

Mountain Brook City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs

Director Final Approval

Monday, December 13, 2021 10:00 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	0.00	683,305.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	0.00	683,305.00
Adjusted Allocation	0.00	683,305.00
Budgeted	0.00	683,305.00

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 State Reserve	9/20/2021

	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)	521,634.00	156,671.00	0.00	5,000.00	0.00	0.00		0.00	0.00	683,305.00	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	521,634.00	156,671.00	0.00	5,000.00	0.00	0.00	0.00	0.00	0.00	683,305.00	Total
Adjusted Allocation										683,305.00	
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.

*

Purpose:

The Purpose of Mountain Brook Schools is to provide an effective, challenging, and engaging education for every one of our students.

Summer Camps

Students will make measurable growth based on a variety of assessments (pre and post aimswebPlus assessments, progress monitoring, intervention based monitoring probes), and therefore increase their reading confidence.

Students will foster a love of reading in a fun, positive environment to build a strong and confident reading identity.

Teachers will meet individual student needs through explicit, one-on-one, and small group instruction in a structured learning environment.

Teachers will provide families with strategies and materials to support continued learning at home.

Summer Program Description:

MBS Summer Reading Camp will provide effective, challenging, and engaging reading instruction and experiences to all students who participate. Students will have the opportunity to receive direct, explicit, and systematic reading instruction and intervention on a daily basis. Instructional methods will include multi-sensory strategies that meet the unique needs of each learner. Participants will be assessed using aimswebPlus progress monitoring tools, BAS Running Records, and other tools that assess foundational language skills. MBS Summer Reading Camp will be staffed by highly qualified MBS teachers who are extensively trained in providing this type of instruction. This is open to any student with a identified with reading deficiency, students who have a Student Reading Improvement Plan, students in grades 2 and 3 who scored below the 26th percentile on aimswebPlus in winter or spring, EL Students, special ed students and previous virtual students.

Continuous Instruction and Intervention Services for students

When students begin the intervention process (Tier II or Tier III), they will continue in that process until they have attained grade-level standards and skills or until they are referred to the next level. The Student Support Team (SST) is to help guide general education intervention services for all students who have academic or behavior difficulties, including those students who exhibit the characteristics of dyslexia or have suffered learning loss due to the pandemic. The SST supports the school's successful implementation of the Response to Instruction (RtI) framework.

The SST is responsible for the decisions which ensure that:

- (1) students receive instruction and interventions matched to their identified needs,
- (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and
- (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

Before and After School Tutoring -

Before and after school tutoring will be available for students struggling in reading beginning in the 2021-2022 school year. Certified teachers will be available to tutor students with a SRIP or who have been identified with a deficit as measures by aimswebPLUS screening results.

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).

*

Participants will be assessed using aimswebPlus progress monitoring tools for reading and math, BAS Running Records, and other tools that assess foundational language skills. MBS Summer Reading Camp will be staffed by highly qualified MBS teachers who are extensively trained in providing this type of instruction. This is open to any student with a identified with reading deficiency, students who have a Student Reading Improvement Plan, students in grades 2 and 3 who scored below the 26th percentile on aimswebPlus in winter or spring, EL Students, special ed students and previous virtual students.

Invitations for Summer Camp will be given to parents of students with SRIPs beginning at Spring Conferences and continuing through the end of the year as the data indicates a need. Confirmation letters will be sent to parents who were invited to attend on April 21st with a deadline to return by April 30th.

During the school day, interventionists will work with students in Tiers II and III using research based programs to ensure that students who are not a grade level or have suffered learning loss due to the pandemic will receive specialized instruction to make gains in reading and math. This will be determined by aimswebPLUS screening in reading and math and reviewed by the student support team. These students will have specific plans and will be progress monitored to determine rate of improvement and measure achievement of specific goals.

After school tutoring

Before and after school tutoring will be available for students struggling in reading beginning in the 2021-2022 school year. Certified teachers will be available to tutor students with a SRIP or who have been identified with a deficit as measures by aimswebPLUS screening results. We will review the progress of each student participating in this program to determine the impact of this program.

EVALUATION

Attendance

Daily attendance will be recorded on a paper roster. The coordinator will collect daily and record on the state documentation spreadsheets.

Instructional decisions will be based on data collected.

- Classroom Teacher Input Form
 - What motivates this student so that we can have optimal work completion?
 - Any behavior concerns?
 - Recent data (F&P, Words Their Way, Writing Prompt, aimswebPlus (ORF, NWF, WRF), additional writing samples
 - Intervention Data (programming and progress monitoring)
 - Communication with parents
 - Classroom teachers will provide consumable materials - Student Workbooks and Intervention Workbooks
- Assessment Tools for the camp
 - AimswebPlus progress monitoring
 - Fountas and Pinnell Running Records
 - Beginning and End On-Demand Writing Prompts
 - AIMSWeb progress monitoring and data availability; PAST (LETRS); Phonics and Word-Reading Survey (LETRS)

Intervention Approved Programs

- SPIRE
- MSLE
- SONDAY
-

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.

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- We will identify and engage students by using the following data.
 - AimswebPlus progress monitoring for reading and math
 - Fountas and Pinnell Running Records
 - Beginning and End On-Demand Writing Prompts
 - AIMSWeb progress monitoring and data availability; PAST (LETRS); Phonics and Word-Reading Survey (LETRS)
 - Research based math interventions
 - previous virtual school participant
 - Attendance data

Budget Amount & Details for Interventions		Amount
<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	98,763.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	98,763.00
<input checked="" type="checkbox"/>	Intervention C (Other)	485,779.00
	In school intervention for learning loss	
Total Cost:		683,305.00

Intervention A (Summer Learning & Summer Enrichment Programs)

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

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

Example:

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

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

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2021, 2022, 2023, and 2024. The camp will run for four weeks for five days a week. Subjects to be covered are reading and writing. 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 manipulatives to help improve student achievement. We had 18 teachers working the camps during the summer of 2021 and plan to have at least that many the next summer. Hours worked were off-contracted time.

FTEs: 0 - paid by stipends

Total cost: \$98,763.00

1100 - [010-199] (Salaries) \$78,263.00 1100 - [200-299] (Benefits) \$ 15,500.00
1100 - [400-499] (Materials and Supplies) \$5,000.00

Intervention B (Comprehensive After-School Programs)

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

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

ARP ESSER funds will be used to pay the stipends for teachers who work with students before and after school tutoring.

Based on requirements of the Alabama Literacy Act, students who have a Student Reading Improvement Plan (SRIP) are eligible to attend after school tutoring in reading. Tutoring sessions will provide supplemental evidence-based reading intervention delivered by a teacher with specialized reading training.

Tutoring will be held for 1 hour after the school day during the 2021, 2022, 2023 school years. We have 8 tutors currently and are looking to hire more. Tutors are being paid for working during off-contracted time.

FTEs: 0 paid by stipend

Total Cost: \$98,763.00

1100 - [010-199] (Salaries) \$82,263.00 / 1100 - [200-299] (Benefits) \$ 16,500.00

Intervention C (Other)

Provide the following information for Intervention C (Other):

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

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

ARP ESSER funds will be used to pay the salaries of our 5 interventionists who will provide continuous instruction and intervention services during the school day to students who suffered learning loss during the pandemic. When students begin the intervention process (Tier II or Tier III), they will continue in that process until they have attained grade-level standards and skills or until they are referred to the next level. Interventionists will use scientific, research-based programs to meet these needs. These funds will be used for this purpose during the 2021 and 2022 school years. They will address needs in reading by developing Student Reading Improvement Plans (SRIPs) as required by the Alabama Literacy Law.

FTEs: 5

Total Cost: \$ 485,779.00

1100 - [010-199] (Salaries) \$361,108.00 | 1100 - [200-299] (Benefits) \$124,671.00









SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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






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

Mountain Brook City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs
Director Final Approval
Monday, December 13, 2021 10:01 PM
Related Documents

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	job descriptions
 	"Other" Intervention Evidence-based Documentation	MTSS plan
 	Supporting Documentation #1	summer learning playbook
 	Supporting Documentation #2	Lesson plans

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

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