

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

Tuesday, December 14, 2021 11:54 AM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	3,547,785.00	574,900.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	3,547,785.00	574,900.00
Adjusted Allocation	3,547,785.00	574,900.00
Budgeted	3,547,785.00	574,900.00

### 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.

Saraland City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval  
Tuesday, December 14, 2021 11:54 AM  
Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	9/3/2021
ARP ESSER State Reserve	9/3/2021

	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)	175,311.00	121,689.00	0.00	1,136,986.60	0.00	0.00		0.00	0.00	1,433,986.60	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)	809,517.00	350,157.00	0.00	0.00		0.00		0.00	0.00	1,159,674.00	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	415,929.51	160,628.49	0.00	0.00	0.00	0.00		0.00	0.00	576,558.00	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	88,404.00	46,596.00	242,566.40	0.00	0.00	0.00		0.00	0.00	377,566.40	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	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					0.00					0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	1,489,161.51	679,070.49	242,566.40	1,136,986.60	0.00	0.00	0.00	0.00	0.00	3,547,785.00	Total
Adjusted Allocation										3,547,785.00	
Remaining										0.00	



## Cover Page & Required Narratives

### Superintendent of Schools

Name \* Dr. Aaron Milner

### ARP ESSER Point of Contact

Name \* Dr. Frankie Mathis

Role \* Assistant Superintendent

Phone \* 251-375-5420

Ext

### Required Narratives

How does the LEA plan to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning?

\* Funds will be used to continue and expand strategies which enabled Saraland City Schools to mitigate student learning loss by maximizing in-person learning opportunities during the 2020-2021 school year (166 days with 94% opting for in-person learning). Proposed strategies to strengthen the district's preparation, prevention, and response to COVID-19 for 2021-2022 and beyond concentrate in the areas of health services, facilities, technology, curriculum, and instruction.

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?

\* Evidenced-based interventions will be implemented to provide accelerated learning opportunities to all students including expansion of opportunities for those students historically underserved. This will include a focus on ensuring that all students have access to grade level or above standards in all content areas. Summative assessment data was not available for the 2019-2021 school year, therefore, using formative assessment data, academic progress of all students is being monitored for potential learning and achievement gaps that may heighten vulnerability. Personalized student learning plans, based on diagnostic data and created by the instructional software, deliver individualized intervention as well as enrichment activities beyond current achievement levels. Software purchased by Saraland City Schools also provides opportunities to extend student learning outside the traditional school day and promote family engagement in a language understood by the parents/guardians. Spring ACAP assessment data for students in grades 2-8 will be interpreted and analyzed to further target resources and aid students identified in greatest need.

To strengthen SCS response to students' social, emotional, and mental health needs, the district employed a Mental Health Services Coordinator. Three SCS employees obtained certification as Youth Mental Health First Aid trainers. These staff members will conduct professional development until all SCS employees receive mental health awareness trainings. Through key personnel in health and student services, SCS is partnering with community agencies to support families in meeting both physical and mental health needs.

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.

\* No student will be denied access to academic programs based on gender, race, color, national origin, disability, age, or economic status. Teachers and other program beneficiaries are included in professional development opportunities applicable to position and respective needs. However, Saraland City Schools (SCS) will provide additional training to special education teachers to ensure equity and accessibility for students. SCS will continue to work with teachers and families to ensure there are no barriers to participation.

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?

\* A comprehensive fiscal monitoring process will be implemented throughout the course of the grant to ensure use of funds

adheres to the approved budget plan detailing how ARP ESSER funds will be expended. SCS will monitor appropriate and effective application of funds following district accounting practices under the direction of the CSFO. SCS will self-assess implementation to include usage data for instructional technology and evaluate compliance with regulations using data collected quarterly under the direction of the Federal Programs Coordinator. District progress will be communicated through newsletters, social media, and in-person meetings with the goal to foster transparency in the expenditure of funds and implementation of interventions.

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

\* Flexibility and opportunity are essential to building valuable connections between school, home, and community. SCS is eliciting family and community input in strategic planning as well as engaging families digitally (zoom and live streaming on the web) while expanding in-person opportunities to encourage involvement in the education process.

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

\* <https://bit.ly/3ywDva6>

### LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other)	783,000.00
Personnel	
<b>Total Cost:</b>	<b>783,000.00</b>

### 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

### Intervention B (Extended Day Programs)

Provide the following information for Intervention B (Extended Day Programs):

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

### Intervention C (Comprehensive After-School Programs)

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

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

### 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).

1) After careful coordination, funds for Interventions A-D will be provided through other means. As a result, SCS proposes to use the ARP LEA reservation to fund key personnel (FY 22, FY 23, FY 24) who will push in classrooms to provide interventions, accelerate learning, and minimize the long-term impact of learning loss. Using formative assessment data to determine where learning must be accelerated, the addition of paraprofessionals (job description provided) at Saraland Early Education Center (SEEC), Saraland Elementary School (SES) and Saraland Middle School (SMS) will promote social distancing by facilitating small group learning, increasing time on task in the classroom, and personalizing student learning and feedback. These paraprofessionals will help transition the focus from remediation to accelerated learning by directly assisting those students who have lost the most instructional time due to school closures and inconsistent participation in an online learning setting. Additionally, instructional partners (job description provided) who demonstrate a high level of skill in scientifically researched-based programs and instruction will be employed at SMS and SHS to assist classroom teachers with small and whole group instruction, monitor and disaggregate student assessment data, and coordinate the response to instruction process for the school. Working as a team, administrators, classroom teachers, instructional partners, and paraprofessionals will also identify and support students who are chronically absent or disengaged by providing in-school accelerated learning, which offers opportunities for students to learn at grade level rather than through tracking or remediation.

ARP ESSER funds will fund personnel as described in FY 22, FY 23, FY 24. Positions will be reevaluated for continued need and alternate fund sources to include local prior to 9/30/2024.

2) 3 paraprofessionals (3 FTEs), 2 instructional partners (2 FTEs)

3) Instructional Partner (SMS): \$81,000 x 3 years = \$243,000.00; Instructional Partner (SHS): \$81,000 x 3 years = \$243,000.00; Paraprofessional (SEEC): \$33,000 x 3 years = \$99,000.00; Paraprofessional (SES): \$33,000 x 3 years = \$99,000.00; Paraprofessional (SMS): \$33,000 x 3 years = \$99,000.00

2210 - [010-199] (Salaries) \$356,610.00 | 2210 - [200-299] (Benefits) \$129,390.00

1100 - [010-199] (Salaries) \$175,311.00 | 1100 - [200-299] (Benefits) \$121,689.00

## 4. Remaining ARP ESSER Fund Uses

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

### Budget Amount & Details for Additional Uses (Include Name for Other Categories)

Amount

<input checked="" type="checkbox"/>	Category 1 (Personnel)	1,385,232.00
<input checked="" type="checkbox"/>	Category 2 (Technology & Online Subscriptions)	742,222.00
<input checked="" type="checkbox"/>	Category 3 (Facility Improvements)	48,549.00
<input type="checkbox"/>	Category 4 (Professional Development)	0.00
<input checked="" type="checkbox"/>	Category 5 (Curriculum Materials & Assessments)	394,764.60
<input type="checkbox"/>	Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/>	Category 7 (Other) HVAC Maintenance	72,000.00
<input checked="" type="checkbox"/>	Category 8 (Other) Cleaning and Sanitizing	122,017.40
<input type="checkbox"/>	Category 9 (Other)	0.00
<input type="checkbox"/>	Category 10 (Other)	0.00
<input type="checkbox"/>	Category 11 (Other)	0.00
<input type="checkbox"/>	Category 12 (Other)	0.00
<input type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	0.00
<input type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	0.00
<b>Total Cost:</b>		<b>2,764,785.00</b>

### 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

1) With the goal to keep schools safe and students healthy, SCS proposes to allocate a portion of remaining ARP ESSER funds to employ additional nurses and a maintenance technician (job descriptions attached). Increasing student access to nurses will help connect health care and education. School nurses provide supports needed to reduce barriers to learning by coordinating care and educating families on the availability of services, while the role of the maintenance technician will be to improve school facilities in order to reduce the risk of virus transmission.

SCS is currently allocated a part-time career coach. However, to expand opportunities for those who need it most, SCS proposes to coordinate funds with the state transition grant (approximately \$15,000.00) to employ a full-time transition coach

(job description attached) who will help build partnerships with and coordinate services among parents, community agencies, post-secondary educational institutions, and businesses to meet students' needs and IEP goals.

ARP ESSER funds will fund personnel as described in FY 22, FY 23, FY 24. Positions will be reevaluated for continued need and alternate fund sources to include local prior to 9/30/2024.

2) 7 School nurses (6.5 FTEs), 1 – Maintenance Technician (1 FTE)

3) Nurses:  $\$386,558 \times 3 = 1,159,674.00$ ; Maintenance Technician:  $\$45,000 \times 3 = \$135,000.00$ ; Transition Coach (less  $\$15,875.00$  transition grant):  $\$30,186 \times 3 = \$90,558.00$

Total cost:  $\$1,385,232.00$  | 2210 - [010-199] (Salaries)  $\$59,319.51$  | 2210 - [200-299] (Benefits)  $\$31,238.49$

3200 - [010-199] (Salaries)  $\$88,404.00$  | 3200 - [200-299] (Benefits)  $\$46,596.00$

2140 - [010-199] (Salaries)  $\$809,517.00$  | 2140 - [200-299] (Benefits)  $\$350,157.00$

### Category 2 (Technology & Online Subscriptions)

Provide the following information for Category 2 (Technology & Online Subscriptions):

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

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).

Total Cost:  $\$432,158.00$  | 1100 - [300-399] (Software License)  $\$30,000.00$  | 1100 - [400-499] (Technology)  $\$402,158.00$

1) Purchasing educational technology to maintain a 1-to-1 managed device inventory will aid in regular and substantive educational interaction between students and their teachers, including low-income students and children with disabilities, to address learning loss, accelerate learning, and allow SCS to better meet the needs of students. In an educational setting, maintaining an inventory of devices operated under a management system is critical to ensure safe and responsible use. The budget for device purchases was generated by projecting district needs over a three-year period. The spreadsheet outlines a timeline for expenditures. ARP ESSER allocations will fund approximately 75% of the need with alternate sources to include local providing the balance.

2) N/A

3) Total Cost:  $\$742,222.00$  | 1100 - [400-499] (Technology)  $\$742,222.00$

### Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):

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

Example:

ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total Cost:  $\$55,500.00$

7200 - [500-599] (Capitalized Units)  $\$18,500.00$  | 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs)  $\$37,000.00$

1) Ventilation is important for good indoor air quality and necessary to reduce the spread of COVID-19. To improve indoor air quality at SMS (the oldest facility in the district), SCS proposes to budget  $\$46,527.00$  to replace five HVAC units (FY22).

2) N/A

3) Total Cost:  $\$48,549.00$  | 3200 - [300-399] (HVAC Units)  $\$48,549.00$

### Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):

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

Example:

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas.

- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000
- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours during the Spring of 2022. Total Cost: \$19,230.00 | 2215 - [010-199] (Stipends) \$11,456.00 | 2215 - [200-299] (Benefits) \$7,774.00

[Cont.]

- Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided. Total Cost: \$18,000.00 | 2215 - [300-399] (Contract for Subs) \$18,000
- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: \$3,400.00 | 2215 - [400-499] (Supplies & Materials) \$3,400.00

[Cont.]

- Conference Attendance: 6 Teachers & 2 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage. Total Cost: \$22,000.00 | 2215 - [600-899] (Registration) \$4,000.00 | 2215 - [300-399] (Travel) \$18,000.00

### 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

1) SCS proposes to prioritize the purchase of high-quality curriculum resources aligned to the newly adopted Alabama English Language Arts Course of Study. Following vetting of ELA resources by the state textbook committee and approval by the Alabama State Board of Education, SCS textbook committee members will review and recommend the purchase of textbooks and supplementary resources (FY 22). Based on need analysis, supplemental resources will also be purchased for other curriculum areas.

2) N/A

3) Total Cost: \$394,764.60 | 1100 - [400-499] (Textbooks) \$394,764.60

### 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

### 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)

1) Valuing the importance servicing ventilation system in reducing the spread of COVID-19, SCS proposes to budget funds to provide preventative maintenance for HVAC systems (Saraland Early Ed, Saraland Elementary, Saraland Middle, and Saraland High), \$36,000.00 annual contract (FY23 and FY24). Bid tabulation sheet provided.

2) N/A

3) Total Cost: \$72,000.00 | 3200 - [300-399] (HVAC Maintenance) \$72,000.00

#### 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)

1) Reducing the risk of exposure to COVID-19 by cleaning and disinfection is critical to opening and maintaining safe operation of schools. SCS proposes to budget \$38,423.00 in ARP ESSER funds to heighten cleaning efforts in schools. Bid tabulation sheet provided.

2) N/A

3) Total Cost: \$122,017.40 | 3200 - [300-399] (Cleaning and Sanitizing) \$122,017.40

#### Category 9 (Other)

Provide the following information for Category 9 (Other):

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

#### Category 10 (Other)

Provide the following information for Category 10 (Other):

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

#### Category 11 (Other)

Provide the following information for Category 11 (Other):

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

#### Category 12 (Other)

Provide the following information for Category 12 (Other):

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

#### Administrative Costs

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

\* The LEA is not utilizing grant funds for administrative costs. ▼

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must include all estimated costs, match the administrative costs dollar amount listed above, and include the Function and Object codes associated with the charge.

### Indirect Costs

Indirect Costs represent the expenses of doing business that are not readily identified with the ARP ESSER but are necessary for the general operation of the organization and the conduct of activities it performs. These costs must be reasonable and necessary, and LEAs can use the unrestricted indirect cost rate for calculation.

\*

The LEA is not utilizing grant funds for indirect costs. ▼

% - Unrestricted Indirect Cost Rate for LEA  \$0.00 Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid









### 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)	<a href="#">Job Descriptions</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">Supporting Documentation</a>
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

<input type="checkbox"/> <b>1. Allocations</b> 1. Review the ARP ESSER allocation for the LEA.	<div>OK ▼</div>
<input type="checkbox"/> <b>2. Assurances</b> 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?	<div>OK ▼</div>
<input type="checkbox"/> <b>3. Cover Page &amp; Required Narratives</b> 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"/> <b>4. Budget Grid</b> 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"/> <b>5. LEA Reservation to Address Loss of Instructional Time</b> 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"/> <b>6. Remaining ARP ESSER Fund Uses</b> 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"/> <b>7. Administrative Costs</b> 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs? <b>If the LEA selected yes, then...</b> 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"/> <b>8. Indirect Costs</b> 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	122,510.29	49,204.50	0.00	0.00		0.00	0.00	171,714.79	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	37,500.00	0.00	0.00	0.00		0.00	0.00	37,500.00	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	37,473.21	0.00	0.00	0.00		0.00	0.00	37,473.21	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	16,189.00	3,257.87	25,336.00	0.00	0.00	0.00		0.00	0.00	44,782.87	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)	235,935.00	47,494.13	0.00	0.00	0.00	0.00		0.00	0.00	283,429.13	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	252,124.00	50,752.00	222,819.50	49,204.50	0.00	0.00	0.00	0.00	0.00	574,900.00	Total
Adjusted Allocation										574,900.00	
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.

\* Due to the impact of COVID-19, academic progress of all students is being monitored for potential learning and achievement gaps that may heighten vulnerability. Evidence-based software programs purchased by Saraland City Schools not only aligns with critical Alabama math and ELA course of study standards but also generates reports that assist with identification of specific student needs. Personalized learning plans, based on diagnostic data and created by the instructional software, deliver individualized intervention as well as enrichment activities beyond current achievement levels. Software purchased by Saraland City Schools will also provide opportunities to extend student learning outside the traditional school day and promote family engagement in a language understood by the parents/guardians.

Employing a mental health services coordinator, a transition coach, and additional paraprofessionals will also provide human capital to invest in addressing the needs of students who have been disproportionately impacted by COVID-19. Human resources will be allocated based on the analysis assessment and attendance data as well as input from classroom teachers. Data will be reviewed in school level RtI (monthly) as well as district level MTSS (quarterly) meetings to assess need. Student interventions will be modified based on progress toward mastery of grade level standards. Through expanded and enriched learning time (after-school enrichment and summer school), Saraland City Schools will use the ARP ESSER State Reserve to provide well-rounded educational opportunities and meet the social, emotional, physical, and mental health, and academic needs of students.

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).

\* During school-level and district-level meetings, academic as well as health and safety needs to include attendance and formative assessment diagnostic data (iReady, DIBELS, etc.) are analyzed to identify students most in need of intervention. To evaluate the impact of programs, data are regularly reviewed during vertical/horizontal grade level, departments, and administrative meetings. Based on these reviews successes are celebrated and as additional needs are determined, interventions are designed or modified and implemented to further address identified student learning gaps.

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 attendance data as well as formative and/or ACAP summative assessment data, school and district administrative teams will identify chronically absent or disengaged students who are at-risk for greatest learning loss. Once identified, SCS teachers and support staff to include counselors, nurses, and the mental health coordinator will work to eliminate barriers to learning while providing learning opportunities grounded in student interests that can ignite and renew engagement, foster learning, and nourish in-person connections.

#### Budget Amount & Details for Interventions

#### Amount

<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	83,712.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	83,712.00

<input checked="" type="checkbox"/> Intervention C (Other) K-3 Summer Literacy Camp and Extended	407,476.00
<b>Total Cost:</b> 574,900.00	

### 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

1) To encourage voluntary participation in summer learning and enrichment programs, opportunities must appeal to students (i.e., learning mixed with fun). For example, LEAD will offer high school students an opportunity to develop leadership capacity, build relationships, and participate in a career exploration field trip (FlightWorks, \$2700.00 budget for transportation and admission, \$900.00 in FY22, FY23, and FY24). With respect to summer learning, in addition to earning credits for courses failed in summer school, students will be encouraged to select courses of interest and pursue credit advancement opportunities (FY22, FY23, FY24 – facilitator stipends \$4500.00 x 3 years = \$13,500.00). Recognizing the importance of the arts in providing a well-rounded education, appealing to personal interest, and supporting social and emotional learning, SCS proposes to invest in growing summer opportunities for middle and high school students' participation in the band. Purchasing additional instruments and individual tuners will limit student sharing and help prevent virus transmission (\$17,929.37, FY22). Additionally, allocation of funds is proposed for maintenance, cleaning, and repairs (FY22, FY23, FY24 - \$5,000.00 x 3 = \$15,000.00) as well as music (\$3,500.00 x 3 = \$10,500.00), choreography (\$1,500.00 x 3 = \$4,500.00) and specialized instructors to enrich the program (\$5,000.00 x 3) = \$15,000.00.

Additional facility cleaning (SHS) during summer programs to reduce the spread of COVID-19 (\$4,582.63, FY 22).

2) N/A

3) 9130 - [010-199] (Salaries) \$11,238.00 | 9130 - [200-299] (Benefits) \$2,262.00  
1100 - [400-499] (Materials and Supplies) \$32,712.00  
2190 - [300-399] (Other Purchased Services) \$37,500.00

### 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)

1) To support high-quality afterschool programs, with the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. SCS proposes to allocate \$27,904.00 each fiscal year FY 22-FY24 to provide academic enrichment and tutorial services to help students meet state performance standards in core academic subjects such as reading, writing, science and mathematics in all four Saraland schools (SEEC, SES, SMS, and SHS). Funds will be used to compensate teachers for additional hours worked (\$35/per hour) as well as provide transportation (bus mileage/drivers) and curriculum resources at no charge to student participants.

2) N/A

3) 9130 - [010-199] (Salaries) \$44,892.00 | 9130 - [200-299] (Benefits) \$9,037.13  
4150 - [010-199] (Bus Driver Salaries) \$7,864.00 | 4150 - [200-299] (Bus Driver Benefits) \$1,582.87

4150 - [300-399] (Mileage for Buses) \$20,336.00

### 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).

1) Careful coordination of funds with a priority on fully funding FY22-FY24 Summer Reading Camps (SRCs) for grades K-3 will provide students with extended school year opportunities for growth, learning, and fun. Bus transportation will be available to remove barriers for participation. Students will be encouraged to engage in themed small group instruction led by a certified teacher or paraprofessional well-trained in the science of reading.

FY 22-FY24 summer prorated expenditures for 1 month access to instructional software (iReady, \$43,175.37; MyOn/AR, \$8020.13; BrainPOP, \$3,688.25): \$54,883.75

SRC paper, pencils, other classroom supplies FY22-FY24: \$679.04

SRC teacher stipends (\$3000.00 per teacher x 20 teachers x 3 years): \$216,000.00

SRC bus transportation for students (mileage/drivers, \$5,000.00 x 3 years): \$15,000.00

Assessment and instruction headphones for all SCS students (\$219.00 per 100 x 30, \$6570.00). Note: Effective FY22, ACAP requires all students in grades 2-8 to use headphones for the ELA Session 1 administration.

Additional facility cleaning (SEEC – \$5,904.70 and SES - \$9,586.37) during summer programs (one month each year) to reduce the spread of COVID-19 (FY 22-FY24, \$46,473.21)

With remaining the remaining extended learning allocation, in FY22-FY24, SCS proposes to offer John Baylor OnToCollege (\$11,800, FY22) and ACT bootcamp enrichment to include contracted extended learning opportunities and program resources for students in grades 9-12 through ACT Mastery (FY 22, \$27,700.00 budget will provide full access to all ACT Mastery resources included in quote. In FY 23-FY24, the \$14,185.00 x 2 = \$28,370.00 budget includes 3 annual boot camp sessions, ACT Mastery contracted instructors, and 275 ebooks at \$20 per book) to help students gain a competitive edge on college admission, improve eligibility for merit-based scholarships. Embracing a growth mindset will not only benefit student on the state accountability aspect of the ACT, but this preparation will also parallel other life challenge's demonstrating one improve by working to improve weaknesses while recognizing personal strengths. Total budget for ACT Mastery FY22-FY24 - \$56,070.00.

2) N/A

3) 9130 - [010-199] (Salaries) \$179,805.00 | 9130 - [200-299] (Benefits) \$36,195.00

1100 - [300-399] (Instructional Programs) \$122,510.29

1100 - [400-499] (Instructional Supplies) \$16,492.50

3200 - [300-399] (Cleaning and Sanitizing) \$37,473.21

4150 - [010-199] (Bus Driver Salaries) \$8,325.00 | 4150 - [200-299] (Bus Driver Benefits) \$1,675.00

4150 - [300-399] (Mileage for Buses) \$5,000.00









### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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



\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	
 	"Other" Intervention Evidence-based Documentation	<a href="#">Supporting Documentation</a>
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

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