

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

Thursday, December 9, 2021 7:39 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	9,642,926.00	1,392,162.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	9,642,926.00	1,392,162.00
Adjusted Allocation	9,642,926.00	1,392,162.00
Budgeted	9,642,926.00	1,392,162.00

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	9/28/2021
ARP ESSER State Reserve	9/28/2021

	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)	629,679.14	223,522.86	460,000.00	685,383.20	0.00	0.00		0.00	0.00	1,998,585.20	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)	124,619.74	39,380.26	0.00	0.00		0.00		0.00	0.00	164,000.00	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)	1,532,826.23	830,173.77	0.00	440,000.00		0.00		0.00	0.00	2,803,000.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	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	430,000.00	0.00	0.00	0.00		0.00	0.00	430,000.00	Security Services (3100)
Operations and Maintenance	188,889.33	131,110.67	0.00	160,000.00	0.00	0.00		0.00	0.00	480,000.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	94,800.00	0.00	0.00		0.00	0.00	94,800.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	399,000.00	0.00	0.00	0.00	171,644.08	0.00	0.00	570,644.08	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					3,101,896.72					3,101,896.72	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	2,476,014.44	1,224,187.56	1,289,000.00	1,380,183.20	3,101,896.72	0.00	171,644.08	0.00	0.00	9,642,926.00	Total
Adjusted Allocation										9,642,926.00	
Remaining										0.00	

Cover Page & Required Narratives

Superintendent of Schools

Name * Jerry Hill

ARP ESSER Point of Contact

Name * Jon Hatton

Role * Federal Programs Director

Phone * 256-760-1300

Ext 10032

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?

*
The LEA will use the funds to implement prevention and mitigation strategies for continuously and safely operate schools for in-person learning, including:

Personal protection equipment (masks, gloves, etc.) are provided for students, staff, and stakeholders who may be at school sites. Nursing staff, support, and health-related supplies are provided for schools, administrative departments, and throughout the district. All health services follow the CDC and Alabama Department of Public Health guidelines. Additional custodial staff and more cleaning, sanitizing, and COVID-19 mitigation strategies are implemented in all schools and throughout the administrative departments in the district. Using a variety of funding mechanisms, the LEA is developing and implementing learning strategies and programs addressing learning loss and academic growth. The LEA is hiring additional mental health/social work professionals to better meet the social and emotional learning needs of students and addressing the needs of staff and support personnel. The LEA is investing more funds in technology software, hardware, and accessible networking capabilities, including wireless access on school buses, professional development tools, and learning options for student engagement and academic progress. Facility upgrades, including HVAC systems, window/door replacements, and other needed repairs, mechanical needs, and deferred maintenance work at school sites and in the district.

The strategies and programs used by the Lauderdale County School System are selected to ensure the effectiveness and reliability of each. The programs are aligned with the state course of study to ensure that our students receive the best possible education.

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?

*
Lauderdale County Schools uses the STAR assessment, ACAP results, Heggerty, and other program based assessments to identify those students who showed deficits and learning loss. After the assessments have been administered, our reading and math coaches will help our teachers to analyze the data. Then our PST teams will then recommend identified students for the following face to face programs in our system: Tier 3 learning time with contract interventionists, after school tutoring program, and our summer program. Practice on our software programs will enhance the learning in small group instruction. These students are identified through our Pupil Support Team (PST) and interventions are made throughout the school year by these contract interventionists as well as the classroom teachers. Our reading and math coaches work closely with these individuals to ensure the best instructional interventions are implemented. These students will be monitored monthly by the PST team to ensure progress is being made.

The contracts and services will be completed and installed on or before September 30, 2024.

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

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

- * The LEA uses professional development in training staff for engaging diverse student populations.
- The contracts and services will be completed and installed on or before September 30, 2024.

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 LEA tracks student and parent engagement through attendance, participation in activities or workshops, and opinion or participation surveys. There is a multi-cross-checking fiscal and instructional accountability process that ensures the appropriate application of funds.
- The contracts and services will be completed and installed on or before September 30, 2024.

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

- * The LEA provides meaningful two-way communication with families and all stakeholders through in-person or virtual meetings, mass notifications (call-out system), school and district websites, teacher/school newsletters, and social media. When possible, information is translated for identified EL families.
- The contracts and services will be completed and installed on or before September 30, 2024.

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

- * https://docs.google.com/document/d/e/2PACX-1vRsUmXxQOtimBoQWR0-xYaajMQ7C6ehAjp4diOsv02O9bad6w3HfNIg0oCj_ieMdxgVVNnDNZbWNG4I/pub.

LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other)	
<input type="text" value="In School Programs and Personnel"/>	1,958,585.20
Total Cost:	1,958,585.20

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

N/A- This was budgeted for in ESSER II

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)

N/A

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)

N/A- This was budgeted for in ESSER II

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)

N/A

Intervention E (Other)

Provide the following information for Intervention E (Other):

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

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

The programs and personnel used by the Lauderdale County School System are considered by an appointed group to ensure the effectiveness and reliability of each. The programs are aligned with the state course of study to ensure that our students receive the best possible education. A number of software programs have been purchased so that they are available to all students in our system whether they are virtual or face to face. Each of our students is provided with the tools they need to learn, including Chromebooks to provide the necessary support in completing their learning tasks at home. Lauderdale County Schools uses the STAR assessment, ACAP results, Heggerty, and other program-based assessments to identify those students who showed deficits and learning loss. After the assessments have been administered, reading and math coaches analyze the data with teachers. PST teams recommend identified students for the following face-to-face programs in our system: Tier 3 learning time with contract interventionists, after-school tutoring program, and our summer program. Learning software programs enhance student learning using small-group instruction. Contract interventionists and classroom teachers work with identified students for tier interventions. The Math Coaches work directly with students on individual student learning plans and implementation of individual student plans to ensure students receive the best instructional interventions. PST teams monitor student progress monthly. In addition to the planned programs and personnel, any ESSER funding is used in this intervention category to address student learning loss and designed as direct push-in services to students or specially designed individual student schedules so that students are not missing instructional class time.

If a student has to be isolated because of COVID-19 or other allowable reason, teachers will conduct Google Meets to give these students the same opportunity as those in the school setting in addressing learning losses. Additional social workers are on staff who will monitor student progress so that no student suffers discrimination because of racial and ethnicity group,

children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

Learning loss intervention total costs is \$1,958,585.20:

(A) One Math Coach (1 FTE) for 2021-2022, and three math coaches (3 FTEs) for 2022-2023 and 2023-2024 at a total cost of \$505,000.00: 1100 [010-199] (Salaries) \$372,048.46 | (Benefits) 1100 [200-299] \$132,951.54. Math Coaches work directly with students to support student achievement and learning loss in the area of Mathematics with special attention to Tier II and III instruction. The Math Coaches provide individual or small group instruction to students who are struggling academically. Students receive intervention to address learning loss directly through the work of the Math Coaches as built in, push-in direct services to students or specially designed individual schedules so that students are not missing instructional time in class.

(B) One Academic Support Coordinator (1 FTE) for 2021-2022 and (1 FTE) for 2022-2023 for a total cost of \$170,000.00: 1100 [010-199] (Salary) \$125,402.96 | (Benefits) 1100 [200-299] \$44,597.04 [200-299]. The Academic Support Coordinator (1 FTE) will work directly with students and teams at schools advising students, facilitating study groups or workshops, assessing current programs, and tracking student learning and academic performance. The Academic Support Coordinator will provide individual or small group instruction to students who are struggling academically. Students will receive direct intervention addressing learning loss through the work of the Academic Support Coordinator as a built in, push-in service directly to students or specially designed individual schedules so that students are not missing instructional time in class.

(C) Eight instruction reading interventionists (8 contracted) for 2021-2022 at a total cost of \$460,000.00: 1100 [300-399] (Purchased Services) \$460,000.00. Contract reading interventionists are responsible for working directly with students and supporting student achievement in the area of English Language Arts, with special attention to reading. This position is also responsible for monitoring, reporting, and communicating individual student progress and performance. Students will receive direct reading intervention addressing learning loss through the work of the contracted instructional interventionists as a built in, push-in service directly to students or specially designed individual schedules so that students are not missing instructional time in class.

(D) One teacher-district data and technology integration specialist (1 FTE) for 2021-2022 and (1 FTE) for 2022-2023 at a total cost of \$170,000.00: 1100 [010-199] (Salary) \$125,402.96 | (Benefits) [200-299] \$44,597.04. The educational software technology assistant will work directly with students and has additional responsibilities to isolate hardware and software issues, train computer users, including individual students directly, and troubleshoot problems with computers and other office equipment (including working directly with individual students and student devices). Students will receive direct technology assistance addressing learning loss through the work of the educational software technology assistant as a built in, push-in service directly to students or specially designed individual schedules so that students are not missing instructional time in class.

(E) One AAA Virtual Services Technology Specialist (One .14 FTE) for 2021-2022 at a total cost of \$8,202.00: 1100 [010-199] (Salary) \$6,824.76 | (Benefits) [200-299] \$1,377.24. The virtual services technology specialist works directly with students and assists with classroom instruction and individual student instruction; prepares instructional materials for individual students and helps modify materials to fit individual student needs in general and/or special education virtual settings. Students will receive direct learning loss support through the work of the AAA Virtual Services Technology Specialist through built in, push-in learning services directly to students or specially designed individual schedules to address learning loss so that students are not missing instructional time in class whether participating through a virtual school or in-person school model.

(F) Purchased Materials and Supplies at a total cost of \$40,589.95 | 1100 [400-499]. Student learning loss is addressed through the use of additional materials and supplies, directly benefitting students with supplemental learning books, learning manipulatives, and classroom supplies that are available to individual students for direct learning assignments and purposes. Students will receive direct learning loss materials and supplies provided through the purchase of learning materials and supplies through built in, push-in learning services directly to students or specially designed individual schedules so that students are not missing instructional time in class.

(G) Purchased software at a cost of \$574,793.25, for reading, math, and all content areas for grades K-12 at all schools, including: Brain Pop Learning (\$47,065.25), Hapara (\$90,048.00), Notable (48,750.00), IXL Learning Math (\$63,180.00), Reading Horizons (\$86,000.00), Kami (\$48,750.00), Freckle (\$53,000.00), STAR (\$53,000.00), SORA (\$85,000.00) | [1100] [400-499]. The software programs benefit student learning and address learning loss through access to educational websites for students in grades K-12. Some examples of direct student learning strategies would include quizzes and related materials covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music. Students will receive direct learning instruction addressing learning loss through strategies provided with the purchase of technology software through built in, push-in learning services directly to students or specially designed individual schedules so that students are not missing instructional time in class.

(H) Learning materials and classroom supplies at a total cost of \$30,000.00: 1100 [400-499]: 1100 [400-499] Math Intervention Kits for 2021-2022 (\$4,000.00), 1100 [400-499] Nancy Fetzer Writing for 2021-2022 (\$5,000.00), 1100 [400-499] and Textbooks for Interventionists for direct student instruction in school years 2021-2022, 2022-2023, and 2023-2024 (\$21,000.00). The Math Intervention Kits, the Nancy Fetzer Writing, and all textbooks directly benefit individual students by providing resources as an extension of the regular grade level course that provides students who need it additional focused instruction and support at the needed level of intensity. Students will receive direct learning loss materials and supplies provided through the purchase of learning materials and classroom supplies through built in, push-in learning services directly to students or specially designed individual schedules so that students are not missing instructional time in class.

The contracts and services will be completed and installed on or before September 30, 2024.

4. Remaining ARP ESSER Fund Uses

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

Budget Amount & Details for Additional Uses (Include Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	2,847,000.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	963,800.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	3,161,896.72
<input type="checkbox"/> Category 4 (Professional Development)	0.00
<input type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	0.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input type="checkbox"/> Category 7 (Other) <div></div>	0.00
<input checked="" type="checkbox"/> Category 8 (Other) Materials and Supplies	540,000.00
<input type="checkbox"/> Category 9 (Other) <div></div>	0.00
<input type="checkbox"/> Category 10 (Other) <div></div>	0.00
<input type="checkbox"/> Category 11 (Other) <div></div>	0.00
<input type="checkbox"/> Category 12 (Other) <div></div>	0.00
<input type="checkbox"/> Administrative Costs (must be reasonable and necessary)	0.00
<input checked="" type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)	171,644.08
Total Cost:	7,684,340.80

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 2021-2022, 2022-2023, and 2023-2024 school years to assist with closing the achievement gap and meeting other student learning and health needs. The following list identifies the number of teachers, paraprofessionals, and purchased services contracts for our district:

(A) Total mental health costs are \$164,000.00. Two district-wide social workers (2 FTEs) for 2021-2022 and 2022-2023: 2120 [010-199] \$83,922.00 (Salaries) | 2120 [200-299] \$36,226.19 (Benefits). One contracted part-time social worker (1 staff/Purchased Services) for 2021-2022: 2120 [010-199] \$40,697.74 (Salary) | 2120 [200-299] \$3,154.07 (Benefits). Mental health staff and purchased contract services staff will assist with closing the achievement gap, addressing learning losses, and meeting the social-emotional issues of students within the district.

(B) Total nursing health costs are \$263,000.00 The funds will be used to employ four contract nurses (4 Staff/Purchased Services) for the 2021-2022 school year and (2 Staff/Purchased Services) for the 2022-2023 and 2023-2024 school years: 2140 [010-199] (Salaries) \$218,838.41 | 2140 [200-299] (Benefits) \$44,161.59.

(C) Total operations and maintenance costs: \$320,000.00 The funds will be used to employ ten custodial employees in operations and maintenance (10 FTEs) for the 2021-2022 school year and additional part-time summer custodians (varying not to exceed a maximum funding amount for number of summer workers and number of summer hours for 2021-2022, 2022-2023, and 2023-2024). 3200 [010-199] (Salaries) \$188,889.33 | 3200 [200-299] (Benefits) \$131,110.67.

(D) Health Service Recouperation Total Costs: \$2,100,000.00. The funds will be used to recoup nursing employment costs (salaries and benefits) for the 2020-2021, 2021-2022, and 2022-2023 school years. 2140 [010-199] (Salaries) \$1,313,987.82 | 2140 [200-299] (Benefits) \$ 786,012.18.

The contracts and services will be completed and installed on or before September 30, 2024.

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 EESER III funds will be used to purchase technology equipment and services as follows:

(A) District-wide technology crisis intervention software that provides a safety solution routing requests for help from key personnel at all school sites for the 2021-2022 school year. Total technology software costs: \$430,000.00 | 3100 [300-399].

(B) In-vehicle tablets for 25 transportation/bus drivers for 2021-2022, 2022-2023, and 2023-2024 school years providing accountability and efficiency using touch-screen mobile data terminal that provides drivers with the tools needed to improve route accuracy, safety, and efficiency. Total transportation tablet costs: \$54,800.00 | 4120 [400-495].

(C) Wi-Fi- accessibility on 20 school buses (district-wide for all school sites) for 2021-2022, 2022-2023, and 2023-2024 school years. Wi-Fi Transportation Costs: \$40,000.00 | 4120 [400-495].

(D) Purchase of nSide School Safety Platform™ software license through the Google Cloud Platform as a safety solution using data for district-wide safety planning, facility management, and asset management for the 2021-2022, 2022-2023, and 2023-2024 school years. Total safety platform costs: \$40,000.00 | 1100 [400-499].

(E) Purchase of antivirus software licenses used for real-time protection to prevent, scan, detect, and delete viruses from a computer district-wide for 2021-2022, 2022-2023, and 2023-2024 school years. Total antivirus license costs: 51,000.00 | 6420 [300-399].

(F) Purchase of district-wide Windows™ Server licenses that will give users and devices the right to access a server installed with Microsoft Windows Server software. Total Windows™ Server licenses costs: \$96,000.00 | 6420 [300-399].

(G) Purchase of district-wide enrollment management system software to assist with student registration and record-keeping. Total EMS costs: \$132,000.00 | 6420 [300-399].

(H) Purchase of a district-wide directory account student information system for schools to track and manage all of their student data, including grades, attendance, and behavioral information. Total SIS costs: \$120,000.00 | 6420 [300-399].

The contracts and services will be completed and installed on or before September 30, 2024.

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

The ARP ESSER funds will be used for district-wide capital improvements at nine schools.

(A) Contracted capital work to replace air conditioning units and exterior-facing windows at nine schools. Total HVAC and exterior-window replacement capital improvements and upgrades cost is \$3,101,896.52 | 7200 [500-599].

(B) District-wide purchase of water coolers for all school sites. Total water cooler purchase costs: \$60,000.00 | 3200 [400-499].

The contracts and services will be completed and installed on or before September 30, 2024.

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

N/A

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

N/A

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

N/A

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)

N/A

Category 8 (Other)

Provide the following information for Category 8 (Other):

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

The ARP ESSER III funds will be used district-wide to purchase HVAC replacement filters, sanitizing supplies, and personal protective equipment supplies for staff and students at all school sites.

(A) HVAC replacement filters to increase environmental safety by reducing pollen, bacteria, dust, mold dust mites, and other airborne contaminants. Total HVAC replacement filter costs: \$100,000.00 | 3200 [400-499].

(B) Sanitizing supplies: \$240,000.00 | 2140 [400-499].

(C) PPE: \$200,000.00 | 2140 [400-499].

The contracts and services will be completed and installed on or before September 30, 2024.

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)

N/A

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)

N/A

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)

N/A

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)

N/A

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. ▼

1.78 % - Unrestricted Indirect Cost Rate for LEA

\$171,644.08

Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid









6910 [900-910]

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)	Job Descriptions
 	"Other" Intervention Evidence-based Documentation	
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

<input type="checkbox"/> 1. Allocations 1. Review the ARP ESSER allocation for the LEA.	<div>OK ▼</div>
<input type="checkbox"/> 2. Assurances 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?	<div>OK ▼</div>
<input type="checkbox"/> 3. Cover Page & Required Narratives 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?	<div>OK ▼</div>
<input type="checkbox"/> 4. Budget Grid 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?	<div>OK ▼</div>
<input type="checkbox"/> 5. LEA Reservation to Address Loss of Instructional Time 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?	<div>OK ▼</div>
<input type="checkbox"/> 6. Remaining ARP ESSER Fund Uses 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?	<div>OK ▼</div>
<input type="checkbox"/> 7. Administrative Costs 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?	<div>Not Applicable ▼</div>
<input type="checkbox"/> 8. Indirect Costs 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?	<div>OK ▼</div>

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)	1,016,579.79	290,582.21	0.00	85,000.00	0.00	0.00		0.00	0.00	1,392,162.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	1,016,579.79	290,582.21	0.00	85,000.00	0.00	0.00	0.00	0.00	0.00	1,392,162.00	Total
Adjusted Allocation										1,392,162.00	
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.

*

The programs used by the Lauderdale County School System are considered by an appointed group to ensure the effectiveness and reliability of each. They are aligned with the state course of study to ensure students receive the best possible education. Learning software programs have been purchased and are accessible to all students whether they are attending virtually or face-to-face. Students are provided with the tools they need to learn, including assigned Chromebooks to provide the necessary support to accomplish their learning tasks at home. Teachers will conduct Google Meets to give students the same learning and engagement opportunities as those in the school setting. Additional social workers will monitor student attendance, grades, and behavior so that no student suffers discrimination because of such needs as: 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. Below is a list of the software programs purchased to enhance learning for our students:

- STAR Assessment for grades K-6
- Reading Horizons Software
- IXL Math Practice for grades 6-12
- IXL Math Practice for grades K-5-
- Social Studies Weekly Grades K-6
- Mystery Science Grades K-6
- Freckle
- RAZ-Plus (Reading A-Z)

These programs are monitored frequently for their effectiveness in our program.

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).

* Lauderdale County Schools uses the STAR assessment, ACAP results, Heggerty, and other program-based assessments to identify student learning deficiencies and learning loss. Reading and math coaches will assist teachers by analyzing the learning data and developing intervention strategies. Throughout the school year, using the learning data, Pupil Support Teams will recommend identified students for classroom or extended intervention in face-to-face programs. School PST (teams) monitor student learning progress monthly for students needing Tier 2, 3, or 4 intervention instruction to ensure progress is being made. Tier 3 interventions are provided to meet student needs through expanded learning time with classroom teachers, contract interventionists, after school tutoring program, and the summer learning camp program. Learning and intervention is enhanced using software programs and small-group instruction. Reading and math coaches work closely with classroom teachers to design and develop instruction for students to ensure the best instructional interventions are implemented.

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.

*

The LEA will use attendance/truancy data from iNow (converted to PowerSchool) to identify the students with the highest course period or daily absences, students who were absent due to COVID-19 positive or quarantine circumstances, and those who participated in a hybrid-model of learning due to school-wide or district-wide COVID-19 mitigation policies and procedures. All COVID-19 statistics are reported by school nurses to the Alabama Department of Public Health and maintained on the district website COVID Dashboard (following FERPA guidelines).

Lauderdale County Schools uses the STAR assessment, ACAP results, Heggerty, and other program based assessments to identify student learning deficiencies and learning loss. Throughout the school year, using the learning data, Pupil Support Teams will recommend identified students for classroom or extended intervention in face-to-face programs. Students needing tier intervention instruction will be monitored monthly by the PST team to ensure progress is being made. Tier 3 interventions are provided to meet student needs through expanded learning time with classroom teachers, contract interventionists, after school tutoring program, and the summer learning camp program. Learning and intervention is enhanced using software programs small-group instruction. Reading and math coaches work closely with classroom teachers to design and develop instruction for students to ensure the best instructional interventions are implemented.

For students who did not consistently participate in remote instruction when remote learning was offered, or had missed or failed coursework, attendance and learning data is tracked using Schoology and Edgenuity.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	197,182.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	197,182.00
<input checked="" type="checkbox"/> Intervention C (Other) In School Face to Face Interventions	997,798.00
Total Cost:	1,392,162.00

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 III funds will be used to host a Summer Camp during the summers of 2022, 2023, and 2024, at eight school sites, running for five days a week for four weeks. The Summer Camp provides direct instruction and hands-on learning activities to close the achievement gap or supplement learning loss for students to meet the provisions of the Alabama Literacy Act (reading) and for math skills-building. The LEA will purchase general supplies, technology, and pay for 76 teachers (teachers work directly with students in the summer camp) to staff the Summer Camp program. Total Summer Camp Costs: \$197,182.00 | 1100 (Salaries) \$164,072.22 [010-199] \$ 33,109.78 | 1100 (Benefits) [200-299].

All funds and services will be used on or by September 30, 2024.

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)

APR ESSER funds will be used to fund an afterschool program during the academic years of 2022, 2023, and 2024, at eight school sites, running for one hour after school four days a week. The afterschool program provides direct instruction and hands-on learning activities to close the achievement gap or supplement learning loss for students to meet the provisions of the Alabama Literacy Act (reading) and for math skills-building. The LEA will purchase general supplies, technology, and pay for 42 teachers to staff the afterschool program. The total cost of the afterschool program: \$197,182.00 | 1100 (Salaries) \$164,072.22 [010-199] \$33,109.78 (Benefits) [200-299].

All funds and services will be used on or by September 30, 2024.

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).

K-3 Literacy was addressed in Interventions A and B.

(1) Personnel to meet student learning needs will be hired at a total cost of \$997,798.00 as follows:

(A) One Special Education Teacher (One .12 FTE) at a Total Cost: 1100 [010-199] (Salary) \$6,798.00 | 1100 [200-299] (Benefits) \$None. This staff position works directly with students in addressing learning loss, delivered to individual students through a push-in model or specially designed student schedule so that individual students do not miss instructional class time. (This position is hired under a "Teacher" job description, uploaded in related documents.)

(B) One Speech Pathologist/Teacher (One .25 FTE) for students attending in the virtual model at a Total Cost of \$15,000.00: 1100 [010-199] (Salary) \$12,481.28 | 1100 [200-299] (Benefits) \$2,518.72. This staff position works directly with students attending in the virtual school model to address learning loss and move student learning forward through the virtual platforms. (This position is hired under a "Teacher" job description, uploaded in related documents.)

(C) One Special Education Teacher (One .25 FTE) for Transition Courses at a Total Cost of \$15,000.00: 1100 [010-199] (Salary) \$12,481.28 | 1100 [200-299] (Benefits) \$2,518.72. This staff position works directly with students in addressing learning loss using a push-in model or specially designed student schedule so that individual students do not miss instructional class time. (This position is hired under a "Teacher" job description, uploaded in related documents.)

(D) One Special Education Elementary Teacher/Virtual Facilitator (One .25 FTE) at a Total Cost of \$15,000.00: 1100 [010-199] (Salary) \$12,481.28 | 1100 [200-299] \$2,518.72. This staff position works directly with students who are attending through the virtual school model to address learning loss using the virtual school platforms. (This position is hired under a "Teacher" job description, uploaded in related documents.)

(E) One Social Emotional Learning/Social Skills Teacher/Virtual Instructor (One .25 FTE) at a Total Cost of \$15,000.00: 1100 [010-199] (Salary) \$12,481.28 | 1100 [200-299] (Benefits) \$2,518.72. This staff position works directly with students attending through the virtual school model to address learning loss in social emotional and behavioral skills using virtual learning platforms. (This position is hired under a "Teacher" job description, uploaded in related documents.)

(F) One Special Education Teacher (One FTE) at a Total Cost of \$96,000.00: 1100 [010-199] (Salary) \$79,880.18 | 1100 [200-299] (Benefits) \$16,119.82. This teacher position works directly with students according to each student's Individual Educational Plan (IEP) in cooperation with parents/families to address learning loss through a push-in model or specially designed student schedule meeting the IEP so that students do not miss instructional class time. (This position is hired under a "Teacher" job description, uploaded in related documents.)

(F) Eight Reading Coaches (8 FTEs) for each of three years, 2021-2022, 2022-2023, and 2023-2024 for a Total Cost of \$750,000.00: 1100 [010-199] (Salaries) \$551,832.05 | 1100 [200-299] (Benefits) \$198,167.95. The reading coach interventionists are teachers who work directly with students to address reading learning loss.

(2) Learning software and licenses were purchased for students district-wide to address learning loss at a Total Cost of \$85,000.00: 1100 [400-499] (Materials and Supplies).

All designated personnel listed in Item (1) above are to meet student learning interventions as identified for all students (Tier I), for identified learning deficiencies and for **learning losses** for Tier II, Tier III, and Tier IV. The highest level of interventions and accommodations are required for students identified as Tier III and Tier IV. Evidence-based Tier II interventions include social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students. Students identified in Tier III receive reading and math instructional interventions such as explicit or direct instruction, immediate corrective feedback, frequent review of work, opportunities to practice reading and math skills, and scaffolded instruction. The primary differences in Tier II behavioral interventions is that Tier II provides more targeted support to groups of students that need alternative strategies to support their behavioral success and Tier III interventions are individualized and student-specific. The materials and supplies listed in Item (2) above include Sora Virtual Library Service subscriptions and licenses for the purchase of eBooks, audiobooks, and other digital content for learners (district-wide).









All funds and services will be used on or by September 30, 2024.

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 III for State Job Descriptions
 	"Other" Intervention Evidence-based Documentation	SORA Evidence-Based Learning Program
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

- | | |
|--|------|
| <input type="checkbox"/> 1. Allocations | OK ▼ |
| 1. Review the ARP ESSER State Reserve allocation for the LEA. | |
| <input type="checkbox"/> 2. Required Narratives | OK ▼ |
| 1. Did the LEA answer all the required narratives? | |
| <input type="checkbox"/> 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? | |
| <input type="checkbox"/> 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? | |
| <input type="checkbox"/> 5. Related Documents | OK ▼ |
| 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel? | |