Phenix City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Specialist Returned Not Approved
Tuesday, December 14, 2021 11:48 AM
Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	22,373,592.00	1,331,922.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	22,373,592.00	1,331,922.00
Adjusted Allocation	22,373,592.00	1,331,922.00
Budgeted	22,373,592.00	1,331,922.00

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.

Grant	Substantially Approved Date
ARP ESSER	11/29/2021
ARP ESSER State Reserve	11/29/2021

	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)	5,041,374.00	1,681,178.00	105,000.00	5,617,182.00	0.00	2,100.00		0.00	0.00	12,446,834.00	Instruction (1100)
Attendance Services (2110)	50,595.00	29,411.00	0.00	0.00		0.00		0.00	0.00	80,006.00	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)	665,743.00	224,586.00	0.00	0.00		0.00		0.00	0.00	890,329.00	Health Services (2140)
Social Services (2150)	423,485.00	143,062.00	0.00	0.00		0.00		0.00	0.00	566,547.00	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	580,310.00	172,829.00	0.00	0.00		0.00	0.00	753,139.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	304,896.00	90,327.00	0.00	0.00	0.00	0.00		0.00	0.00	395,223.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	255,600.00	51,577.00	30,460.00	0.00	0.00	0.00		0.00	0.00	337,637.00	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	572,801.00	0.00		0.00	0.00	572,801.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	249,528.00	50,354.00	0.00	0.00	0.00	0.00		0.00	0.00	299,882.00	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	107,520.00	15,969.00	1,897,743.00	1,208,600.00	0.00	0.00		0.00	0.00	3,229,832.00	Operations and Maintenance

(3200-3900)										(3200-3900)
Student Transportation (4100-4199)	147,648.00	24,068.00	73,931.00	0.00	0.00	0.00		0.00	0.00	245,647.00	**Student Transportation (4100-4199)**
Food Services (4200-4299)										0.00	**Food Services (4200-4299)**
General Administrative (6000-6999)	340,605.00	88,479.00	192,000.00	0.00	0.00	0.00	412,550.00	0.00	0.00	1,033,634.00	**General Administrative (6000-6999)**
Capital Outlay - Real Property (7000-7999)				1,321,760.00						1,321,760.00	**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)	133,400.00	26,921.00	0.00	0.00	0.00	0.00		0.00	0.00	160,321.00	**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)**
Total	7,720,394.00	2,425,932.00	2,879,444.00	7,038,611.00	1,894,561.00	2,100.00	412,550.00	0.00	0.00	22,373,592.00	**Total**

	Adjusted Allocation	22,373,592.00
	Remaining	0.00

Cover Page & Required Narratives

Superintendent of Schools	
Name	* William R. Wilkes

ARP ESSER Point of Contact	
Name	* William R. Wilkes
Role	* Superintendent
Phone	* 334-520-4847
Ext	NA

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?
*
- PCS will implement the following prevention and mitigation strategies to continuously and safely provide in-person instruction. PCS will: require home screening informatiom, conduct daily check every person's temperature via thermal scanning devices, socially distance persons to the greatest extent possible, educate students and stakeholders on the required aspects of the Safe Return to In-Person Learning Plan (i.e. proper mask-wearing, hand sanitation practices, and respiratory etiquette), place signage in conspicuous places, communicate expectations, protocols, procedures, and use of ARP funds to the community, provide water bottle filling station, place germicidal lamps on the interior of HVAC units, provide flow of fresh outside air by replacing non-functioning windows, purchase hand sanitizer and other such supplies, provide cleaning services for classroom floors, systematically clean and sanitize facilities, hold large gatherings outdoors, disallow guests on campuses during the school day, provide vaccination and testing clinics (if allowed/provided with the necessary resources), provide students and parents with learning opportunities regarding remote learning, provide principals and other school leaders with the resources necessary to address the needs of their individual school and to ensure the safety and well-being of students, PCS wishes to implement the IdentAKid software program, c ommunicate to stakeholders relevant information to support informed decisions making regarding system activities, improve fresh air quality replacing poor HVAC systems with new energy-efficient HVAC systems of which each shall contain germicidal lamps and renovating windows that no longer open.

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?
*
PCS will ensure that strategies, practices, and concepts are derived from or informed by objective evidence to which are purported by educational research or metrics of school, teacher, and student performance are implemented. The aforementioned 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.

Phenix City Schools requests the use of ESSER 3 funds to ensure the offering of summer academic learning recovery for fiscal years 2023 and 2024. PCS will continue to utilize and modify the model Learning Recovery Plan developed in May 2021. Approved use of ESSER 2 funds for SOAR is as follows: SOAR Academy Budget as provided to the ALSDE and SOAR Academy Personnel. All SOAR personnel are PCBOE employees and are working "off contract" hours. FTEs are not applicable.

Students will be afforded opportunities to participate in the system's Summer Fine Arts Academies

Additional personnel will be added and the lead EL teacher's contract shall be extended one month to ensure the continuance of summer services.

PCS affords arts classes at every grade level. Due to scheduling difficulties in grades 6-8, students are limited to band offerings. ESSER 3 funds will be used to extend fine arts offerings to these students after hours. PCS will also provide before and after-school tutoring for students who are referred by the multi-tier systems of support team and/or who are in need. In accordance with the ALSDE PowerPoint regarding Engagement of the Whole Child, PCS will provide after-school fine arts

offerings via piano and guitar labs as noted in the ALSDE PowerPoint regarding Engagement of the Whole Child. Stipends for the instructor are included in the ESSER 3 budget. PCS will purchase art supplies (easels included) for the arts programs, purchase rock walls for three Title I schools, purchase a special needs playground at two schools for multi-disabled students, purchase soccer and lacrosse equipment for all elementary schools, purchase equipment for the girls' football program, purchase PE equipment (i.e. mats), purchase equipment for elementary intramural sports.

During the regular school day transitional teachers will be employed. It is estimated that 60-75 kindergarten-age students did not report to school last year. Of those who did report, 60 students were virtual. Eight transitional teachers have been secured to assist with the transition between kindergarten and grade 1.

Core subject area teachers will be employed in order to maintain the operation of and continuity of services in local educational agencies and are a continuation of employment of existing staff.

Two emotional and behavior disorder (EBD) teaching units and two supporting paraprofessionals have been added to the ESSER 2 budget. The use of ESSER 3 funds will ensure that the needs of these exceptional students continue to be met.

PCS has not employed a full-time art teacher in 10 years. ESSER 3 funds will be used to employ 2 elementary music teachers and 2 visual arts teachers.

PCS affords STEM offerings at every grade level K4-12. The STEM Coordinator will grant oversight to all efforts and ensure vertical alignment of the system's one-of-a-kind curriculum. Please see pages 36 and 38 of the ALSDE document in support of STEM activities.

Phenix City Schools wishes to employ a Director of Curriculum to fulfill the responsibilities as declared in its job description. PCS considers this position necessary to maintain the operation of and continuity of services in local educational agencies and are a continuation of employment of existing staff.

Phenix City Schools wishes to employ instructional coaches at the high school and Freshman Academy. These employments are necessary to maintain the operation of and continuity of services in local educational agencies and are a continuation of employment of existing staff.

PCS wishes to employ a counselor to serve students in grades 8 and 9. All school counselors will be provided with funds to support student and Covid-related matters (i.e. anxiety management, information giving, culturally response services).

PCS will employ one network administrator and technician for the purpose of planning for, coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

PCS wishes to employ said persons to provide mental health services and support.

PCS wishes to continue to contract with This Works (item 5) as approved in the ESSER 2 application through fiscal years 2022, 2023, and 2024.

PCS is desirous to employ two student apprentices in the following capacities: HVAC Repair, Technology (Imaging and Repair), Transportation (Shop Assistant), Digital Media Assistant Career and Technical Education (CTE).

PCS has budgeted for activities as authorized by the Carl D. Perkins Career and Technical Education Act of 2006. Specific CTE academy requests are relative to the following pathways: Welding, Automotive, Culinary Arts, Health Occupations, Engineering, Television Productions, Mechatronics, Business

Each summer, PCS will revise its math, English Language Arts, science, and social science pacing guide utilizing a team of teachers from across the system. ESSER 3 funds will be used to pay stipends.

Please see the narrative as uploaded for the remaineder of the response.

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.

*
- In every aspect of the use of ESSER 3 funds and the implementation of any and all related activities, PCS ensures that no person shall be denied access on the basis of gender, race, color, national origin, disability, and age. Examples of how PCS will implement measures to eliminate barriers are as follows.
    - A majority of PCS students are from low socioeconomic families, with over 70% available for Free/Reduced Lunch Program. As a result, PCS will use grant funds to purchase chromebooks for all students and teachers (remote learning). Students who participate in supplemental programs and all other students in the district will have equal access to these resources. In addition, all teachers will have access to professional development, including those who serve at-risk students.

- PSC will use ESSER 3 funds to purchase devices and other related items to support the upgrade to our technology and internet needs. Due to our number of low-income students/families, many students do not have the ability to use digital devices on their own. The district is committed to offering a technology rich educational experience for all of our students. These funds will also be used to provide professional development opportunities to our teachers, which they would not otherwise have. PCS will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

- PCS will use ESSER 3 funds to purchase computers and laptops as part of our school-wide technology upgrade. Due to a large number of our students in the district being from low socioeconomic families, the district will use grant funds to integrate technology in all classrooms. All students in the district will have equal access to these resources. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

- PCS will provide before, after, and summer services to students who are academically at-risk. All services shall be communicated with students and parents via various media. All communication shall be in the household's native language.

- Instructional materials for the classroom will be made available on audio tape for students hard of hearing/deaf or in braille for students who are blind.

PCS will use ESSER 3 funds to strengthen its district-wide STEM initiative. Because PCS knows that STEM-related classes tend to disproportionately attract boys, PCS is implementing outreach strategies to encourage more girls to participate in our STEM initiative.

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?
*

- Maintain Records

- An electronic and paper filing system will be created to ensure fidelity of records.

- PCS will use current purchasing, invoicing and procurement policies as contained in the system's Accounting Manual.

- Monitor of Allocation

  - Consistent with existing PCS procedures and policy, monthly reviews of ESSER 3 financials will occur via the CSFO and Superintendent.

- Interim Audits

  - Consistent with existing PCS procedure, the accounting coordinator and such personnel will conduct monthly audits.

  - A record of all purchases will be maintained in Destiny.

- Ensure Appropriate Allocation of Funds

  - Each activity was originally placed in a spreadsheet and linked to ALSDE documents that support the use of funds.

  - A running balance of expenditures shall be maintained electronically and within the filing system.

- Collect and Manage Data

  - eROI via Glimpse K12 will assist PCS in maintaining data relevant to the success of implementation, especially regarding learning recovery. In the least, PCS plans to measure the education return on investment via quarterly data reviews pertinent to the following categories.

    - Preschool students' math and reading data versus non-preschool students

    - Transitional students' math and reading data (for the school year 2020-2021, those who did not attend kindergarten at all versus those who were virtual versus those who participated in in-person instruction.

    - MTSS student progress (K-12) will also be monitored using K12 Glimpse.

    - Benchmark assessment data (K-12) in math, reading, and science will be reviewed and plans implemented based on the results.

- Report to Community

  - PCS will communicate with stakeholders the use and maintenance of fund use via the platforms previously described.

- PCS's annual audit will be conducted and reported in a public Board Meeting.

How will the LEA meaningfully engage with families and communities throughout the life of the ARP ESSER and other relief funds?
*
- Collaboration/Engagement with Stakeholders
  - Superintendent Town Halls
    - Two town halls will be conducted this fall to disseminate information as noted in the ten scripts below.
  - Civic Presentations
    - Leadership will disseminate efforts for the life of ESSER 3 funds.
  - Superintendent's Parent Advisory Committee (PAC)
    - The Superintendent's PAC has been instrumental in the design of the Return to In-Person Learning Plan and will remain in constant collaboration with leadership throughout the Superintendent's tenure.
- Please see the narrative as uploaded for the remainder of the response.

Provide the URL for the LEA Return-to-Instruction Plan.
* https://drive.google.com/file/d/13BOPHNB6XjIe0MZUojhHHOSH2DdITGRW/view
https://www.youtube.com/watch?v=qOdKz4-fWXo
https://www.youtube.com/watch?v=qOdKz4-fWXo

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
☑ Intervention A (Summer Learning & Summer Enrichment Programs)	2,321,417.00
☐ Intervention B (Extended Day Programs)	0.00
☑ Intervention C (Comprehensive After-School Programs)	134,361.00
☑ Intervention D (Extended School Year Programs)	33,650.00
☑ Intervention E (Other) educational technology (including hardwa	3,338,613.00
Total Cost:	5,828,041.00

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

- Phenix City Schools proposes using ESSER 3 funds to fund its SOAR Academies during the summer of 2022 and 2024. Soar Academies were approved for use of ESSER 2 funds for the summer of 2022 and 2023. The camp will run for four weeks for four days a week. Subjects to be covered are

    - Grades K-3: Reading

    - Grades 4-5: Reading and Math

    - Grades 6-12: Any Core Subjects

        - PCS will purchase ELA & Math manipulatives to help improve student achievement.

- Please visit these links for more information regarding the SOAR Academies.

    - PCS's Learning Recovery Plan - SOAR Academy

    - SOAR Academy ALSDE Additional Response

    - SOAR Deadlines

    - SOAR FAQs

    - SOAR Academy Stakeholder Inventory

    - SOAR Academy K-3 Companion Document

    - There are not FTE(s) allotted to this intervention as all are employees working outside of contract hours.

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)

PCS will not offer an extended day program using this source of funds.

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)

- PCS' Comprehensive After School System (CASS) offers academic, social, and emotional enhancement for students in grades 8-12. Through these programs, students receive educational assistance, learn leadership skills, form meaningful connections with adults, and develop competencies they need to make a successful transition for youth to adulthood. CASS utilizes after-school and summer hours when students are often without parental supervision to develop the student's social, emotional and academic capabilities. The goal CASS to serve the needs of families while addressing the special interests and concerns of their children. PCS' staff will work daily to provide a quality program designed to promote academic success. CASS daily activities may include but are not limited to academic assistance in reading, language arts, mathematics, science, social science, and elective offerings. CASS' operational hours cater to working families who need a safe space for their children to be during crucial after school hours.

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)

Please see the plan in related docuements as the characters are limited.

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).

Please see the plan in related documents as the characters are limited.

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
☑ Category 1 (Personnel)	5,475,364.00
☑ Category 2 (Technology & Online Subscriptions)	4,017,099.00
☑ Category 3 (Facility Improvements)	4,328,003.00
☑ Category 4 (Professional Development)	307,177.00
☑ Category 5 (Curriculum Materials & Assessments)	605,560.00
☑ Category 6 (Parent & Family Engagement Activities)	192,000.00
☑ Category 7 (Other) Career and Technical	625,844.00
☑ Category 8 (Other) STEM, Cybersecurity and Computer Scien	353,354.00
☑ Category 9 (Other) Mitigation/Sanitary Supplies	228,600.00
☐ Category 10 (Other)	0.00
☐ Category 11 (Other)	0.00
☐ Category 12 (Other)	0.00
☐ Administrative Costs (must be reasonable and necessary)	0.00
☑ Indirect Costs (maximum amount is the unrestricted rate)	412,550.00
Total Cost:	16,545,551.00

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

Please see the plan in related docuements as the characters are limited.

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

Please see the plan in related docuements as the characters are limited.

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

Please see the plan in related docuements as the characters are limited.

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

Please see the plan in related docuements as the characters are limited.

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

Please see the plan in related docuements as the characters are limited.

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

Please see the plan in related docuements as the characters are limited.

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)

Please see the plan in related docuements as the characters are limited.

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)

Please see the plan in related docuements as the characters are limited.

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)

Please see the plan in related docuements as the characters are limited.

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)

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)

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)

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.

There are no administrative costs associated.

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. ▼ |

| 4.00 | % - Unrestricted Indirect Cost Rate for LEA | | $894,943.68 | Maximum Indirect Cost amount for the ARP ESSER Fund |

| Function/Object Code used on the Budget Grid | | 6910/910 |

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

Expand All Collapse All

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

* = Required

	Related Documents	
	Type	**Document**
🗑 ✏	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	[ESSER 3 ARP Job Descriptions](#)
🗑 ✏	"Other" Intervention Evidence-based Documentation	[Evidence Based Documentation](#)
🗑 ✏	Supporting Documentation #1	[Phenix City Schools Revised Narrative](#)
🗑 ✏	Supporting Documentation #2	

Phenix City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Specialist Returned Not Approved
Tuesday, December 14, 2021 11:48 AM
ARP ESSER Checklist

Checklist Description (Collapse All   Expand All)

▬ 1. Allocations   `Needs ALSDE Review ▾`

   1. Review the ARP ESSER allocation for the LEA.

▬ 2. Assurances   `Needs ALSDE Review ▾`

   1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance
Confirmation Page?

▬ 3. Cover Page & Required Narratives   `Needs ALSDE Review ▾`

   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   `Needs ALSDE Review ▾`

   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   `Needs ALSDE Review ▾`

   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   `Needs ALSDE Review ▾`

   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   `Needs ALSDE Review ▾`

   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   `Needs ALSDE Review ▾`

   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   `Needs ALSDE Review ▼`

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)	887,642.00	179,122.00	0.00	0.00	0.00	0.00		0.00	0.00	1,066,764.00	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)	64,512.00	13,019.00	0.00	0.00		0.00		0.00	0.00	77,531.00	Health Services (2140)
Social Services (2150)	12,096.00	2,441.00	0.00	0.00		0.00		0.00	0.00	14,537.00	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	12,096.00	2,441.00	0.00	0.00	0.00	0.00		0.00	0.00	14,537.00	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)	71,808.00	14,491.00	0.00	0.00	0.00	0.00		0.00	0.00	86,299.00	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	27,648.00	5,580.00	0.00	0.00	0.00	0.00		0.00	0.00	33,228.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	26,496.00	5,346.00	7,184.00	0.00	0.00	0.00		0.00	0.00	39,026.00	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)
Total	1,102,298.00	222,440.00	7,184.00	0.00	0.00	0.00	0.00	0.00	0.00	1,331,922.00	Total

	Adjusted Allocation	1,331,922.00
	Remaining	0.00

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.

*

1. A description of the evidence-based program to be implemented is noted below.

    1. Phenix City Schools will utilize evidence-based reading and math programs during the regular school year, the afterschool programs, and the summer learning recovery academies and enrichment programs.

    2. All reading and math programs have been vetted per the link.

2. Phenix City Schools will address the disproportionate impact of COVID-19 by selecting and encouraging student participation in every available learning recovery opportunity (i.e., summer academies/enrichment programs, before and after school, multi-tiered systems of support services). Moreover, the system will:

    1. Collect, analyze, and select students based on the following data:

        1. ACAP Summative results

        2. Benchmark test results (as aligned to pacing guides and given at the end of the nine weeks)

        3. Progress monitoring completed in the fall, winter, and spring

            1. iReady

            2. iStation

    2. Additional consideration will be given to the following:

        1. Poverty status

        2. English Learners

        3. Homeless students

        4. Migrant students

        5. Students in foster care

    3. Using various tools, including GlimpseK12, the system will determine the educational rate of return on investment through data collection that focuses on but is not limited to the following.

        1. Students who were virtual as opposed to in-person during the 2021-2022 school year

        2. Students who received preschool services as opposed to those who did not

        3. Students who are receiving Tier 3 instruction and/or receiving services from a specialized reading intervention person

        4. Students who are participating in summer SOAR academies and summer enrichment activities

5. Students who are utilizing programs such as iReady and or iStation.

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).

*

Phenix City Schoools will:

1. Collect, analyze, and select students based on the following data:

   1. ACAP Summative results

   2. Benchmark test results (as aligned to pacing guides and given at the end of the nine weeks)

   3. Progress monitoring completed in the fall, winter, and spring

      1. iReady

      2. iStation

2. Additional consideration will be given to the following:

   1. Poverty status

   2. English Learners

   3. Homeless students

   4. Migrant students

   5. Students in foster care

3. Using various tools, including GlimpseK12, the system will determine the educational rate of return on investment through data collection that focuses on but is not limited to the following.

   1. Students who were virtual as opposed to in-person during the 2021-2022 school year

   2. Students who received preschool services as opposed to those who did not

   3. Students who are receiving Tier 3 instruction and/or receiving services from a specialized reading intervention person

   4. Students who are participating in summer SOAR academies and summer enrichment activities

   5. Students who are utilizing programs such as iReady and or iStation

---

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. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years will be monitored as follows.

   1. The system will monitor student progress as described previously.

   2. The system will monitor student attendance. Truancy officers have been employed using ESSER 3 funds to monitor this data and will use various strategies to prevent chronic absenteeism, including but not limited to home visits.

   3. The system will address any mental health needs utilizing system-employed (ESSER funded) social workers. Wholistically, the system will bring awareness and support the mental health needs of students using Suite 360 and Habitudes (ESSER funded).

   4. Learning recovery and mental well-being will be supported through other system efforts (ESSER funded) such as its fine arts program, physical education activities, STEM activities, and CTE programs.

2. Students who did not consistently participate in remote instruction when offered during school building closures.

   1. Ninety-five percent of Phenix City Schools had wireless internet access. The system had previously implemented a 1:1 initiative before the on-set of COVID. The transition to remote was seamless.

   2. As valid with in-person instruction, not all participate as they should. These students will be identified given the measure above and afforded every learning recovery opportunity available.

Budget Amount & Details for Interventions	Amount
☑ Intervention A (Summer Learning & Summer Enrichment Programs)	954,286.00
☑ Intervention B (Comprehensive After-School Programs)	188,818.00
☑ Intervention C (Other) Summer Enrichment Programs	188,818.00
Total Cost:	1,331,922.00

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

- Please see the narrative in Related Documents for budget and other needed information.

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)

- PCS will provide before and after-school tutoring for students referred by the multi-tier systems support team and who are in need.

    - Data sources are noted above.

    - These programs will complement the regular school day by providing academic support and enrichment activities consistent with a well-rounded education. Students may explore interests and careers within these programs, develop skills, enhance social and emotional competencies, participate in physical exercise and arts programs, and learn about healthy behaviors.

        - Moreover, in these programs, students may receive tutoring in academic content areas and help with homework. Although the program may include other activities, such as recreation and enrichment, most of the time is spent on educational activities.

- PCS affords arts classes at every grade level. Due to scheduling difficulties in grades 6-8, students are limited to band offerings. ESSER 3 funds will be used to extend fine arts offerings to these students and others after hours.

- Number of employees and FTE(s) (if applicable)

    - This is not applicable as all receiving payment will be current employees who are off-contract after-hours.

    - Please see the narrative in Related Documents for budget and other needed information.

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).

- Please see the narrative in Related Documents for budget and other needed information.

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

Expand All Collapse All

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

* = Required

Related Documents		
	Type	**Document**
🗑 ✎	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	SOAR Job Descriptions
🗑 ✎	"Other" Intervention Evidence-based Documentation	
🗑 ✎	Supporting Documentation #1	Phenix City Schools ESSER 3 ARP State Reserve as sent to ALSDE
🗑 ✎	Supporting Documentation #2	

Checklist Description (Collapse All Expand All)

1. Allocations

Needs ALSDE Review ▼

1. Review the ARP ESSER State Reserve allocation for the LEA.

2. Required Narratives

Needs ALSDE Review ▼

1. Did the LEA answer all the required narratives?

3. Budget Grid

Needs ALSDE Review ▼

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

Needs ALSDE Review ▼

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

Needs ALSDE Review ▼

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