Tuscaloosa City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
Tuesday, December 14, 2021 12:21 PM
Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	28,127,285.00	1,967,036.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	28,127,285.00	1,967,036.00
Adjusted Allocation	28,127,285.00	1,967,036.00
Budgeted	28,127,285.00	1,967,036.00

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.

Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	9/7/2021
ARP ESSER State Reserve	9/7/2021

	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)	6,352,268.80	1,588,067.20	1,882,800.00	3,624,807.40	0.00	0.00		0.00	0.00	13,447,943.40	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)	214,562.40	53,640.60	0.00	0.00		0.00		0.00	0.00	268,203.00	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)	1,520,000.00	380,000.00	0.00	33,000.00		0.00		0.00	0.00	1,933,000.00	Health Services (2140)
Social Services (2150)	521,003.20	130,250.80	0.00	80,000.00		0.00		0.00	0.00	731,254.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	72,000.00	18,000.00	0.00	0.00	0.00	0.00		0.00	0.00	90,000.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	120,000.00	30,000.00	0.00	0.00	0.00	0.00		0.00	0.00	150,000.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	350,000.80	87,500.20	0.00	45,000.00	0.00	9,000.00		0.00	0.00	491,501.00	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)	594,000.00	148,500.00	1,747,252.00	200,000.00	0.00	500,000.00		0.00	0.00	3,189,752.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	374,999.00	0.00	0.00		0.00	0.00	374,999.00	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)	735,000.00	183,750.00	0.00	0.00	0.00	0.00		0.00	0.00	918,750.00	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

Category	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Category
(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	659,233.00	0.00	0.00	659,233.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					0.00					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)	3,800,125.60	950,031.40	70,000.00	1,052,492.60	0.00	0.00		0.00	0.00	5,872,649.60	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	14,278,960.80	3,569,740.20	3,700,052.00	5,410,299.00	0.00	509,000.00	659,233.00	0.00	0.00	28,127,285.00	Total

Adjusted Allocation	28,127,285.00
Remaining	0.00

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ARP ESSER - Application Details

Cover Page & Required Narratives

Superintendent of Schools

Name	* Mike Daria, Ed.D.

ARP ESSER Point of Contact

Name	* James Darin Pope, Ed.D.
Role	* Deputy Superintendent
Phone	* 205-759-3530
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?

*

We know that students achieve more when they are engaged in face-to-face learning. Our goal is to ensure all students remain in school. Our number one goal is to ensure our students are safe and healthy. TCS will implement the following plan:

Stay Safe and Healthy

In Tuscaloosa City Schools

Human Behavior and Procedures

- Enter the building at the main entrance, with no families or non essential visitors entering. For example: students enter the building at only 1-2 sites and egress from other exits to keep traffic moving in a single direction.

- When possible, maintain three to six feet of separation between students and staff in all areas of the schools. Monitor traffic hallway pattern while maintaining three to six feet of separation as students/staff transition throughout the building.

- Continue to reinforce Hand Hygiene and Respiratory Etiquette- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students.

- Follow ADPH guidelines on face coverings. Staff and students should use face coverings in the classroom and when leaving the classroom and entering general areas. Students wear face coverings according to TCS guidelines.

- Encourage staff and students to cough and sneeze into their elbows or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

- Monitor the number of student interns, volunteers, and other visitors in the building.

- School busing operations proceed normally unless otherwise indicated; handrails should be disinfected often. Students should face forward and not lean across seats. School buses will be cleaned at the end of each day.

- Continue to sanitize frequently touched areas. It is strongly suggested that student desks should be wiped down with either an EPA-approved disinfectant or dilute bleach solution at the beginning and end of every day.

- Continue to disinfect between uses of communal spaces and/or close smaller areas., to minimize the risk of any airborne particles.

- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.

- Limit sharing of personal items and supplies such as writing utensils. Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use

- Where possible, health services work with local agencies to provide or connect employees and students with COVID-19 testing and tracing.

Scheduling Procedures

- Create schedules that allow for frequent hand-washings for staff and students.

- Schedule times for sanitizing and disinfecting classrooms, bathrooms, and common areas. It is strongly recommended that frequently touched surfaces including lights, doors, benches, bathrooms, etc., should undergo cleaning with either an EPA-approved disinfectant or dilute bleach solution (? cup bleach in 1 gallon of water) at least twice daily.

Physical Organization and Procedures

- Provide Signs and Messages- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing face covering.

- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems. Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts.

- Utilize sanitizing stations that are placed throughout the school and in classrooms. Systematically and frequently check and refill hand sanitizers.

- Where feasible, install physical barriers in reception areas and works spaces where the environment cannot accommodate social distancing.

- Classroom arrangement- Where possible, arrange classrooms in a way that ensures students are appropriately "distanced" For example: desks separated, skipping seats, smaller groupings for centers, desks all facing the same direction, etc.

- Disinfect classrooms and commonly touched surfaces daily-and possibly throughout the day.

- Disinfect between uses of communal spaces (libraries) and/or close smaller areas, if possible, for 24 hours before cleaning to minimize the risk of any airborne particles. Libraries, computer labs, arts, and other hands-on classrooms should undergo standard cleaning procedures per normal operating status.

- School campuses should undergo cleaning on a daily basis

- Sanitize playground equipment between uses. It is strongly suggested that playground equipment and athletic equipment can be cleaned with either an EPA-approved disinfectant or dilute bleach solution daily or more often if practical.

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?

* TCS has identified the need for the students' academic learning loss and will provide direct intervention efforts to address the specific gaps of learning. TCS will hire additional interventionists in grades K-12. The Interventionist is responsible for supporting student achievement in the area of reading and math to students who were disproportionately impacted by COVID-19.The Interventionist will provide individual or small group instruction to students who are struggling academically using a research based program or strategies. This position is also responsible for monitoring, reporting, and communicating student progress and performance. TCS will continue to support and use 8 district math coaches to support classroom teachers and administration to improve student achievement for all students in grades K-8 in the area of mathematics. TCS will continue to fund and use Math Solutions math coaches and professional development to improve teaching practices and deepen content knowledge for teachers who teach highschool math courses. Two elementary schools and one middle school will hire an Instructional coach to serve 4th and 5th grade teachers. All K-8 teachers in the TCS will be trained and a calming kit will be provided to all classrooms to ensure social-emotional regulation tools are provided for students who need emotional and behavioral support. This will reduce the amount of time students are out of classroom time which will reduce the number of disciplinary referrals. Due to a large number of ESL students needing services from ESL social workers, an additional ESL worker will help reduce the number of students each current ESL social worker serves.TCS will purchase "Moving Minds Active Classroom" to provide resources to better equip educators to implement brain breaks to improve engagement, mental processing, and student achievement. Since many students do not have a means of transportation after school, bus transportation will be provided for after-school programs and tutoring to ensure ALL students are connected to activities outside of normal school hours. TCS will hire two additional curriculum specialists to support the implementation of IEPs and support with SPE services. Four additional self-contained teachers will be hired for 4 elementary schools with large PreK-5th grade units as well as instructional difficulties. A sensory room/area will be added to every TCS school to provide adaptive behavior support for students who require sensory integration. TCS will hire two additional speech language pathologists to provide additional support for students receiving speech and language services. TCS will hire one additional school

psychometrist/psychologist to provide additional support for assessing and determining eligibility for receiving specific services.

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.

*
TCS will utilize an Equity Officer for the purpose/s of directing, planning, and coordinating equitable services that support closing the opportunity gap. Since many students do not have a means of transportation after school, bus transportation will be provided for after-school programs and tutoring to ensure ALL students are connected to activities outside of normal school hours. TCS will provide HOSA Translation Services to support students with limited English proficiency during Health Science Internships (HOSA) at DCH and other health care facilities. TCS will hire a community HUB coordinator. This community hub will serve students, families, and the community by providing resources that will integrate student supports, expanded and enriched learning opportunities, collaborative leadership, and family and community engagement. TCS will hire additional intervention teachers to address academic learning loss and will provide direct intervention efforts to address the specific gaps of learning for all students.

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 federal programs bookkeeper and the deputy superintendent will review and monitor the allocations on a monthly basis. The allocation will be monitored through the LEA's accounting personnel. The internal auditor will review all expenditures and report any findings for corrections to be made. The chief school financial officer will oversee any purchases and other expenditures according to the school finance laws. The federal programs bookkeeper manages/utilizes McAleer to enter federal budgets, POs, invoices, and items related to any federal funding. The CSFO will make quarterly reports about the allocations during the budget hearings and during board meetings on all allocations.

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

*
Family engagement is a priority within TCS. Families are active participants in the life

of the school, and feel welcomed, valued, and connected to each other, to school staff, and

to what students are learning and doing in class. TCS will implement the following plan:

CRITICAL INITIATIVE: FAMILY AND COMMUNITY ENGAGEMENT

Tuscaloosa City Schools (TCS) will partner with families and the community to create an atmosphere of mutual trust and respect, ensure effective communication, and enhanced engagement with families.

INTENDED OUTCOMES

Positive student outcomes including improved student achievement, decreased disciplinary issues, improved family-teacher and teacher-student relationships, and improved school environment.

KEY MEASURES

COGNIA Stakeholder Feedback Surveys

K12Insight Parent Surveys

DEFINITION

Tuscaloosa City Schools partners with all families to build and support student success in

and out of the classroom.

CALL TO ACTION

Tuscaloosa City Schools family engagement reflects equitable, inclusive relationships based in understanding of the community, is service-oriented to welcome and support students and their families, and which promotes a culture of student success.

The Parent Teachers Association (PTA) National Standards for Family-School Partnerships offers a framework for how families, schools, and communities should work together to support student success. Using this framework as the structure to craft the action plan for our critical initiative will ensure we are aligning our work and developing and strengthening our practices that support those partnerships. The PTA's process for building successful partnerships starts with the National Standards for Family-School Partnerships and consists of three steps:

- Raising awareness about the power of family and community engagement.

- Taking action to cultivate engagement through specific programs and practices.

- Celebrating success as your school sees increased engagement and its impact.

STANDARD 1: WELCOMING ALL FAMILIES

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

STANDARD 2: COMMUNICATING EFFECTIVELY

Families and school staff engage in regular, two-way, meaningful communication about student learning.

STANDARD 3: SUPPORTING STUDENT SUCCESS

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

STANDARD 4: SPEAKING UP FOR EVERY CHILD

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

STANDARD 5: SHARING POWER

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

STANDARD: 6: COLLABORATING WITH COMMUNITY

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

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

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)	2,625,457.00
☐ Intervention B (Extended Day Programs)	0.00
☑ Intervention C (Comprehensive After-School Programs)	2,000,000.00

☐	Intervention D (Extended School Year Programs)	0.00
☑	Intervention E (Other) Intervention Teachers and Tutors	1,000,000.00
	Total Cost:	5,625,457.00

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

ARP ESSER funds will be used to host a Summer Learning Academy (SLA) during the Summer of 2022, 2023, and 2024. SLA will run for four weeks for five days a week. Math and Reading will be taught explicitly while other content areas will be integrated in. Students will also participate in enrichment and STEM activities. We will use S.P.I.R.E., Edgenuity, and enVision Math as our primary instructional resources. We will also purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, chart paper, etc. to effectively run the program. We will purchase ELA & Math manipulatives to help students make connections to the concepts and improve student understanding and achievement. In recent years, TCS has expanded its summer offerings to serve the needs of students who may not have qualified for traditional summer school but still needed extra support with academics (specifically reading and math). TCS ensures the Summer Learning Academy is affordable for all students. TCS will hire 113 employees district -wide for the comprehensive after-school program to serve the students to address academic learning loss. No FTE units will be hired. Total cost: $2,625,457.00

9130 - [010-199] (Salaries) $1,300,365.60 | 9130 - [200-299] (Benefits) $325,091.40

9130 -[400-499] Materials and Supplies $1,000,000.00

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)

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)

TCS will offer comprehensive after-school programs as a way to support students who are often underserved. Regular participation in afterschool programs will help narrow the achievement gap between high- and low-income students in reading and math, improve academic and behavioral outcomes, and reduce school absences. Additional services, programs, and activities, focusing on subjects like STEM, physical fitness and wellness, drug and violence prevention, nutrition and health

education, service learning, youth development, social emotional learning and arts and music; will also be provided. All barriers will be removed to make sure that all families who want after-school services for their children have access to these programs. TCS will hire 113 employees district -wide for the comprehensive after-school program to serve the students to address academic learning loss. No FTE units will be hired. Total cost: $2,000,000.00

9130 - [010-199] (Salaries) $1,600,000.00 | 9130 - [200-299] (Benefits) $400,000.00

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)

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).

TCS believes that research based programs taught by highly skilled teachers, is the way to close the achievement gaps of our most vulnerable students. ARP ESSER funds will be used to hire interventionists to teach Tier III students at each of our schools. The role of the TCS Interventionist is to support student achievement in the area of reading and math. The interventionist will provide individual or small group instruction to students who are struggling academically using a research based program or strategies. This position is also responsible for monitoring, reporting, and communicating student progress and performance. TCS will also hire a district-wide part-time Intervention Coach to make sure our interventionists receive the training and support they need. TCS will hire 14 interventionist district -wide to support 12 elementary schools, 2 middle schools and 3 high schools to provide intervention support to tier III students to address academic learning loss. No FTE units will be hired. Total Cost: $1,000,000.00

1100 - [010-199] (Salaries) $800,000.00 | 1100 - [200-299] (Benefits) $200,000.00

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
☑ Category 1 (Personnel)	15,106,043.00
☑ Category 2 (Technology & Online Subscriptions)	1,946,595.00
☑ Category 3 (Facility Improvements)	1,070,000.00
☑ Category 4 (Professional Development)	2,447,252.00
☑ Category 5 (Curriculum Materials & Assessments)	1,100,212.40
☑ Category 6 (Parent & Family Engagement Activities)	172,492.60
☐ Category 7 (Other)	0.00
☐ Category 8 (Other)	0.00

☐	**Category 9 (Other)**	0.00
☐	**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)	659,233.00
	Total Cost:	22,501,828.00

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

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022, 2022-2023 and 2022-2023 school years to assist with closing the achievement gap and providing equitable services to the students within the district. ARP ESSER funds will be used to employ the following district-wide positions: 24 LPN nurses, 1 clerk , 6 technology specialists , 10 math coaches, 1 arts integration specialist (1.0 FTE), 3 assistant principals (3.0 FTE), a part-time HOSA translator, 2 bilingual parent liaisons, 1 ESL translator for summer learning, 1 social worker (1.0 FTE), 2 SPE curriculum specialists (2.0 FTE), 4 self-contained SPE teachers (4.0 FTE), 2 speech language pathologists (2.0 FTE), 1 psychometrist (1.0 FTE), 1-SPE teacher (1.0 FTE), 1 SPE paraprofessional (1.0 FTE), 2 physical education teachers (2.0 FTE), 4 instructional coaches (4.0 FTE) , 1 coordinator for the HUB project (1.0 FTE), 1 part-time ESL translator, 2 parent re-engagement coordinator, 32 permanent substitute teachers and substitutes for COVID sickness through Kelly Services, 1 smart lab teacher (1.0 FTE), 1 social worker for ESL, and 1 truancy/safety specialist (1.0 FTE). FTEs are 25.0. (See job description in Related Documents section.)

Total: $15,106,043.00

1100 - [010-199] (Salaries) $5,552,268.80 | 1100 - [200-299] (Benefits) $1,388,067.20

2120 - [010-199] (Salaries) $214,562.40 | 2120 - [200-299] (Benefits) $53,640.60

2140 - [010-199] (Salaries) $1,520,000.00 | 2140 - [200-299] (Benefits) $380,000.00

2150 - [010-199] (Salaries) $521,003.20 | 2150 - [200-299] (Benefits) $130,250.80

2170 - [010-199] (Salaries) $72,000.00 | 2170 - [200-299] (Benefits) $18,000.00

2180 - [010-199] (Salaries) $120,000.00 | 2180 - [200-299] (Benefits) $30,000.00

2190 - [010-199] (Salaries) $350,000.80 | 2190 - [200-299] (Benefits) $87,500.20

2215 - [010-199] (Salaries) $594,000.00 | 2215 - [200-299] (Benefits) $148,500.00

2300-2399 - [010-199] (Salaries) $735,000.00 | 2300-2399 - [200-299] (Benefits) $183,750.00

1100 [300-399] (Substitutes/Purchased Services) - $1,882,800.00

9130 - [010-199] (Salaries) $899,760.00 | 9130 - [200-299] (Benefits) $224,940.00

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

ARP ESSER funds will be used to purchase Chromebooks and Chromebook carts to support our 1:1 device initiative and to improve technology integration as part of daily instruction. These funds will also be used to purchase Sony cameras, 2 large display monitors with stands, and I-pad tablets for nurses during the 2021-2022, 2022-2023 and 2023-2024 school years.

ARP ESSER funds will also purchase or renew a subscription to the following: My Math Lab, digital component for Reading Horizons, Elevation Instructional Strategies, SORA digital library, SMORE renewal, TCS automated messaging contract and website, K-12 Insight Evaluation Tool, Thought Exchange, and Remind Communication Program. (all subscriptions will expire prior to September 30, 2024).

Total Cost: $1,946,595.00

1100 [400-499] Materials and Supplies $1,588,595.00

2140 [400-499] Materials and Supplies $33,000.00

2220 [400-499] Materials and Supplies $325,000.00

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

ARP ESSER funds will be used to purchase PPE equipment for all schools during the 2021-2022, 2022-2023 and 2023-2024 school years. These funds will also be used to repair theatre spaces to social distance enough that students can perform and will not be close together due to COVID, design book vending machines, retrofit a literacy bus it will be a bus to be used district wide and will be serving students to address reading learning loss, create maker spaces, moving mind active classroom will be addressing Social and Emotional Learning for students in grades K-12. The materials in this kit will be placed in a classroom in each school in TCS, and adaptive interactive outdoor classroom during the 2021-2022, 2022-2023 and 2023-2024 school years.

Total Cost: $1,070,000.00

1100 - [400-499] (Materials and Supplies) $1,070,000.00

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

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 and district initiatives during the 2021-2022, 2022-2023 and 2023-2024 school years.

- Consultants: Math Solutions, Solution Tree, SREB Southern Regional Education Board, Public Relations Consultant, Social Services Consultants, Signs of Suicide Training, Karen Mapps' Family Engagement, Mental Health First Aide Training, Schools of Character Training,
- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours.

- Substitutes: Teachers will work collaboratively during the school day to participate in professional learning groups focusing on collaborative teams and the learning cycle as well as other district initiatives. TCS uses Kelly Services for subs, so all subs are contractual, and no benefits are provided.
- 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.

- Conference Attendance: Model Schools Conference, MEGA Conference, National Arts Schools Network Conference, National School Counselor Leadership Conference, National Summer Learning Conference, National School Library Conference, National Middle School Level Conference, National Schools Public Relations Conference, IB Conference/Training, National Fine Arts Conference, National Social Services Conference, Nursing Conferences,   Travel costs will include hotel, per diem, and mileage. Total Cost is $2,447,252.00.

The Professional Development described above will support 180 teachers in grades K-12 and will support 60 administrators as we address academic learning loss and trauma informed situations.

2215 - [300-399] $1,747,252.00

2215 - [400-499] $200,000.00

2215 - [600-899] $500,000.00

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

ARP ESSER funds will be used to purchase curriculum materials, assessment supplies and materials to increase student achievement during the 2021-2022, 2022-2023 and 2023-2024 school years. These will include actual assessments and general supplies. ARP ESSER funds will be used purchase: Assessments and Data Sources for 7th - 10th grade students, logistics program for CTE, library books, non credit bearing coursework opportunities for high school students, STEAM resources, SEL resources, books for classroom libraries, school newspaper materials, birthday books, character education program for athletes, and post secondary enrollment opportunities for high school students. Total Cost is $1,100,212.40.

1100 - [400-499] (Assessment Supplies & Materials) $966,212.40

2190 - [400-499] (Materials and Supplies) $45,000.00

2190 - [623]   (Other - Course to determine eligibility for career and post high school) $ 9,000.00

2150 - [400-499] (Materials and Supplies) $80,000.00

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 start a cross-age mentoring program, pairing high school students with younger students. The funds will also be used for communication pieces to support families in making educational decisions on behalf of their children as well as promote social emotional supports available to them. ARP ESSER funds will be used to remove all barriers for students families and the community needing to utilize TCS transportation to community events such as Mini WOW (World of Work) for all 4th grade students, after-school family engagement events and community outreach and family literacy and math events during the 2021-2022, 2022-2023 and 2022-2024 school years. The total cost is $172,491.60.

2220 - [400-499] (Materials and Supplies) $49,999.00

9130 - [300-399] (Services - Scholastic Consultant Training for Community and Parents) $70,000.00

9130 - [400-499] (Materials and Supplies) $52,492.60

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)

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)

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)

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.

n/a

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. ▼

| 2.40 | % - Unrestricted Indirect Cost Rate for LEA | $675,054.84 | 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)	TCS Job descriptions
🗑 ✏	"Other" Intervention Evidence-based Documentation	
🗑 ✏	Supporting Documentation #1	
🗑 ✏	Supporting Documentation #2	

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

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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   OK ▼

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)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	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	164,038.00	0.00	0.00	0.00		0.00	0.00	164,038.00	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)	1,276,998.00	0.00	0.00	526,000.00	0.00	0.00		0.00	0.00	1,802,998.00	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	1,276,998.00	0.00	164,038.00	526,000.00	0.00	0.00	0.00	0.00	0.00	1,967,036.00	Total
								Adjusted Allocation	1,967,036.00		
								Remaining	0.00		

Tuscaloosa City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
Tuesday, December 14, 2021 12:21 PM
ARP ESSER State Reserve - Application Details

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 effort to improve student outcomes in the Tuscaloosa City Schools has now moved beyond the confines of a traditional school year. The system's move to close the achievement gap now includes providing high-quality summer learning as a central strategy.

In recent years, TCS has expanded its summer offerings to serve the needs of students who may not have qualified for traditional summer school but still needed extra time with the academic material. Further, the system queried parents to learn their motivations behind selecting a suitable summer program for their student. Overwhelmingly, families indicated that they wanted full-day, affordable enrichment…. And thus the Ultimate Summer Learning Guide was developed to allow parents one-stop to see all location for by TCS programs and other program's offered by 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).

* TCS will identify students for Summer Learning by using end of the year universal screener data (aimswebPlus, Scantron Performance Series). Any student not scoring proficient will automatically receive a spot in Summer Learning. The Summer Learning Program will be evaluated by comparing EOY universal screening data with BOY universal screening data.

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.

* TCS has identified the need for the students' academic learning loss and will provide direct intervention efforts to address the specific gaps of learning. TCS will recruit high quality teachers to teach in the Summer Learning program. Each program will utilize a researched based program to fill foundational gaps in reading and math. Summer learning will provide support for student achievement in the area of reading and math to students who were disproportionately impacted by COVID-19. Each student will be provided individual or small group instruction using a research based program or strategies.

Budget Amount & Details for Interventions	Amount
☑ Intervention A (Summer Learning & Summer Enrichment Programs)	276,998.00
☑ Intervention B (Comprehensive After-School Programs)	276,998.00
☑ Intervention C (Other) K-3 Literacy Camps	1,413,040.00
Total Cost:	1,967,036.00

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

ARP ESSER funds will be used to host a Summer Learning Academy (SLA) during the Summer of 2022, 2023, and 2024. SLA will run for four weeks for five days a week. Math and Reading will be taught explicitly while other content areas will be integrated in. Students will also participate in enrichment and STEM activities. We will use S.P.I.R.E., Edgenuity, and enVision Math as our primary instructional resources. We will also purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, chart paper, etc. to effectively run the program. We will purchase ELA & Math manipulatives to help students make connections to the concepts and improve student understanding and achievement. In recent years, TCS has expanded its summer offerings to serve the needs of students who may not have qualified for traditional summer school but still needed extra support with academics (specifically reading and math). TCS ensures the Summer Learning Academy is affordable for all students. Therefore, transportation will be provided.

9130 - [400-499] (Materials and Supplies) $226,000.00

4100-4199 - [300-399] Transportation $50,998.00

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)

ARP ESSER funds will be used to support after school programs for the 2022, 2023, and 2024 SY. We will support student in grades K-3 to address academic learning loss during our after school program. We will hire 11 teachers and 0 FTE.

9130 - [010-199] (Salaries) $276,998.00

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).

ARP ESSER funds will be used to host K-3 Literacy Camps during the SY 2022, 2023, and 2024. Reading will be taught explicitly while other content areas will be integrated in. Students will also participate in enrichment and STEM activities. We will use S.P.I.R.E. Reading Horizons, the newly adopted K-3 Reading Program, and Edgenuity, as our primary instructional resources. We will also purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, chart paper, etc. to effectively run the program. TCS ensures the K-3 Literacy Camps are available for all K-3 students. This is a strategic

initiative to address the academic learning loss. We will be utilizing Tier III intervention strategies during this camp. 60 teachers and 0 FTEs.

9130 - [010-199] (Salaries) $1,000,000.00
9130 - [400-499] (Materials and Supplies) $300,000.00

4100-4199- [300-399] Transportation $113,040.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

Expand All Collapse All

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

* = Required

Related Documents		
	Type	Document
🗑 ✎	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	
🗑 ✎	"Other" Intervention Evidence-based Documentation	
🗑 ✎	Supporting Documentation #1	
🗑 ✎	Supporting Documentation #2	

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

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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?