00	72,000.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	179,047.00	35,953.00	155,000.00	0.00	0.00	45,000.00		0.00	0.00	415,000.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	50,000.00	0.00	50,000.00		0.00	0.00	100,000.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	20,000.00	4,020.00	2,000.00	0.00	0.00	0.00		0.00	0.00	26,020.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	627,672.00	0.00	0.00	627,672.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					643,808.00					643,808.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	147,500.00	21,540.00	0.00	0.00	0.00	0.00		0.00	0.00	169,040.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	22,720.00	4,558.00	0.00	0.00	0.00	0.00		0.00	0.00	27,278.00	Community Services (9300-9399)
<b>Total</b>	<b>2,197,110.00</b>	<b>614,663.00</b>	<b>561,104.00</b>	<b>1,535,368.00</b>	<b>643,808.00</b>	<b>97,000.00</b>	<b>627,672.00</b>	<b>0.00</b>	<b>0.00</b>	<b>6,276,725.00</b>	<b>Total</b>
										<b>Adjusted Allocation</b>	<b>6,276,725.00</b>
										<b>Remaining</b>	<b>0.00</b>

**Cover Page & Required Narratives**

**Superintendent of Schools**

Name \* Kelly Cobb

**ARP ESSER Point of Contact**

Name \* Kelly Cobb

Role \* Superintendent

Phone \* 334-897-5016

Ext

**Required Narratives**

How does the LEA plan to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning?

\* Coffee County Schools plan to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning through our reopening plan, procedures, and protocols. The mission of the Coffee County School System is to provide its students with the skills necessary to become well-rounded, productive citizens. To ensure this, the system provides a challenging curriculum presented by a dedicated staff in a safe, clean, and stimulating environment. Therefore, we feel the responsibility for educating all young minds must be shared among parents, educators, and students. The students will benefit from when there is a clear understanding of each participant's role in the education process. However, the student will suffer if any person fails to take that responsibility seriously. Coffee County Schools has implemented clear procedures and protocols through its reopening plan that outline clear expectations for teachers, staff, students, and community members. The plan outlines screening protocols, health protocols, sanitizing and disinfecting, physical health and well-being, social and emotional well being of students, child nutrition guidelines, a daily schedule to reflect suggestions from CDC and ADPH. Additionally, the plan includes guidance on health services, transportation, and other pertinent information for students to return to in-person learning. The Coffee County School System will make decisions concerning physical distancing, mask-wearing, and contact tracing as data and information becomes available about COVID-19 cases from local public health officials, school nurses, and the ADPH. The school district will implement other protocols if it becomes necessary. The Superintendent and each school administrator will communicate any changes in the plan and protocols to teachers, students, families, and community members. Coffee County Schools may modify this guidance based on changes to the ADPH and CDC guidance Recommendations or as conditions may warrant. The plan is fluid and subject to change due to data from the county and each school.

How will the LEA ensure that the evidence-based interventions will address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care) and those who are particularly impacted disproportionately by the COVID-19 pandemic?

\* Coffee County Schools will ensure that all materials, strategies, and services are evidenced-based and of high-quality and be responsive to all academic, social, emotional, and mental health needs for any students affected by the COVID-19 pandemic. All subgroup data will be analyzed to include subgroups from different ethnic backgrounds, children from low-income families, children with disabilities, English Learners, gender, migrant students, homeless students, and any child in foster care. The data will be documented through each school's Needs Assessment and all goals, strategies, and learning opportunities will be addressed through the school's ACIP. Quarterly documentation will be noted in each school's ACIP to monitor progress. The district and school level building leadership teams (BLTs) will review recent parent /student surveys, school data, state data, Title I surveys, district technology plan, and local expenditures due to COVID-19 and prioritize expenditures with ARP ESSER funds. Each team's goal is to provide services to students in a timely and purposeful manner and provide ongoing support to students and families during the pandemic to meet social/emotional and academic needs for all students. The district will continue programs and services established through GEER and ESSER II funds.

How will the LEA comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a)?

The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ESSER III program.

\* The Coffee County School System continues to plan, monitor and adjust to challenges and barriers created by COVID-19. It is the goal of the District to utilize and maximize ESSER and GEER funding to create equal access to participation in activities and lessen barriers for all students, teachers, and other program beneficiaries with special needs. The District will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age in the participation of activities. The district's policies and practices have been established to eliminate barriers that may prevent teachers or students from access or participation in these grant funds. The following steps will be taken to ensure there are no barriers to participation.

- Cleaning schools and providing schools, classrooms, teachers and students with sanitizing solutions to prevent the spread of COVID-19. Sanitizing and disinfecting protocols will be provided by local health officials and school nurses.
- The district will provide teleconferencing and classroom management software to teachers for virtual delivery in the event online learning is needed.
- The district will provide a program that addresses individual needs for students with significant learning loss to include special education students and EL students.
- School embedded mental health services will be continued and expanded for families, families, and teachers. A digital SEL program will be provided to provide support to students, families, and teachers.
- General classroom materials and supplies will be purchased by the District to support a well rounded education and support any identified learning gaps.
- Professional Development will be provided for staff PreK-12 to address learning loss and evidenced based learning programs.
- An assessment suite will be provided for grades K-8, 9-12 that illuminates student learning through research supported measures of performance, including an adaptive Diagnostic Growth Monitoring, and Standards Mastery of State Challenging Content Standards.

How will the LEA actively monitor their allocations, conduct interim audits to ensure an appropriate application of funds, collect and manage data elements required to be reported, and report this information to the community?

\* The district leadership team will review the district's Needs Assessment, recent parent /student surveys, Title I surveys, district technology plan, and local expenditures due to COVID-19 and prioritize expenditures with the ARP ESSER Funds. The district also conducted a community wide stakeholder meeting in June to seek input concerning the allocations from ARP ESSER. The allocation from CARES, GEERS, CRF, and ESSER II will be reviewed and analyzed to prioritize funds for ARP ESSER. The most recent state data, formative data, and input from each school's level BLTs will determine the areas of focus and where the most impact will be made for each school. The team's goal is to provide services to students in a timely and purposeful manner and provide ongoing support to students and families during the pandemic to meet social/emotional, and academic needs. The district leadership team will review all budgets and ensure that quarterly audits are in place along with documentation such as time and effort timesheets, POs, quotes, timesheets for programs/teachers, and evaluation of funds. The district's secretary/bookkeeper will maintain all documentation at the central office. The district will report to the community through the Parent Advisory Council, Student Advisory Council, and Building Leadership Teams meetings conducted quarterly and bi-yearly. The school board members will be updated through regularly scheduled board meetings by the CSFO and Superintendent. These updates will be documented through board meetings, agendas and notes. Additionally, the Federal Programs Coordinator will review monthly expenditures with budget analysis reports. All purchase orders will be reviewed by the Federal Programs Coordinator, CSFO, and Superintendent before approval. The CSFO will monitor the expenditures and revenues posted to all financial reports to ensure accurate coding and expenditures.

How will the LEA meaningfully engage with families and communities throughout the life of the ARP ESSER and other relief funds?

\* The district leadership team and the building leadership team at each school will continue to meet regularly with all stakeholders and provide pertinent information to all stakeholders in each school. The district held an advisory council meeting to determine the best use of the APR ESSER and will provide updates throughout the year. The district's parent and family liaison will continually provide updates and specific information as needed to support all students at home or in need of services. The superintendent, CSFO, and Federal Programs coordinator will provide updates at local board meetings and answer any questions concerning the funds. These meetings are public and all information is posted on the website for anyone to review. The district leadership will provide information to any community service organizations and maintain transparency with all funds, programs, employment, and results from evaluations of the ARP ESSER funds.

Provide the URL for the LEA Return-to-Instruction Plan.

\* <https://content.schoolinsites.com/api/documents/525bb32374c1439abf2a4db0805f8d97.pdf>

**LEA Reservation to Address Loss of Instructional Time**

LEAs must reserve at least 20 percent of funds to address loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For this reservation of funds, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Extended Day Programs
3. Comprehensive After-School Programs
4. Extended School Year Programs
5. Other – See Intervention box E for more details.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	214,052.00
<input checked="" type="checkbox"/> Intervention B (Extended Day Programs)	343,162.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other) Intervention Programs - Salaries and Ben	698,131.00
<b>Total Cost:</b>	<b>1,255,345.00</b>

**Intervention A (Summer Learning & Summer Enrichment Programs)**

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00  
 9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00  
 4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00  
 4120 - [300-399] (Mileage for Buses) \$4,650.00

The district will offer a Summer Reading Program for remediation and unfinished learning. The district will employ 17 teachers, 3 paraprofessionals, 6 CNP workers (supplemental to all CNP grants), and 5 bus drivers for the summer of 2022 and 2023. A summer reading program will be offered at each school to serve all students identified with consistent deficiencies. The program will run five days a week and provide a minimum of 70 hours of high-quality instruction that focuses on identified deficiencies for summer 2022 and 2023. Incentives will consist of student supplies and materials and will be provided for Summer Reading Program.

1100-(010-199) Teacher Salaries - \$105,000.00/1100-(200-299) Benefits- \$21,085.00  
 4188-(010-199) Bus Drivers Salaries - \$20,000.00/4188 - (200-299) Benefits - \$4,020.00  
 9340-(010-199) CNP Salaries - \$22,720.00/9340-(200-299)-CNP Benefits - \$4,558.00  
 1100 - (300-399) Aides - Purchased Service - \$8,104.00  
 4188 - (300-399) Mileage for Buses - \$2,000.00

2190 - (600-699) Registration /Other Fees - \$2,000.00

1100- (400-499) Consumable Supplies - \$24,565.00

TOTAL=\$214,052.00

### Intervention B (Extended Day Programs)

Provide the following information for Intervention B (Extended Day Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

The district will offer a High Quality After School Community Program for students to remedial learning opportunities and to address learning loss. The program will staff a site director, certified teachers, and aides to maintain classroom ratios of 1:18. The program will run daily and align with the school calendar for the year 2021-2022. The after-school program will begin immediately after students are dismissed from school, and students will be able to stay until 5:30 each school day. If students and parents need assistance with homework, a certified teacher or trained aide will offer the services. Attendance and grades will be monitored to address learning gaps due to the pandemic. Specialized software will be available for remediation. Salaries and benefits of employees will be paid to support the community program at each school. Another component of the after school community program will be to provide high-intensity afterschool tutoring for remediation and unfinished learning for all students with identified learning gaps or needs for 2021-2023. The program will employ highly trained teachers to provide academic support after school. The district will also hire local college and high schools student aides to support all learning opportunities for specific subgroups (EL, SPED, Tier III) and students with significant learning loss for these after school opportunities. Kinston School 5 teachers, New Brockton Elementary School 5 teachers, New Brockton High School 3 teachers, and Zion Chapel School 5 teachers.

9130-(010-199) Salaries -\$147,500.00/Benefits-9130-(200-299)\$21,540.00

1100-(010-199) Salaries - Tutors-Certified Teachers-\$145,005.00/Benefits 1100-(200-299)\$29,117.00

TOTAL: 343,162.00

### Intervention C (Comprehensive After-School Programs)

Provide the following information for Intervention C (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NA

### Intervention D (Extended School Year Programs)

Provide the following information for Intervention D (Extended School Year Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NA

### Intervention E (Other)

Provide the following information for Intervention E (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

The district will hire 10 interventionist/certified teaching staff to teach, implement, monitor, and oversee the intervention programs at each school to address learning loss due to the COVID-19 pandemic. After Tier I/Core instruction occurs, all certified interventionist (2022-2023), 2 instructional coaches (2021-2024), 1 EL teacher (2022-2023) will work with students experiencing learning loss through small group, targeted and explicit instruction using the high quality, state vetted programs purchased through ESSER II and ARP ESSER.

1100-(010-199)/Salaries -\$557,785.00/Benefits -1100-(200-299)\$140,346.00

TOTAL: \$698,131.00

#### 4. Remaining ARP ESSER Fund Uses

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

Budget Amount & Details for Additional Uses (Include Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	1,378,097.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	816,000.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	693,808.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	415,000.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	624,803.00
<input checked="" type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	70,000.00
<input checked="" type="checkbox"/> Category 7 (Other) PPE & Nursing Supplies	70,000.00
<input checked="" type="checkbox"/> Category 8 (Other) Purchased Services for Paraprofessionals	326,000.00
<input type="checkbox"/> Category 9 (Other)	0.00
<input type="checkbox"/> Category 10 (Other)	0.00
<input type="checkbox"/> Category 11 (Other)	0.00
<input type="checkbox"/> Category 12 (Other)	0.00
<input type="checkbox"/> Administrative Costs (must be reasonable and necessary)	0.00
<input checked="" type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)	627,672.00
<b>Total Cost:</b>	<b>5,021,380.00</b>

#### Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example #1:

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)

Total cost: \$550,880.00 | 1100 - [010-199] (Salaries) \$354,450.00 | 1100 - [200-299] (Benefits) \$196,430.00

Example #2:

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)  
Total cost: \$417,813.00 | 1100 - [010-199] (Salaries) \$321,123.00 | 1100 - [200-299] (Benefits) \$96,690.00

APR ESSER funds will be used to employ certified teachers, paraprofessionals, certified retired teachers, along with one secretary bookkeeper for ESSER. All personnel will assist with closing the achievement gap for students within the district. The following description will identify each job, school, and duty. The following people will be hired for the following:

Kinston School - one PreK teacher - \$21,884.00 - .31 FTE for 2021-2022; one paraprofessional for instruction support - 0 FTE - \$89,619.00 for 2021-2024.

New Brockton Elementary School - one EL teacher to assist with the consistent increase of EL students at the school. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented - Sal/Ben -\$59,662.00 - 1 FTE - 2023-2024; two PreK teachers - Sal/Ben -\$27,576.00 - .17 FTE - Starr and .21 FTE-Callahan - 2021-2022.

New Brockton High School - one English teacher/remediation - Sal/Ben - \$143,626.00- 1 FTE - 2021-2023; one SPED teacher/remediation - Sal/Ben - \$154,035.00- 1 FTE - 2022-2024; one full-time SPED aide -\$102,260.00 -2021-2024.

Zion Chapel School - one secondary elective/remediation teacher - Sal/Ben - \$119,323.00 - 1 FTE - 2021-2023; one 2nd grade teacher - Sal/Ben - \$151,391.00 - 1 FTE - 2021-2023; two PreK teachers - Sal/Ben - \$20, 634.00 - .21 FTE-Kilpatrick and .07 FTE - Nelson- 2021-2022.

Central Office/District -one secretary/bookkeeper for CARES, ESSER I, ESSER II, ESSER III - Sal/Ben - \$116,573.00 1 FTE - 2022-2024; Mental Health Coordinator for the district - Sal/Ben -\$250,452.00 - 1 FTE - 2021-2024; District Speech/Language Pathologist to conduct screenings and services - retired and certified - Sal/Ben - \$68,896.00 0 FTE - 2022-2024; District Technical Assistant to assist with inventory and installation of all new technology equipment - Sal/Ben \$8612.00 - 0 FTE - 2021-2022; Stipends for off-contract workers for summer of 2022-2024 to include one assistant principal - Sal/Ben \$7528.00; 6 Instructional Coaches - Sal/Ben - \$36,026.00 to analyze data, plan before and after school programs, support summer learning program, plan and provide relevant professional development.

TOTAL for Personnel for employment - \$1,378,097.00 - 1100 (010-199) \$1,020,053.00; 1100 (200-299) \$358,044.00.

### Category 2 (Technology & Online Subscriptions)

Provide the following information for Category 2 (Technology & Online Subscriptions):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).  
Total Cost: \$432,158.00 | 1100 - [300-399] (Software License) \$30,000.00 | 1100 - [400-499] (Technology) \$402,158.00

APR ESSER funds will be used to purchase Chromebooks, Chromecarts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase software Edmentum, Accelerated Reader, Rosetta Stone, Reading Eggs, Courseware, and SEL software to meet all students' learning needs and social and emotional needs prior to expiration to September 30, 2024.

Total cost: \$816,000.00 - 1100-(400-499) software renewals - \$316,000.00; 1100-(400-499)-technology- \$500,000.00.

### Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total

Cost: \$55,500.00  
7200 - [500-599] (Capitalized Units) \$18,500.00 | 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs)  
\$37,000.00

APR ESSER funds will be used to replace air conditioner units at all schools determined by a state engineer and the needs assessment. All services will be completed by June 2024.

Total cost: \$400,000.00 - 7200-(500-599).

The following facility improvements will be based on the needs assessment from the Maintenance and Facility Coordinator and will be completed by June 2024.

Windows and Doors replacement

Total cost: \$50,000.00. - 3200-(600-899).

Carpet Removal system-wide.

Total cost: \$143,808.00 - 7200-(500-599).

Restroom Renovations system-wide.

Total cost: \$100,000.00 - 7200-(500-599).

TOTAL: \$693,808.00

#### Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas.

- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000
- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours during the Spring of 2022. Total Cost: \$19,230.00 | 2215 - [010-199] (Stipends) \$11,456.00 | 2215 - [200-299] (Benefits) \$7,774.00

[Cont.]

- Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided. Total Cost: \$18,000.00 | 2215 - [300-399] (Contract for Subs) \$18,000
- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: \$3,400.00 | 2215 - [400-499] (Supplies & Materials) \$3,400.00

[Cont.]

- Conference Attendance: 6 Teachers & 2 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage. Total Cost: \$22,000.00 | 2215 - [600-899] (Registration) \$4,000.00 | 2215 - [300-399] (Travel) \$18,000.00

All administrators, teachers, and paraprofessionals will require training on the newly adopted ELA, Math, and Science challenging standards. The district will participate in all ARI, AMSTI, LETRS, Writer's Workshop, Orton Gillingham, and APlus College Ready training to ensure all personnel has the professional development necessary to teach the new standards and ensure students can demonstrate growth and reach proficiency in grades Pre-K -12 - 2022-2024. Funds will be used to pay summer stipends for ELA teachers while off-contract for summer professional learning opportunities - \$75,000.00 SAL/BEN; Registration for PD - \$25,000.00. Stipends for LETRS training during off-contract hours time for grades PreK- 4 to complete all requirements to be certified in the Science of Reading and demonstrate 80% mastery by certification of the program - 60 teachers district-wide at \$500.00 each for year two completion of LETRS Study - SAL/BEN = \$40,000.00. The district will

provide training/PD of ELA Writer's Workshop during the school year of 2022-2023 at \$25,000.00 which is a purchased service.

All administrators, teachers, and paraprofessionals will require training on the current Math standards and transitions on the new challenging state standards. The district will participate in all AMSTI and APlus College Ready training to ensure all personnel has the professional development necessary to teach the state standards and demonstrate that all students can demonstrate growth or attain proficiency in grades PreK-12. Stipends will be utilized to pay summer professional learning opportunities - \$50,000.00 SAL/BEN; Registration for PD - \$25,000.00 through 2022-2024.

All administrators, teachers, and paraprofessionals will require training for science, computer science, robotics, AETC Conference, STEAM learning opportunities, and transitions. The district will participate in all AMSTI, AETC training, and APlus College Ready training to ensure all personnel has the professional development necessary to teach the state standards and ensure that all students can demonstrate growth or attain proficiency in grades PreK-12. Stipends will be utilized to pay summer professional learning opportunities - \$50,000.00 SAL/BEN; Registration for PD - \$25,000.00 through 2022-2024.

The district will budget for subs so teachers will work collaboratively during the school day to develop new curriculum maps, common formative assessments, analyze data, and meet with PST teams. The meetings will occur over the next two years to create new ELA and Math pacing guides and ensure all students are making growth toward content standards. Administrators will work with teachers to ensure they have one day per nine weeks to collaborate and plan during this time - \$50,000.00 for 2022 and \$50,000.00 for 2023 for all PreK-12 teachers to total \$100,000.00 district-wide for all four school-wide Title I schools.

TOTAL: \$415,000.00 - 2215-(010-199)\$179,047.00; 2215-(200-299)\$35,953.00; 2215-(300-399)\$155,000.00; 2215 -(600-899)\$45,000.00.

### Category 5 (Curriculum Materials & Assessments)

Provide the following information for Category 5 (Curriculum Materials & Assessments):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year.  
Total Cost: \$8,791.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00

APR ESSER funds will be used to purchase assessment supplies, consumable materials, student materials to provide real-time data to increase student achievement. The district will purchase high-quality core materials and textbooks that support evidence-based instruction for the district and students who need enrichment and remediation due to COVID-19 pandemic. Textbooks for ELA and Early Literacy will be purchased summer of 2022 for the implementation of the new ELA standards for K-12. The district will exhaust all state textbooks funds first and then use ARP ESSER to purchase high-quality textbook materials and supplemental materials for grades K-12 = \$350,000.00. High-quality educational materials and supplies will be used for all students' in-school, virtual, or any extended learning opportunities to include Materials and Supplies for ELA at \$100,000.00 (\$25,000.00 per school); Materials and Supplies for Math at \$80,000.00 (\$20,000.00 per school); Materials and Supplies to support learning loss at \$54,803.00; Materials and Supplies to support transition grades and activities for PreK, K, 7th, 9th, and 11th grades at \$40,000.00 (\$10,000.00 per school). These supplies will be budgeted to support 2021-2024. All materials and supplies will be reflected through each school's Needs Assessment and ACIP.

TOTAL \$624,803.00 - 1100-(400-499)\$584,803.00; 2120-(400-499)\$40,000.00

### Category 6 (Parent & Family Engagement Activities)

Provide the following information for Category 6 (Parent & Family Engagement Activities):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.  
Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

ARP ESSER funds will be used to purchase family handouts and resources for our Open-House and Parent/Family night each year in 2022 and 2023. The resources will include parent-friendly information on ELA, Math, and SEL supports needed to create family learning activities. Partnerships with local community organizations will continue through a shared partnership to reach all families and provide opportunities for engagement to include the rising EL families and students who may be identified as at-risk and their families. These organizations will work collaboratively together to provide resources and services to support family engagement in school and at home at \$70,000.00 (\$35,000.00 per year for all four schools).

TOTAL \$70,000.00 - 2190(300-399)\$70,000.00.

### Category 7 (Other)

Provide the following information for Category 7 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

The district will purchase additional PPE and nursing supplies for 2022-2024 to mitigate COVID-19. These supplies will be provided to each of the four schools based on student numbers and requests from school nurses and administration. These supplies include masks, sanitizers, water stations, disinfecting supplies, HALT, gloves, water cups, alcohol wipes, etc. \$70,000.00 (\$35,000.00 per year).

TOTAL \$70,000.00 -2140-(400-499)\$20,000.00; 3200-(400-499)\$10,000.00; 3400-(400-499)\$40,000.00

### Category 8 (Other)

Provide the following information for Category 8 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

The district will contract through a purchased service to employee 6 paraprofessionals to assist with instructional loss due to the COVID-19 pandemic - 2021-2024.

TOTAL: \$326,000.00 - 1100-(300-399).

### Category 9 (Other)

Provide the following information for Category 9 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NA

### Category 10 (Other)

Provide the following information for Category 10 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NA

### Category 11 (Other)

Provide the following information for Category 11 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NA

### Category 12 (Other)

Provide the following information for Category 12 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)

- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NA

### Administrative Costs

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

\* The LEA is not utilizing grant funds for administrative costs. ▼

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must include all estimated costs, match the administrative costs dollar amount listed above, and include the Function and Object codes associated with the charge.

NA

### Indirect Costs

Indirect Costs represent the expenses of doing business that are not readily identified with the ARP ESSER but are necessary for the general operation of the organization and the conduct of activities it performs. These costs must be reasonable and necessary, and LEAs can use the unrestricted indirect cost rate for calculation.

\* The LEA is utilizing grant funds for indirect costs. ▼

10.00 % - Unrestricted Indirect Cost Rate for LEA      \$627,672.50 Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid      6910-(900-997)

### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

Coffee County American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval  
 Thursday, December 9, 2021 7:03 PM  
 Related Documents

\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	<a href="#">Job Descriptions - ARP ESSER III</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">ARP ESSER Advisory Council Meeting</a>
 	Supporting Documentation #1	<a href="#">Assurances - Categories 1 and 2</a>
 	Supporting Documentation #2	<a href="#">Assurances - Categories 3-8</a>

**Checklist Description** ([Collapse All](#) [Expand All](#))

- 1. Allocations** OK ▼
  - 1. Review the ARP ESSER allocation for the LEA.
- 2. Assurances** OK ▼
  - 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?
- 3. Cover Page & Required Narratives** OK ▼
  - 1. Did the LEA include the name of the Superintendent of Schools?
  - 2. Did the LEA include the contact information for the ARP Point of Contact?
  - 3. Did the LEA answer all the required narratives?
- 4. Budget Grid** OK ▼
  - 1. Did the LEA allocate all ARP ESSER funds on the budget grid?
  - 2. Did the LEA allocate all ARP ESSER funds on the budget details page?
- 5. LEA Reservation to Address Loss of Instructional Time** OK ▼
  - 1. Did the LEA allocate at least 20% of the total ARP ESSER allocation in this section?
  - 2. Do the expenditures in the narratives match the budget grid?
  - 3. Are the expenditures allowable under the ARP?
  - 4. Are the expenditures reasonable, necessary, and allocable?
  - 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?
  - 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
  - 7. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?
- 6. Remaining ARP ESSER Fund Uses** OK ▼
  - 1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section?
  - 2. Do the expenditures in the narratives match the budget grid?
  - 3. Are the expenditures allowable under the ARP?
  - 4. Are the expenditures reasonable, necessary, and allocable?
  - 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category?
  - 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
- 7. Administrative Costs** OK ▼
  - 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs?  
**If the LEA selected yes, then...**
  - 2. Do the expenditures in the narrative match the budget grid?
  - 3. Are the expenditures allowable under the ARP?
  - 4. Are the expenditures reasonable, necessary, and allocable?
  - 5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)?
  - 6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure?
- 8. Indirect Costs** OK ▼
  - 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?

**If the LEA selected yes, then...**

- 2. Did the LEA include the Unrestricted Indirect Cost rate?
- 3. Did the LEA budget less than or equal to the Unrestricted Indirect Cost rate amount?
- 4. Did the LEA include the Function and Object code?
- 5. Does the budgeted amount match the budget grid?



**9. Related Documents**

- 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	466,808.00	51,397.00	0.00	220.00	0.00	0.00		0.00	0.00	518,425.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
<b>Total</b>	<b>466,808.00</b>	<b>51,397.00</b>	<b>0.00</b>	<b>220.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>518,425.00</b>	<b>Total</b>
											<b>Adjusted Allocation</b>
											<b>518,425.00</b>
											<b>Remaining</b>
											<b>0.00</b>

### ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve Allocation, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Comprehensive After-School Programs
3. Other – See Intervention box C for more details.

#### Required Narratives

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve, and how the LEA will address the disproportionate impact of COVID-19 on certain groups of students, including each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

\* The Coffee County School System continues to plan, monitor, and adjust to challenges and barriers created by the COVID-19 pandemic. It is the goal of the District to utilize and maximize ARP ESSER - SR funding to create equal access to participation in activities and eliminate all barriers for all students, teachers, and other program beneficiaries with special needs. The District will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability, or age in the participation of activities. All subgroups will be identified for accountability purposes, and funds will be allocated to ensure all students receive the same opportunities to address any learning loss regardless of their zip code. The District's policies and practices are established to eliminate barriers preventing teachers or students from accessing or participating in these grant funds. The following groups of students will not experience barriers to any program or learning opportunity provided through these funds to include any racial or ethnic group, children from low-income families/Title I Schools, children with disabilities, EL students, gender, migrant students, students experiencing homelessness or youth in foster care. The District will provide an after-school program to provide remediation and enrichment for all students. The District will partner with Coffee County Family Services, 4-H, local mental health officials, EMA agencies, and contracted services to provide as many meaningful learning opportunities as possible through this program. Another program, the district will also continue to offer a high-quality summer reading program for students who show any deficiencies in their grade level. The district will contract with certified retired teachers to provide a high dosage of targeted instruction to account for learning loss due to the pandemic and lack of consistency in schools for face-to-face learning. The Coffee County School System will only use vetted materials and programs approved by the Alabama Department of Education to provide these evidence-based programs and services to students, families, and community partners.

Indicate the data sources the LEA used to identify the students most in need of the program(s) and the extent to which the LEA will evaluate the impact of the program(s).

\* The district will utilize formative assessment data, aimswebPlus, STAR Renaissance, ACAP Summative, ACCESS scores, Pre-ACT and ACT scores, grades, homeless reports, foster-care reports, and school attendance data to determine students in need of any program established through APR ESSER funds. All schools will administer a screener in the areas of reading and math and follow up with a mid-year checkpoint and a summative evaluation in the Spring. The results from these data checkpoints will determine instructional methods and which students need to participate in other programs outside of the school day. Each school will maintain a Building Leadership Team (BLT) to monitor school goals and activities through the school's ACIP. Additionally, each school will also maintain a Problem Solving Team (PST) to address learning loss at the school level. Students identified through these processes will be offered additional support through the community after-school program, summer school programs, or high-dosage tutoring offered to meet the needs of identified students. These teams will communicate frequently with parents at the school level concerning the progress of the students. The district will support the school-level teams through professional development, updates on ARP ESSER, and a fluid process on monitoring student data to show growth and mastery towards proficiency of grade-level standards. The district will meet periodically throughout the year with each school to monitor progress and offer suggestions to improve resources, personnel, and funding. The LEA will evaluate all programs and monitor effectiveness through grades, summative assessments, attendance, and surveys where needed to determine student and community perception of the programs and use of resources.

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage

- 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- 2) students who did not consistently participate in remote instruction when offered during school building closures.

\* 1- The Coffee County School System will identify students who have missed the most in-person learning from the past two years from attendance records, grades, and information from PowerSchool. The district has a plan for screening, progress

monitoring, and allowing additional learning opportunities to address any deficiencies identified through these processes. Any students that were in the "missed most in-person" and scored below average on data sources will be given priority for Tier III interventions along with additional support and program offerings.

2-The district has maintained all records on students who participated in remote learning during school closure. Over 96% of our students remained face-to-face for the school year of 2020-2021. The other 4 % of students participated in an accredited program through Courseware and Calvert learning and thorough documentation on each student was maintained by certified teachers. The district leadership team, the school's leadership team, will identify any student with learning loss and develop a plan of instruction to close any learning loss through the programs offered through the district and ESSER II and ARP ESSER funds. Any student identified as in need will be given top priority and instruction will be through evidence based instructional programs and supports.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	75,871.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	75,871.00
<input checked="" type="checkbox"/> Intervention C (Other) Learning Loss - Certified Interventions for	366,683.00
<b>Total Cost:</b>	<b>518,425.00</b>

### Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00  
 9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00  
 4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00  
 4120 - [300-399] (Mileage for Buses) \$4,650.00

The district will offer a Summer Reading Program for remediation and unfinished learning. A summer reading program will be offered at each school to serve all students identified with consistent deficiencies. The program will run five days a week and will exceed 70 hours of high-quality instruction that focuses on identified deficiencies for summer months 2022-2024. The program will utilize evidence based programs, conduct pre and post assessments, and track all data toward mastery of standards. Transportation will be provided and all consumable materials will be purchased for students to be successful. The program will be evaluated for effectiveness and all monitoring will be submitted to ARI and documents kept on file for each student.

TOTAL: \$75,871.00 - Salaries -1100-(010-199)\$63,000.00/Benefits - 1100-(200-299)\$12,651.00/1100-(400-499)\$220.00

### Intervention B (Comprehensive After-School Programs)

Provide the following information for Intervention B (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

The district will offer a High Quality After School Community Program for students to receive remedial learning opportunities and to address learning loss due to the pandemic. The program will staff a site director, certified teachers, and aides to maintain classroom ratios of 1:18. The program will run daily and align with the school calendar for the year ending September 30, 2024. The after-school program will begin immediately after students are dismissed from school, and students will be able to stay until 5:30 each school day. If students and parents need assistance with homework, a certified teacher or trained aide will offer the services. Attendance and grades will be monitored to address learning gaps due to the pandemic. Specialized software will be available for remediation and enrichment where needed. This program will be offered at all four school-wide Title I Schools.

TOTAL: \$75,871.00 - Salaries-1100-(010-199)\$63,183.00/Benefits -1100-(200-299)\$12,688.00

### Intervention C (Other)

Provide the following information for Intervention C (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

The district will hire certified interventionists and certified teaching staff to teach, implement, monitor, and oversee the intervention programs at each school to address learning loss due to the COVID-19 pandemic to include the K-3 Literacy Summer Camp. These funds will be utilized to provide the program until the end of September 30, 2024. After Tier I/Core instruction occurs, all certified interventionists will work with students experiencing learning loss through small group, targeted and explicit instruction using the high quality, state vetted programs purchased through ESSER II and ARP ESSER funds. The focus will be on Tier II and Tier III supported by PST documentation and teams. SPIRE, Heggerty, and Orton Gillingham strategies will be implemented to ensure evidence based practices are being utilized to close learning loss due to the pandemic and COVID-19. The program will ensure all students receive standards based instruction and progress monitoring occurs. All data requirements will be reported as requested by the State Department of Education. Professional development has been provided to ensure these evidence based programs are implemented properly. The district will provide any follow up PD needed to ensure successful implementation of the K-3 Summer Literacy Camp and all interventions. The program will meet all state and ARI requirements as presented by the Literacy Task Force, Grade Level Committee, ARI, and the Alabama Literacy Law.

TOTAL: \$366,683.00 - Salaries -1100-(010-199)\$340,625.00/Benefits -1100-(200-299)\$26,058.00.

### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

Related Documents		
Type	Document	
	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	 
	"Other" Intervention Evidence-based Documentation	 
	Supporting Documentation # 1	 
	ARP ESSFR III - State Reserve - Advisory Council Meeting	 
	Assurances - Interventions A-E	 

\* = Required

Coffee County American Rescue Plan (ARP) ESSFR 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval  
 Thursday, December 9, 2021 7:03 PM  
 Related Documents

**Checklist Description** ([Collapse All](#) [Expand All](#))

- 1. Allocations** OK ▼
  - 1. Review the ARP ESSER State Reserve allocation for the LEA.
- 2. Required Narratives** OK ▼
  - 1. Did the LEA answer all the required narratives?
- 3. Budget Grid** OK ▼
  - 1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid?
  - 2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page?
- 4. ARP ESSER State Reserve Allocation** OK ▼
  - 1. Do the expenditures in the narratives match the budget grid?
  - 2. Are the expenditures allowable under the ARP?
  - 3. Are the expenditures reasonable, necessary, and allocable?
  - 4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?
  - 5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
  - 6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?
- 5. Related Documents** Not Applicable ▼
  - 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?