

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

Friday, December 10, 2021 4:03 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	16,945,116.00	759,644.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	16,945,116.00	759,644.00
Adjusted Allocation	16,945,116.00	759,644.00
Budgeted	16,945,116.00	759,644.00

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

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

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

The LEA assures either:

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

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

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

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

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

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

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

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

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

OTHER ASSURANCES AND CERTIFICATIONS

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

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

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

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

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

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

GEPA ASSURANCES

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

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

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

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

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

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

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

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

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

The LEA assures that none of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

LEA SUPERINTENDENT ASSURANCES

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

LEA Superintendent Assurances Confirmation

 Indicates LEA Superintendent Approval based on Assurances.

Grant	Substantially Approved Date
ARP ESSER	11/2/2021
ARP ESSER State Reserve	11/2/2021

	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)	2,109,414.00	1,195,367.28	635,990.95	2,222,200.39	0.00	40,000.00		0.00	0.00	6,202,972.62	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)	189,000.00	67,091.40	0.00	0.00		0.00		0.00	0.00	256,091.40	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	1,000,000.00	0.00		0.00		0.00	0.00	1,000,000.00	Health Services (2140)
Social Services (2150)	0.00	0.00	80,000.00	0.00		0.00		0.00	0.00	80,000.00	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	980,500.00	444,650.00	0.00	0.00		0.00	0.00	1,425,150.00	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)	44,875.00	9,091.68	668,500.00	0.00	0.00	0.00		0.00	0.00	722,466.68	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	88,000.00	56,228.80	1,528,671.79	2,800.00	0.00	0.00		0.00	0.00	1,675,700.59	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	76,320.00	15,462.43	68,880.00	0.00	0.00	0.00		0.00	0.00	160,662.43	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	1,069,500.00	216,680.70	7,787.52	0.00	0.00	0.00	2,296,063.22	0.00	0.00	3,590,031.44	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)	1,523,400.00	308,640.84	0.00	0.00	0.00	0.00		0.00	0.00	1,832,040.84	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	5,100,509.00	1,868,563.13	4,970,330.26	2,669,650.39	0.00	40,000.00	2,296,063.22	0.00	0.00	16,945,116.00	Total
Adjusted Allocation										16,945,116.00	
Remaining										0.00	

Cover Page & Required Narratives

Superintendent of Schools

Name * Dr. Autumm M. Jeter

ARP ESSER Point of Contact

Name * Brenda. P. Rumley

Role * Director of Federal Programs

Phone * 205-432-3004

Ext 3004

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?

*

Bessemer City Schools will use allocated funds to implement prevention and mitigation strategies in order to continuously remain open and safely operate all schools for in-person learning. Funds will be used to follow the guidance of the Alabama Department of Public Health, the CDC, and the Alabama State Department of Education. Additional nurses, teachers, paraprofessionals, and custodians will be employed to support this effort. Cleaning supply quantities will be increased to allow for more frequent cleaning of commonly shared work, classroom, and office spaces.

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?

*

Bessemer City Schools is a full Title I district. As such, every child has a chance to benefit from the resources, experiences and opportunities offered by the district. There are no barriers to access and exposure to educational and academic advancement. Every child, every day is a commitment to empowering all of our students with quality programs and the best that teachers have to offer. Under-served sub-groups; such as homeless students, are included and sought out as full participants in the district programmatic offerings. Covid-19 caused fear, stress, and emotional trauma within our students, families, and staff--district-wide. We have all witnessed the death of teachers, paraprofessionals, and family members and we have felt the emotional toll. To mitigate to some degree this trauma, our district invested in an online emotional support portal that is accessible to all staff as needed. For our students and families, contracted services from three community counseling groups will be available to our families when ESSER III is approved. Technology access for vulnerable populations has also been addressed. The district has provided a device as well as Wi-Fi Hot spots to all families who have indicated a need. Additionally, food insecurities have been addressed by our district--recognizing that we are a high-poverty district. Food deliveries have been conducted in various locations throughout the community. Also, drive-by food pickups have been held--at each school, community center--even at the Central Office. Academically, Bessemer City Schools will continue to ensure that evidence-based interventions will be used to address the learning loss experienced by students during the 2019-2020 and the 2020-2021 school year. Drive-by book distributions, learning packets and science activity boxes have all been shared with parents and families to help mitigate the effects of loss leaning time within our schools. Furthermore, Bessemer City Schools will provide tiered interventions through our MTSS model for academics, behavior, and social emotional learning. The interventions that will be provided will be based on data through evidence-based interventions. For academics, we have several intervention programs such as Freckle for K-8 and My Path for 9-12. For behavior, we are using a Functional Behavioral data collector process to monitor and will analyze student behaviors inside and outside of the classroom. Social, emotional, mental, and health needs will be monitored by teachers and counselors. Each school will use a social-emotional program to help students with character education and coping skills with life challenges. Our mental health specialist will provide interventions for students who are recommended and our nurses in each building will monitor and assess students with health conditions. To more specifically address the needs of our EL population, additional employees have been and will continue to be added to the support staff of Bessemer City Schools. Each school will have a specially assigned team member to provide "Push-In" classroom support needed by children who are acquiring English as a second language. Students with

IEPs are also provided tutorial services virtually as well as Face-to-Face and individually. Contacted services have been engaged to further support our special needs population. All students, including special populations, will have access to and will continue to be included and invited to participate in all intervention efforts sponsored by the district.

Bessemer City Schools will continue to offer opportunities such as;

1. After school tutoring on all school campuses,
2. Summer Literacy Camps
3. Summer STEM and STEAM Enrichment
4. Saturday Academy
5. Small Group Tutorials.
6. Better Basics Tutorials
7. 21st Century Community Learning Centers (3 Schools)
8. Tutor Nation (Face to Face and Virtual)
9. Crafted Field Trips
10. FEV Tutoring for Middle and High School Students (New)

All students will continue to benefit from academic support 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.

* Bessemer City Schools has identified a Section 505 and TITLE IX coordinator for the district. The district's non-discrimination statement of commitment is displayed on the district website, on each email originated within the district and on all district publications. Procedurally, if a violation is reported, it is and will be handled and investigated by the appropriate district personnel. A report will be generated and reported to the district superintendent. All acts in violation of Section 427 of GEPA will be taken seriously and reported as such. Bessemer City Schools ensures equitable access and participation in ESSER III funded activities for students, teachers and other program beneficiaries. We will ensure that no student, or teacher will be denied participation based on race, gender, national origin, color, disability or age. All students and teachers will have access to activities under the ESSER III funds as authorized. Bessemer City Schools will continue to follow its current policies and practices that direct barrier-free programs. The district's compliance with Section 427 of GEPA is based on policies and practices. District staff will continue to ensure that special accommodations and training are made to ensure access for all within the learning community.

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?

* Bessemer City Schools will actively monitor and review allocations and will conduct monthly audits of all expenditures applied to ESSER III funding. The Director of Federal Programs and identified staff will monitor and manage and collect data in this regard. Data for program expenditures will be maintained as required. Appropriate Function, Object and Program codes will be used to track and monitor the application of grant funds. Grant expenditures will be reported to the community monthly as a function of the District Finance Office and the Department of Federal Programs.

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

* Bessemer City Schools uses a variety of social media platforms, as well as print media to keep the public and community informed and engaged. Superintendent, Dr. Autumm Jeter, conducts and hosts frequent meetings on the district's YouTube Channel as well as Facebook, to address specific topics of interest and concern to parents, teachers and the community at large. Multiple district level surveys have also been conducted to gather input from all segments of the community.

Advisory meetings have been conducted via Zoom and will continue face-to-face into the 2021-2022 school year and beyond.

Bessemer City Schools will continue to engage families and the communities throughout the ARP ESSER funding period by:

- 1) Providing a Continuous Communication Tool (Agendas) for all students to create an ongoing dialogue between the home and school to strengthen the home-school connection,
- 2) Providing Parent Summits, twice a year at the district level, (Fall & Spring) with an accompanying Book Study during the first year,

- Fall (October) 2021 & Spring (April) 2022
- Fall (September) 2022 & Spring (April) 2023

- Fall (September) 2023 & Spring (April) 2024

- 3) Provide Math in the City Events on multiple sites throughout the city. Parents will have access to Take-Home materials and Make-N-Take activities to utilize at home with their children.
- 4) Reading in the City -- another interactive parent and community event --- will help parents understand the Pillars of Reading, the Alabama Literacy Act and provide parents with take-home activities and books for at home learning.
- 5.) Math and Science Drive thru Event, parents will receive Take-Home and Make-N-Take activities to utilize at home with their children. Model demonstrations will be available

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

* <https://content.schoolinsites.com/api/documents/79b16960c2f34c9d90814459c5abe790.pdf>

LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	2,326,969.65
<input checked="" type="checkbox"/> Intervention B (Extended Day Programs)	1,062,053.55
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/> Intervention E (Other)	0.00
Total Cost:	3,389,023.20

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

ARP ESSER funds will be used to host a Summer Learning and Enrichment Camp during the Summer of 2022, 2023 and 2024. The camp will run for four weeks-- for four days per 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 Imagine Learning for the duration of the summer program to assist our participating EL students with the English acquisition and content goal attainment of curriculum standards. (Job Description) attached. Total cost \$2,326,969.65

Total FTEs 97

Bus Drivers and Bus Aides are for the Summer program. A charter bus is needed for the district-wide field trips. A charter bus is needed to ensure adequate spacing to allow for social distancing of our students.

4188 –[161] (Bus Driver) (9 Count)	\$ 25.x 6 a day = \$150 x 16 days \$2,400 x 9 = \$21,600 x 3= \$64,800.	4188-
[200-299] Benefits \$13,128.48	Total \$77, 928.48	
4188 - [103] (Bus Aides) (2 count)	\$ 20. x 6 a day = \$120 x 16 days= \$ \$1920x 2= \$3,840.x 3= \$11,520.	4188 -
[200-299] (Benefits) \$2,333.95	Total \$13,853.95	
4120 – [391] (Bus Mileage)	\$38,880.00	
4150 – [392] Charter Bus	\$30,000.00	

A charter bus is needed for the district-wide field trips.

A charter bus is needed to ensure adequate spacing to allow for social distancing of our students.

9130 - [010] Lead Teachers (3 count)	\$75 x 7 hours x \$525 x 16 = \$8,400.00 x 3 = \$25,200.00 x 3= \$75,600	9130
[200-299] Benefits \$15,316.56	Total \$90,916,56	

Lead Teachers are teachers who assist district personnel at each school to gather data, attendance, and disseminate information for (Westhills/Greenwood) ,BCMS, BCHS.

9130 – [010] Teachers (72 count)	\$60 x 5 a day = \$300 x16 days = \$4800 x 72 \$345,600.00 x 3 = \$1,036,800.00
9130 [200-299] (Benefits) \$210,055.68	Total \$1,246,855.68

9130 – [101] Parapros (10 count)	\$20,000.00 x 3= \$60,000.	9130 [200-299] (Benefits) \$12,156.00
Total \$72,156.00		

6310 – [141] Admin. Secretary Supplement \$4,500.00 x 3 \$13,500	6310 [200-299] (Benefits) \$911.70 x 3 \$2,735.10
Summer Admin Secretary \$16,235.10	

1100 - [400-499] Reading Kits Materials for Summer School \$48,000.00 X 3 \$144,000.00

1100 - [400-499] Backpacks for Students \$56,200.00 x 2 \$112,400.00 X 3 \$337,200.00 (Filled with Leveled Books, Art/Craft items, Math manipulatives, workbooks, crayons, notebooks,

1100- [400-499} Imagine Learning — program to support summer learning loss \$20,293.88

2190 - [400-499] Parent Resource Kits for Summer Enrichment \$79,550.00 X 3 \$238,650.00 **Three vendors will be used to purchase Parent Resource Activity Kits for take home supplemental use. "Really Good Stuff", "Kiwi" and "Scholastic" will be used. Math, Reading, Science, Social-Emotional Discussion Kits, Excellerations Kindergarten Readiness Kits --including Spanish Parent Kits. (Sample Shopping Cart Uploaded in Related Documents)**

Total \$2,326,969.65

All services will end by September 30, 2024.

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)

After-School Tutorial services will be offered on all campuses of the district's seven schools; including the New Horizons Alternative School. Each school will employ ten teacher-tutors at the rate of 30.00 per hour. teachers will tutor one hour per afternoon-three times a week. Services will be offered for 26 weeks. Total Costs 175,500.00 x 2 = \$351,000.00 Two additional tutorial opportunities will be available for all students if our district must go back to remote, blended or virtual instruction.

9130 (010) Total-- 75 FTEs Tutors X 90.00 x 26 weeks = 9130(101-199) Salary \$175,500.00 x 2 = \$351,000.00 9130 (200-299)Benefits \$35,556.30 x 2 = \$71,112.60

Total \$422,112.60

Additional Tutorial Services

1100 (399) FEV Tutoring Services App 226 x 5 hour x \$25.00 app \$28,313.65 x 3 = \$84,940.95

1100 (399) Tutor Nation Face-to Face and Virtual \$30,000 x 5 = \$150,000.00 x 3 = \$450,000.00

1100 (419). Material and Supplies \$105,000.00

Total \$1,062,053.55

Services will end by September 30, 2024.

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)

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).

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)	3,784,668.16
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	1,186,572.21
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	1,531,471.79
<input checked="" type="checkbox"/> Category 4 (Professional Development)	668,500.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	210,719.30
<input checked="" type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	206,000.00
<input checked="" type="checkbox"/> Category 7 (Other) Music Instruments (Orff)/Band Instrumer	258,415.00
<input checked="" type="checkbox"/> Category 8 (Other) Special Ed Contract Services	980,500.00

<input checked="" type="checkbox"/>	Category 9 (Other) Human Resources	1,389,889.52
<input checked="" type="checkbox"/>	Category 10 (Other) Contract District Nurses	1,000,000.00
<input type="checkbox"/>	Category 11 (Other)	0.00
<input type="checkbox"/>	Category 12 (Other)	0.00
<input checked="" type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	43,293.60
<input checked="" type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	2,296,063.22
Total Cost:		13,556,092.80

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 the 2021-2022 and 2022-2023, 2023-2024 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:

ARP ESSER funds will also be used to employ substitute teachers for all schools. as needed for the 2021-2022 and 2022-2023 school years.

(2) 1100 - [399] Kelly Services for Substitute Teachers \$12,800.00 x 2
Total \$25,600.00

(2) 1100 [010] (Salaries) 1 Elem Math Coach, 1 BCMS \$47,000.00 x 2 \$94,000.00 x 2 \$188,000.00 Benefits 1100 - [200-299] \$76,488.80 Total \$264,488.80

(4) 1100 [101] (Salary) Special Ed Para (4) \$185,414.00. 1100 [200-299] (4) Benefits \$114,364.88
Total \$299,778.88

(1) 1100 [010] (Salary) ELA Teacher Alternative School \$94,000.00 1100 [200-299] Benefits \$38,244.40
Total \$132,244.40

(10) 1100 [010] Salary Incentive Teacher (10) \$140,000.00. 1100 [200-299] (10) Benefits \$28,364.00
Total \$168,364.00

(32) 1100 [101] (Salary) Instructional Paraprofessionals (one each K & 1st grade class district wide) \$1,408,000.00 Benefits 1100 [200-299] \$899,660.80 Total \$2,307,660.80

(1) 1100 [010] (Salary) 1 Teacher x 2 years \$94,000.00 1100 [200-299] Benefits \$38,244.40
Total \$132,244.40

(1) 2120 [010] (Salary) 1 CTE Counselor (1 * 3 yrs) \$189,000.00 2120 [200-299] Benefits \$67,091.40
Total \$256,091.40

(15count) 2215- [192] (Stipends)- Culturally Relevant Pedagogy @ \$75.00 per day \$1,125.00 x 3 = \$3,375.00

(6 count) @ 150.00 per day Curriculum Mapping x 5 days \$13,500.00

Total \$20,293.88

Total Stipend \$16,875.00 Total Benefits \$3,418.88

(7) 2215 (191) Media Specialist -one from each school and (7) 2215 (191) Tech Leads, one from each school, 14 @ \$2,000.00 \$28,000.00 Benefits \$5,672.80 Total \$33,672.80

Media Specialist and Tech Leads hold extra responsibilities outside of their normal job descriptions to ensure digital platforms, technology, and inventory is correctly aligned with effective teaching practices and additional responsibilities.

(2) 3200 (177) Custodians \$22,000.00 x 2 \$44,000.00 x 2 years \$88,000.00 Benefits \$56,228.80 Total \$144,228.80

Total FTEs---90

****Substitute teachers will provide coverage which will enable teachers to attend professional development activities such as Data Dive Days, "Job-Embedded", and academic coaching without having to leave the campus.**

****Math teachers will need to plan strategically, with the support of a highly skilled coach, to reduce class sizes and to make the recovery of loss learning more personalized. Math coaches will work with teachers as well as with students to mitigate the loss of instructional time. Math coaches will utilize the coaching cycle to support math teachers, break down data, build lesson plans based on data model lessons.**

Total Costs \$3,784,668.16

As required by ESSER III, all funds for services will be used by September 30, 2024. Personnel employed from ESSER III funds will be employed contingent upon the funding deadline for salaries and benefits. Where possible, a careful examination of costs will be conducted and analyzed by the Superintendent and the CSFO to determine the next steps.

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 touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also be used to purchase a subscription to Imagine Learning and Elevation software to address the learning needs of our EL population. (all subscriptions will expire prior to September 30, 2024.)

1. Edgenuity will be purchased for an additional year as the online platform for virtual high school students. 1100 - [400-499] \$266,181.50
2. Imagine Learning will be purchased to supplement the instructional offering for the district's EL students. 1100 -[400-499] \$4,706.12
3. ARP ESSER funds will be used to purchase a Virtual Reality Program TRANSFER (Transfer, Inc. 1100 - [400-499] \$30,000.00
4. ARP funds will be used to purchase 216 ActivPanel Titanium 70inch Panels/Boards 1100 - [400-499] \$626,388.80
5. Ellevation will be purchased as an additional tool for the organization and management of EL files and data. 1100 - [400-499] \$19,900.00

IELPs will also be created using this program.

6. LoGista \$20,000.00 X 2 = \$40,000.00 1100(622) \$40,000.00

Students will have access to 10VR goggles to explore careers and to also provide virtual reality to global destinations. (Contract and further details included in Related Documents).

7. Apple Lab \$142,700.00 1100 (419)

8. Head Phones \$56,695.79 1100 (419)

Total Cost \$ 1,186,572.21

Quotes and Contracts for Technology and Online Subscriptions have been uploaded in Related Documents.

All ESSER III funds will be used by 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

1. ARP- ESSER funds will be used to add hot water to the Nurse's Stations in six of our seven schools. All services and installations will be completed by June 30, 2024. Total Cost:\$2,500 X 6 schools

3200 - [399] \$15,000.00

2. ARP ESSER funds will be used to purchase Contact-Free, Key Less entry systems for all schools within the district.

3200 [399] \$220,648.00

3. ARP ESSER funds will be used to purchase and install seven outdoor classrooms -- one for each elementary school - Bessemer City Middle School and Bessemer City High School. Each school will have the following items. Each outdoor classroom will have the ability to accommodate up to 45 students at a time.

Included in each school's outdoor classroom;

15 - 6' Writable Top Outdoor Classroom Desk- In-ground mount;10 - Benches 71" Bench with Back - In- ground mount;1 portable sound system; 2 Handwashing Stations with water; 4 Hand Sanitizing Stations; 2 Trash Cans in holders; 2 Aluminum Hardtop Gazebos.

Cost \$65,000/per classroom x 7

3200 - [399]Total Costs \$455,000.00

4. ARP ESSER funds will be used to clean ventilation, duct, HVAC systems in all seven schools as well as at the Central Office and other buildings.

3200- [399] Costs \$175,043.97.

5. ARP ESSER funds will be used for deep cleaning-- Contract Services for COVID-19 in all schools and district locations.

3200 - (399) \$350,241.00

6. Plexiglass Shields (14) for all cafeteria cashier check-outs stands

3200 - [400-499] \$200.00 x 14= \$2,800.00

7. Windows in several schools need to be repaired and replaced.

3200 - (399) approximately \$625.48 x 500 \$ \$312,738.82

Total Costs \$1,531,471.79

All installations and projects using ESSER III funds will be obligated and completed by 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

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.

Contracts including Scope of Work, have been uploaded in Related Documents

2215 [399] Culturally Sustaining Literacy Coach -- Contract and Travel \$150,000.00

2215 [399] McKendrick Group Consulting and Coaching \$43,650.00 x 3 \$130,950.00

The Mack Leadership Group (MLG) submits this proposal to Bessemer City Schools to provide results-oriented executive coaching services for eight principals, to assist the superintendent in the evaluation process for at least 2 principals, and to assist other principals and the superintendent in coaching/mentoring as needed, especially as related to leading through the COVID-19 pandemic.

Executive Coaching

MLG's executive coaching facilitates the leadership development of principals, especially newly-appointed ones, by helping them resolve issues that usually stymie principals' growth.

Moreover, MLG's executive coaching focuses on strengthening the school leader's capacities in managing a school's operations and in instructional leadership.

Strengthening those instructional leadership skills, in turn, will improve student achievement.

There are several benefits and outcomes for clients who receive executive coaching services, including, but not limited to the following:

Continued growth through the MLG model: assess capacities - engage in changed behaviors - reassess capacities.

Strengthened and changed behaviors including, but not limited to, critical thinking, critical decision making, communication, and emotional maturity.

Increased productivity and efficiency, based on the 360-assessment data.

Developed skills in being flexible and in learning to collaborate and build relationships with others.

Scope of Work

MLG will offer executive coaching services from August 2021 through May 2022 or as

directed by the superintendent. The coaching services will be facilitated through various forms, including, but not limited to, face-to-face meetings, phone calls, virtual meetings via Zoom, text messages and email.

2215 [399] Total Communications Consulting \$33,000.00 x 3 \$99,000.00

Total Communication LLC Communication & media relations for public schools Letter of agreement for services provided to Bessemer City School District This letter describes the terms under which Total Communication, LLC (Contractor) will provide public relations and media relations services for Bessemer City Schools (Client) 1621 5th Avenue North, PO Box 1230, Bessemer, AL 35020. This agreement serves as a contract between the two parties. Services Contractor will provide the following services as part of premium (full) public relations package: • Crisis communications o Contractor will develop most appropriate communication plan to address crisis situations. This includes press releases and written/verbal statements during such events that will best protect district's brand o Contractor will provide on-call response, as needed, to address developing crises o Contractor will serve in advisory role as needed during emergencies • Media relations o Contractor to maintain effective contact with representatives of local news media, that will lead to best coverage of BCS news. o Contractor will organize press conferences, press releases, interview coaching as needed. o Contractor will work with local media to ensure at least four positive news stories are covered on Client's behalf. • External communication o Contractor will produce opportunities to enhance external communications by producing one District newsletter per month. o Contractor will also assist with town hall meetings and other communication routes needed to keep community informed. • Special projects & marketing o Contractor will oversee the school district's radio ad campaign through Summit media to promote positive message about BCS throughout the community. o Contractor may assist in additional special projects as requested through the Office of the Superintendent. *Please, note that projects not specified in this contract may incur separate fees depending on scope of work involved. Meeting and counsel

2215 [399] Your Life Matters Consulting for SEL \$ 30,000.00 **(Contract and details included in Related Documents).**

2215 [399] Caring Men & Women (Brick by Brick) BCMS / BCHS \$10,000.00

Caring Men & Caring Women Inc.(Brick by Brick) is a mentoring program that offers boys and girls weekly, one-on-one mentoring from a positive mentor. Helping them to feel valued, supported, heard and encouraged to take responsibility for their actions. CM-CW-trained mentors show up at the middle school willing to listen, encourage and offer the empowerment that boys and girls seek to make positive changes in their lives. Also, we continue to track the graduates of the middle school by visiting them monthly at the high school. Caring Men & Caring Women provides safe forums where boys and girls are able to discuss the choices they are faced at this critical window of time in their lives. The mission of Caring Men/Caring Women, Inc. is to motivate, empower and encourage young men and women through mentoring and other resources. We will challenge them to be positive decision makers and to ultimately help facilitate that will shape them into successful and responsible adults.

The purpose of Caring Men/Caring Women, Inc. is to increase the achievement levels of youth, especially those who are considered disadvantaged. The program will reach out to and make a difference in the schools, in the community and in the lives of the youth. Caring Me/Caring Women will use a variety of resources and platforms that will make a positive impact in their lives physically, mentally and spiritually.

2215 [399] J. R. Moore and Associates to address SEL and the Effects of Covid for students, staff and families \$40,000.00

Conference Attendance

1. ICLE- The Model Schools Conference will be a district initiative involving all schools for systemic-whole school focus and growth. Travel costs will include hotel,, flight, registration for 40 participants from the district representing all schools. | (Registration) \$ 37,800.00| 2215 - [300-399] (Travel) \$12,000.00 I 2215 [300-399] I Hotel Accommodations \$80,000.00 Total Cost: \$129,800.00

2. MEGA - 30 district participants representing all schools will attend the MEGA Conference (Mobile, Al) in July 2022 to be provided professional development from the ALSDE to support student achievement. Hotel 2215 [300-399] \$30,000.00; Registration \$5,550.00; Travel \$12,000.00; Food \$7,500.00 Total Costs \$55,050.00

3. NABSE - 10 district participants will attend the conference to address the unique learning and cultural relevancy needs for children of poverty. 2215 [300-399] Registration \$4,500.00; Hotel \$12,000.00; Food \$3,750.00; Travel \$3,500.00 Total \$ 23,700.00

Total Conference Costs \$208,550.00

Total for all Professional Development \$668,500.00

All ESSER III funds will be used and completed by September 30, 2024.

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 assessments, materials and supplies to help increase student achievement.

1100[419] 1. Pre-ACT 8th and 9th grade -489 students x \$16.00 x 2 years. \$15,648.00

1100 [419] 2. The Flying Classroom -\$5,500.00 x 5 \$27,500.00

The Flying Classroom is a K-8 integrative STEM+ supplemental curriculum. While Flying Classroom includes standards and principles aligned to STEM, it also includes correlated activities to geography, informational literacy, writing, art and social studies. Students work to develop critical thinking, collaboration, communication and creativity skills as they navigate through the expedition content. Each of the lessons within the Flying Classroom are based on the global expeditions of Captain Barrington Irving. What sets the Flying Classroom apart from other STEM educational products? First, the Flying Classroom is based on the global adventures and expeditions of Captain Barrington Irving. Barrington Irving became the youngest person (and first African American) to fly solo around the world at the age of 23. Secondly, the Flying Classroom is a STEM instructional tool that leads teachers through implementing relevant STEM integrative instruction with students. The Flying Classroom's curriculum is cutting-edge and real-time. With an average of three-five months from filming the expedition to the upload of completed expedition lessons, Lead Explorers (Teachers) are able to access and investigate current global challenges aligned to national/state standards. Lastly, the Flying Classroom provides the opportunity for students to engage in current events that impact our ever-changing global society; enhancing the relevancy of the content and conceptual understandings of students.

1100 419] 3. U.S. Games -Outdoor PE Equipment and Resources \$10,014.26 x 5 schools \$50,071.30 **(Included in Related Documents)**

1100 [418] 4. Jones Valley Outdoor Gardens \$15,000.00 x 5 \$75,000.00 **(Included in Related Documents)**

Good School Food, our primary program, is a food-based education model rooted in academic standards. Through hands-on, experiential lessons at our Teaching Farms, pre-K–12 students use food, farming, and the culinary arts as a foundation for academic exploration. Through the power of food, Jones Valley Teaching Farm (JVTF) creates opportunities for academic exploration, environmental stewardship, personal growth and leadership, and pathways to employment. Food is our foundation; people grow here. The Jones Valley Teaching Farm will assist Bessemer City Schools in the creation of school based gardens on the campuses of five elementary school.

1100 [419] 5. Better Basics \$500.00 x 40 Total \$20,000.00

Better Basics provides literacy intervention and enrichment programs for students in surrounding communities and will expand into Bessemer City Schools. Our programs empower our community's youth, helping children learn to read, comprehend, retain, and ultimately learn. This increases our students' confidence levels, infusing literature into children's homes and exposing them to multi-cultural arts and enrichment programs.

1100 [419] 6. Leader in Me \$7,500.00 x 3 Total \$22,500.00

Leader in Me is a research-validated comprehensive process designed to address social emotional needs, college and career readiness, and the development of a strong educational and student leadership culture. Our world-class Franklin Covey coaches support implementation excellence, leadership, and professional development essential for sustained academic achievement.

Total Costs \$210,719.30

All services and products will end by September 30, 2024

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 support Parent and Family Engagement activities in the 2021, 2022, 2023, and 2024 school years. Funds will be used to purchase family handouts, Hand-on Learning kits, Reading Packages, Science kits and other resources to strengthen the school and family connection.

Bessemer City Schools uses a variety of social media platforms, as well as print media to keep the public and community informed and engaged. Superintendent, Dr. Autumm Jeter, conducts and hosts frequent meetings on the district's YouTube Channel as well as Facebook, to address specific topics of interest and concern to parents, teachers and the community at large. Multiple district level surveys have also been conducted to gather input from all segments of the community.

Advisory meetings have been conducted via Zoom and will continue face-to-face into the 2021-2022 school year and beyond.

Bessemer City Schools will continue to engage families and the communities throughout the ARP ESSER funding period by:

- 1) Providing a Continuous Communication Tool (Agendas) for all students to create an ongoing dialogue between the home and school to strengthen the home-school connection,
- 2) Providing Parent Summits, twice a year at the district level, (Fall & Spring) with an accompanying Book Study during the first year,

- Fall (October) 2021 & Spring (April) 2022
- Fall (September) 2022 & Spring (April) 2023
- Fall (September) 2023 & Spring (April) 2024

- 3) Provide Math in the City Events on multiple sites throughout the city. Parents will have access to Take-Home materials and Make-N-Take activities to utilize at home with their children.

- 4) Reading in the City -- another interactive parent and community event --- will help parents understand the Pillars of Reading, the Alabama Literacy Act and provide parents with take-home activities and books for at home learning.

- 5.) Math and Science Drive thru Event, parents will receive Take-Home and Make-N-Take activities to utilize at home with their children. Model demonstrations will be available

2190 [419] 1. Channing Bete \$5,000.00

2190 [419] 2. Woodburn Press \$8,000.00

2190 [419] 3. Scholastic Parent Math, Science and Reading Take Home Packs \$110,000.00

2190 [419] 4. Project Wisdom \$4,140.00

2190 [419] 5. Parent Handbooks \$61,800.00

2190 [419] 6. PosterMyWall And S'more \$12,000.00

2190 [419] 7. Make and Take Resources for Face to Face Activities \$5,060.00

Total Cost \$206,000.00

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Projects in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities. ESSER III funds used for Parent, Family and Community services, will end by September 30, 2024.

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)

ARP ESSER funds will be used to support the Social Emotional Learning of middle school students by providing access to the opportunity to join the school band. Band instruments will be purchased for Bessemer City Middle School.

1100 [419] 1. Middle School Band Instruments \$100,000.00

1100 [419] 2. Bessemer City High School Musical Instruments \$150,000.00

1100 [419] 3. Musical Orff Instruments will \$8,415.00

Total \$258,415.00

All ESSER III fund for Band Instruments will be used by September 30, 2024.

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)

Bessemer City Schools is experiencing a shortage of Special Education teachers--as is most of Alabama -- to address this shortage, contract services are required to meet the needs of the special population. Special Education Contract Services with Soliant \$877,500.00 --

2190 (329) Soliant Contract Services will provide 4 teachers for the district at a cost of \$65 per hour at 37.5 hours a week for 30 weeks.

$$\$73,125 \times 4 = \$292,500 \text{ per year} \times 3 = \$870,500.$$

2190 (329) HANDS Contract Special Education Services. \$110,000.00

The HANDS Contract through BCBA will provide services for Special Education and 504 students. They will also provide services for PST Teams throughout the district. \$110 per

hour X 1,000 hours.

Total \$ 980,500.00

All ESSER III funds for these contracted services will conclude by 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)

The Department of Human Resources will use ARP ESSER funds to support the well-being of district employees. Funds will also be used to present the spread of Covid by using contact-less resources .

2150 [399] 1. J. Haslam Group (Consultant Services for the district to address the stress factors of Covid 19. \$80,000.00

6110 [191] 2. Hazard Support/Supplement for all district employees 510 employees @ \$1,000.00 X 2 Years \$1,020,000.00
Supplement Benefits \$206,652.00. Total \$ 1,226,652.00

Clarifying statement: Employees must provide additional classroom support and student coverage due to many COVID-19 employee absences and the lack of an efficient number of available substitute teachers to assign to classes. Although the extra support is inclusive of the employees' regular daily schedule, additional duties are also assigned to district leaders to provide classroom coverage and support due to the many COVID-19 employee absences at the local schools. Most coordinated services will be provided before official school hours, after official school hours, and on weekends. Teachers, para-educators and school leadership teams meet and plan collaboratively to address the needs of students due to the Covid-19 pandemic. Student learning loss will be addressed in addition to the fragile social and emotional needs of our students. Principals and district leadership will assist and support the efforts of the teaching staff. Custodians have been called upon to work after hours to sanitize classrooms and work areas--beyond the regular day --even on weekends. Cafeteria staff and bus drivers have been called upon and will continue to address the need to transport and feed our students. Time and Effort documentation will be maintained for all employees who may be recipients of the Covid-19 hazard support supplement.

1100 [319] 3. PowerSchool Records (Contactless) 3 years @ 10,750.00 = \$32,250.00

1100 [399] 4. American Behavioral Health 3 years @ 14,400.00 a year = \$43,200.00

6430 [399] 5. PowerSchool Search Soft. 3 years @ \$2,595.84 a year = \$7,787.52

Total Costs \$ 1,389,889.52

All services will end by September 30, 2024.

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)

ARP ESSER funds will be used to contract with the AMT Agency to provide Nurses for the District. 2 years @ \$500,000.00 a year.

2140 [399] Total Cost \$1,000,000.00.

All ESSER funds for this contracted service will conclude by September 30, 2024.

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 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.

ARP ESSER funds will be used to provide compensation for the administration of the ARP ESSER funds. The Director of Federal Programs will monitor the grant for requisitions, purchase orders, and allowability as noted in the grant. Secretarial staff will input requisitions, create purchase orders, order approved resources and prepare invoices for payment. Additionally, staff will amend the budget, input budget details, prepare an inventory and organize data for compliance.

6310 [192] Total for 3 years as noted. \$43,293,60

Time and Effort documentation and Time Sheets will be maintained as additional work activities are performed by staff. Work activities will be performed after 4:00pm for classified secretarial staff. Classified staff will be compensated at the hourly rate x 2. For the certificated staff, (Director), compensation will be provided for Saturday, weekend, holiday and vacation periods as activities are performed. Certificated staff will be compensated at \$60 per hour. Time and documentation will be maintained by certificated staff as well. Maximum hours for performed activities will not exceed per-determined and established costs as noted.

3 FTEs

Administrative - 6310 (010-199) 4,000pp x 3 people = 12,000pp x 3 years = \$36,000.00 6310 (200-299) Benefits \$7,293.60

Two - \$2,000 payments per school year as calculated to the established maximum as documented by Time Sheets and Work Products.

Year one - December 2021 (2,000 pp) and June 2022 (2,000 pp)









Year two - December 2022 (2,000 pp) and June 2023 (2,000 pp)

All services will end by September 30, 2024.

Maximum Indirect Cost amount for the ARP ESSER Fund

6910/910

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions ARP ESSER
 	"Other" Intervention Evidence-based Documentation	
 	Supporting Documentation #1	Quotes for ARP ESSER III Services
 	Supporting Documentation #2	Additional Contracts and Details

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>OK ▼</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)	0.00	0.00	105,000.00	545,282.00	0.00	0.00		0.00	0.00	650,282.00	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)	87,120.00	17,650.51	0.00	4,591.49	0.00	0.00		0.00	0.00	109,362.00	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	87,120.00	17,650.51	105,000.00	549,873.49	0.00	0.00	0.00	0.00	0.00	759,644.00	Total
Adjusted Allocation										759,644.00	
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.

*

Bessemer City Schools is a full Title I District and as such, every child has the opportunity to benefit from the experiences, exposures, and resources provided by Title I. All seven of Bessemer City Schools operate under the "School-Wide" model. The needs of our special populations are considered and specific plans are structured to provide for their needs. Summer Boot Camps, Summer Reading Camps, Summer mini-camps for special populations as well as planned opportunities for the social and emotional growth of our students are provided. One major community-based organization with whom we partner is the City of Bessemer. The Bessemer City sponsors Camp Bessemer which is a fun-filled Enrichment, four-week program that runs concurrently with the school district's special Summer Camps. This partnership allows for a full day of learning--including field trips for our summer scholars. The Boys and Girls Club of Central Alabama is also a partner for Summer Learning. Students experiencing homelessness, (especially doubled-up), are encouraged to sign-up for the morning and afternoon camps. During the regular school year, the Boys and Girls Clubs operate at capacity to add value to the lives of our students--beyond the regular school day. The Boys and Girls Club provides STEM, STREAM, and Robotics activities in addition to homework assistance. Academically, there are several evidence-based programs that Bessemer City Schools will use with the ARP ESSER State Reserve. One of them is STAR Renaissance Suite which will help us to monitor the growth and progress of students in Reading and Math from grade K-12th grade. Another evidence-based program is Phonics First/Structures which will help our K-8 students in phonemic awareness. We will also use Edgenuity for our virtual students from K-12. This program will provide E-course ware to students and also interventions to our high school students in content areas of identified need.

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).

*

Several data sources were used to identify students most in need of program intervention. Our major assessment tools continue to be **STAR Reading and STAR Math** for all students in grades K-12. **Freckle Intervention** K-8 was also used. This intervention program is well-structured for Special Education students as well as for the general population. **Pre-ACT** data was gathered and analyzed for students in grades 8 - 10.

Additionally, **Edgenuity My Path** generated data for students in grades 9-12.

DIBELS data also provided comparatives for K-3 students.

Finish Line and **ACCESS 2.0** was used and will continue to be used for our English Learner students.

During Data Days, lead by the Director of Curriculum and Instruction, and her team, all programs are examined for effectiveness.

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.

*

Using the allocation from ARP ESSER State Reserve, Bessemer City Schools will identify and engage students who have missed the most in-person instruction during 2019 - 2020 and 2020-2021 school years by first tracking attendance for those students. Intentionally targeting students who have missed learning to participate in after-school tutoring and summer learning. Also providing curricular materials to parents so that they can have access to help with learning at home. For students who did not consistently participate in remote instruction when offered during school building closures, we will provide the same strategies but will increase contact with parents and create more opportunities to learn using hard copies. We will also provide WiFi assistance.

Budget Amount & Details for Interventions

Amount

<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	109,362.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	109,362.00
<input checked="" type="checkbox"/> Intervention C (Other) K-3 Literacy Act Support, Tutor Nation, FE	540,920.00
Total Cost:	759,644.00

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 partially fund our R.I.S.E. summer enrichment program during the Summer of 2023. The enrichment program will run four weeks four days a week. K-3 students will focus on phonics, reading comprehension and math fluency. Summer Reading will include direct, explicit, reading intervention services to improve identified areas of need. Grades 4-5 will cover subjects math, reading, science and social studies. Grades 6-12 will cover a variety of week-long summer camps such as ACT Prep, Work Keys, Phonics, Coding, Social Justice, Healthy Habits, Math Foundations, and EL Camp. We will purchase general supplies such as pencils, notebooks, glue, colored pencils, and copy paper to effectively run the program. We will also purchase supplies that are pertinent to each camp such as ACT prep licenses, culturally sustaining books for summer reading, and math fluency kits. Each of these programs and camps will provide support and interventions for special populations.

1100 [411] Materials and Supplies to support and sustain Summer Enrichment.

Total Cost \$109,362.00

All services will conclude 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)

The comprehensive after-school program for each elementary school, middle, and high school for the year 2023-2024 will be three days a week for 120 minutes a day. The elementary and middle school schools will focus on math and reading but also provide an elective like P.E. or computer tech. High school students will focus on all subjects, and also credit recovery. There will be three tutors per elementary school. Bessemer City Middle and Bessemer City High Schools will have one tutor per grade level. In total for the system, there will be 22 tutors. We will need to purchase supplies for tutors and licenses for the credit recovery program.

22 Tutors x 30.00 per hour x 2 hours a day x 3 days a week x 22 weeks

9130 - [100-199] Salary \$87,120.00 Benefits 9130 - [200-299] \$ 17,650.51

9130 - [411] \$4,591.49 Materials and Supplies for After School Tutors

Total Costs \$109,362.00

All services will conclude 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).

Learning Loss due to Covid-19 will be addressed in several ways to provide multiple options and opportunities for students facing the greatest learning loss. Learning Loss will be address as Intervention C. Contracts for referenced providers have been uploaded as requested.

The K-3 Literacy Act requirements for 70 hours of intensive summer learning will be addressed for all students for whom it applies. K-3 students will focus on phonics, reading comprehension and fluency. Summer Reading will include direct, explicit, reading intervention services to improve identified areas of need. K-3 Summer learning to address the Literacy Act will occur during the summer of 2022, 2023.

Tutor Nation will be engaged to provide on campus support in five of our elementary schools. They will provide small group tutoring based on assessment results and on-going progress monitoring as required by the K-3rd grade Literacy Act. Students will receive direct, explicit reading intervention services and supports to improve areas of weakness.

1100(419) \$165,376.50

Edgenuity will also provide services for students from grades 8-12 and they will be able to earn high school credits through the virtual platform.

1100(419) Edgenuity \$266,181.50

FEV Tutoring will be engaged to address the learning needs of Bessemer City Middle school students and Bessemer City High School students. FEV Tutoring will provide LIVE 1:1 Online Tutoring services designed to accelerate the learning outcomes for our select student population requiring Tier-II and Tier III intervention, support and assistance. The Contract for FEV Tutoring will be uploaded to the Related Documents Section of the Reserve application

1100(399) 200 students @ 21 hours of tutoring at 25.00 per hour \$105,000.00

1100 [411] Materials and Supplies \$4,362.00

Total Costs \$540,920.00









All services from each provider will conclude 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)	Job Descriptions ARP ESSER
 	"Other" Intervention Evidence-based Documentation	FEV Tutors
 	Supporting Documentation #1	Admin for ESSER
 	Supporting Documentation #2	Tutor Nation

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

- | | |
|--|----------------------|
|  1. Allocations | Needs ALSDE Review ▼ |
| 1. Review the ARP ESSER State Reserve allocation for the LEA. | |
|  2. Required Narratives | Needs ALSDE Review ▼ |
| 1. Did the LEA answer all the required narratives? | |
|  3. Budget Grid | Needs ALSDE Review ▼ |
| 1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid? | |
| 2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page? | |
|  4. ARP ESSER State Reserve Allocation | Needs ALSDE Review ▼ |
| 1. Do the expenditures in the narratives match the budget grid? | |
| 2. Are the expenditures allowable under the ARP? | |
| 3. Are the expenditures reasonable, necessary, and allocable? | |
| 4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention? | |
| 5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel? | |
| 6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used? | |
|  5. Related Documents | Needs ALSDE Review ▼ |
| 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel? | |