

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

Friday, December 10, 2021 3:45 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	2,578,255.00	471,039.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	2,578,255.00	471,039.00
Adjusted Allocation	2,578,255.00	471,039.00
Budgeted	2,578,255.00	471,039.00

### 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	10/7/2021
ARP ESSER State Reserve	10/7/2021

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	389,832.00	228,587.00	0.00	112,325.00	0.00	0.00		0.00	0.00	730,744.00	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	10,000.00	0.00		0.00		0.00	0.00	10,000.00	Guidance and Counseling Services (2120)
Testing Services (2130)	58,125.00	4,470.00	0.00	148,000.00		0.00		0.00	0.00	210,595.00	Testing Services (2130)
Health Services (2140)	198,196.00	78,447.00	0.00	0.00		0.00		0.00	0.00	276,643.00	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)	171,801.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	171,801.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	41,250.00	17,804.00	27,000.00	89,650.00	0.00	0.00		0.00	0.00	175,704.00	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)	10,000.00	0.00	90,023.00	35,000.00	0.00	7,677.00		0.00	0.00	142,700.00	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	155,369.00	26,000.00	0.00	0.00		0.00	0.00	181,369.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	15,040.00	8.00	36.00	0.00	0.00	0.00		0.00	0.00	15,084.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	459,200.00	150,015.00	0.00	54,400.00	0.00	0.00	0.00	0.00	0.00	663,615.00	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	1,343,444.00	479,331.00	282,428.00	465,375.00	0.00	7,677.00	0.00	0.00	0.00	2,578,255.00	Total
Adjusted Allocation										2,578,255.00	
Remaining										0.00	



## Cover Page & Required Narratives

### Superintendent of Schools

Name \* Dr. Johnny Berry

### ARP ESSER Point of Contact

Name \* Stacie Pace

Role \* Assistant Superintendent

Phone \* 256-586-6011

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?

\* Arab City School's goal is to keep students and faculty safe and in school. ACS will monitor the local COVID-19 data, review the most up-to-date recommendations from local, state, and national health organizations, and implement layered mitigation strategies. ACS will follow the guidance provided in the Alabama Department of Public Health Toolkit. All procedures and best practices recommended including school transportation, mandatory reporting, exposure notification, contact tracing, prevention strategies, COVID-19 student screening tool, and protocols for students returning to school will be followed.

FACIAL COVERINGS AND SOCIAL DISTANCING - ACS will require facial covering for all students, employees, and visitors when local COVID cases are high. Physical distance of students will be considered at all times i.e. lining up, transitions, stations/centers, whole-group activities, small group activities.

CLEANING AND DISINFECTION - Cleaning and disinfecting will occur regularly throughout the day and will be a joint effort among the school custodial staff, classroom teachers, other school personnel, and students. Electrostatic sprayers will be used at each campus. Intensified cleaning and disinfecting efforts will target frequently touched surfaces including light switches, doors, benches, handrails, etc. Student desks, small group tables, shared materials, manipulatives, technology, etc. will be sanitized frequently.

PERSONAL HYGIENE - Students will be reminded of and shown proper hand hygiene. Students will be given ample opportunity to wash their hands throughout the day i.e. upon entering/exiting the classroom, before/after lunch, before/after recess, before/after utilizing the restroom, etc. Hand sanitizer will be made available. Students will be encouraged to cough and sneeze into their elbows or to cover with a tissue.

ESSER 3 funds will be used to purchase cleaning supplies and equipment, employ additional staff to support the prevention and mitigation efforts, and to improve student holding areas to improve social distancing.

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?

\* Arab City Schools will use the evidenced based interventions and assessments approved by the ALSDE and the Literacy Task Force to address the impact of lost instructional time. ACS will use high quality diagnostic assessments to determine the instructional and social emotional needs of students in order to respond with high quality, research based interventions. In addition to diagnostic assessments, ACS will use high quality strategies such as high dosage tutoring, interventionists, behavioral counseling, high quality professional development facilitated by ARI, AMSTI, A+ College Ready, etc. to close the gap for students. In addition, ACS will be strategic in the placement of teachers in order to ensure that low-income or minority children are not taught by inexperienced or out-of-field teachers at higher rates than are other children. ACS will add additional support programs for English learners and extended school year services including learning labs. ACS will provide acceleration programs such as STEM, individual learning paths, additional AP and CTE courses, and ACT preparation

strategies at no cost to students. Growth and effectiveness of the interventions and acceleration programs will be monitored using benchmark data, formative assessment data, credit recovery data, etc.

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.

\*

#### PERSONNEL

ACS will employ personnel to provide intervention and tutoring services for K-12 students. Positions include math interventionists, after-school tutors, summer school teachers, ELA instructional aide, and school data managers. ACS will also employ personnel to facilitate enrichment opportunities for K-12 students. Opportunities include AP study sessions, ACT practice test sessions, and art education. ACS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age.

#### TECHNOLOGY

Funds will be used for student devices, online subscriptions, and to employ a district technology integration specialist. The integration specialist will provide instructional and technical support for teachers and students. ACS is committed to ensuring all students and teachers have all technology available to them; regardless of gender, race, national origin, color, disability or age.

#### PROFESSIONAL DEVELOPMENT

ACS will use grant funds for professional development. Training will be provided that will assist staff in understanding poverty, social emotional learning, EL data, and content standards. ACS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age.

#### MATERIALS AND SUPPLIES

ACS will use grant funds to provide instructional supply money to teachers funded through ESSER 3. Funds will also be used to purchase materials and supplies for STEM labs, intervention materials, enrichment materials, online assessments, and professional development. Funds will be used to purchase research-proven instructional materials and supplies. ACS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age.

#### PARENTAL ENGAGEMENT

ACS will use grant funds to promote parental engagement by providing "boot camps" and orientations for transition grades. ACS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age.

#### MENTAL HEALTH

Funds will be used to employ a Mental Health Services Coordinator and to contract mental health services/therapy for our students. Counseling services will be provided on campus for students identified as most at-risk. The DESSA SEL System will be used to help identify students in need of services. The Mental Health Services Coordinator will partner with parents, schools, and the local mental health provider. ACS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age.

#### HEALTH & SAFETY

Funds will be used to purchase cleaning supplies and to employ additional nurses. Cleaning the schools and providing hand sanitizing stations throughout the buildings will help prevent the spread of COVID-19 among all students, staff, and families. ACS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age.

#### SPECIAL POPULATIONS

ACS will purchase assistive technology, Read & Write Google Chrome, to support students with disabilities. ACS will also invest in infrastructure and/or devices to hold virtual individualized education program (IEP) team meetings for students with disabilities. ACS will employ teachers and aides to provide enhanced extended school year services and after-school tutoring for students with disabilities. ACS will employ a speech language pathologist to support K-2 students with speech needs.

ACS will use ESSER funds to purchase Raz-kids online interactive leveled ebooks to support students and families who are English Learners. ACS will provide after-school ESL classes for 9th-12th grade students. ACS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age.

How will the LEA actively monitor their allocations, conduct interim audits to ensure an appropriate application of funds, collect and manage data elements required to be reported, and report this information to the community?

\* The CSFO and administrative team will ensure appropriate application of funds. The CSFO will provide a monthly revenue and expenditures report to district and building-level administrators to be reviewed. The administrative team will ensure that non-consumable materials are appropriately inventoried. Budget updates will be provided to the public at the monthly ACS Board meetings.

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

\* ACS will strive to meaningfully engage with stakeholders and promote collaboration throughout the life of the ARP ESSER funds. Surveys will provide stakeholders with an opportunity to provide feedback regarding programs. Data collected from surveys will be used to determine ways to improve engagement and communication. Parent nights, newsletters, ACS website and social media accounts, workshops, positive parent phone calls, student/parent transition days, bootcamps, orientations, ACS Serve Day, parent-teacher conference days, etc. will provide opportunities for ACS to meaningfully engage with stakeholders.

### LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	8,089.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input checked="" type="checkbox"/> Intervention C (Comprehensive After-School Programs)	44,376.00
<input checked="" type="checkbox"/> Intervention D (Extended School Year Programs)	69,000.00
<input checked="" type="checkbox"/> Intervention E (Other) Math Instructional Coach, Art/SEL teache	452,990.00
<b>Total Cost:</b>	<b>574,455.00</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

ACS will provide summer math and reading tutoring for 6th-12th grade students during FY24. Support will be provided by ACS highly-qualified teachers who are currently employed by ACS. Instruction will be delivered face to face on campus and will target deficiencies in order to close the gaps in reading and math. General supplies such as pencils, notebooks, copy paper will be purchased to effectively run the program. Total Cost \$8,089

6 Teachers (\$27 Hourly Rate)

1100 - [010-199] Teacher Salaries \$6400

1100 - [200-299] Benefits \$1289

2190 - [400-499] Materials and Supplies \$400

### 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)

ACS will provide after-school reading, math, and EL tutoring for students in grades K-12 during FY22 and FY23. Support will be provided by ACS highly-qualified teachers who are currently employed by ACS. General supplies such as pencils, notebooks, copy paper will be purchased to effectively run the program. ELA and math manipulatives will also be purchased to help improve student achievement. The after-school support provided will target areas of deficiency in order to close achievement gaps. Total Cost \$44,376

14 Teachers (\$27 hourly rate)

1100 - [010-199] Teacher Salaries \$36,240

1100 - [200-299] Benefits \$7,136

2190 - [400-499] Materials and Supplies \$1000

### 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)

ACS will provide extended school year services for qualifying students in grades K-12 during FY24. The additional instructional support will be provided by ACS special education teachers and special education aides in an effort to close the gap so students meet their individual goals. K-12 students identified in need of board-certified behavior analyst (BCBA) services will be provided therapy services beyond the regular school year. These additional services provided outside the regular school year will help students meet their individual goals. Total Cost \$69,000

4 Special Education Teachers and 4 Instructional Assistants (\$27 hourly rate)

1100 - [010-199] Salaries \$34,800  
1100 - [200-299] Benefits \$7,200  
2190 - [300-399] Purchased Services (BCBA) \$27,000

#### 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).

Math Intervention: ACS will provide additional math supports during FY24 in an effort to close achievement gaps for students identified with math deficiencies. ACS will employ math interventionists to provide intensive, targeted support for students in grades K-2 and 9-12. Students in grades 6-12 will have access to iXL Math, an online resource. iXL Math provides a personalized learning path that includes real-time analytics and individualized remediation and/or additional grade-level practice for students in math. Total Cost \$117,309

1 Full-Time Teacher (1.0 FTE)

1 Part-Time Teacher (0.6 FTE)

1100 - [010-199] Teacher Salaries \$85,573

1100 - [200-299] Benefits \$23,736

2190 - [400-499] Materials and Supplies (iXL) \$8000

Reading Intervention: ACS will provide additional reading support during FY23 and FY24 for students in an effort to close the achievement gap. ACS will employ an instructional aide during FY23 to provide additional ELA support for students in grades 6-8. The aide will be under the supervision of a certified teacher. REWARDS, a research-based reading intervention program, will be purchased to use with students in grades 3-5 who are identified as having a reading deficiency. Accessing Complex Text Workbooks will also be purchased to provide additional practice for all 3-5 students. Students in grades K-12 will also have access to Texthelp, an online tool for literacy support. Texthelp includes a "read out loud" feature that supports students with unfamiliar words. Additionally, K-12 English learners will have access to Raz-kids, a comprehensive leveled reading resource. Raz-Kids provides interactive leveled eBooks for students to access through an interactive learning portal. Total Cost \$49,243

1 Instructional Aide (1.0 FTE)

1100 - [010-199] Teacher Salaries \$18,621

1100 - [200-299] Benefits \$13,347

2190 - [400-499] Materials and Supplies (REWARDS) \$2000

2190 - [400-499] Materials and Supplies (Accessing Complex Text Now Workbooks) \$8000

2190 - [400-499] Materials and Supplies (Texthelp) \$7150

1100 - [400-499] Materials and Supplies (Raz-Kids) \$125

Art Education and Social-Emotional Development: Due to loss of instructional time during years one and two of COVID, ACS will implement a new art program during FY24 to support the recovery of standards and ultimately close achievement gaps. CASEL provides evidence that SEL bolsters academic performance. The art education class will not only provide services that were missed due to loss of time but also align with the SEL framework to grow students in developing self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Art materials and supplies will be purchased for the program. Total Cost \$41,384

1 Part-Time Teacher (0.9 FTE)

1100 - [010-199] Teacher Salaries \$31,000

1100 - [200-299] Benefits (Retired Teacher) \$2,384

1100 - [400-499] Materials and Supplies \$8,000

Additional Math and ELA Support/Credit Recovery: Students in grades 6-8 who are identified as needing additional support in core classes will have access to Edgenuity. Edgenuity is a customized virtual program that provides personalized, standards-based instruction and learning paths for remediation. It provides support based on skill level and provides an additional opportunity for credit recovery. Total Cost \$5000

2190 - [400-499] Materials and Supplies \$5000

Universal Screeners and Progress Monitoring: Universal screeners will be administered during FY23 and FY24 in order to effectively identify K-12 students at risk for academic difficulty. iReady identifies students strengths and knowledge gaps in reading and math. It also provides individualized learning paths for intervention and/or acceleration. The assessment is included on the ALSDE early assessment approved list. It will be administered to all students in grades K-8. The On To College (John Baylor) assessment provides one-on-one tutoring, college counseling, and online test preparation for students in grades 9-12 to ensure college and career readiness. Students will have online access to both the iReady and John Baylor pathways outside of the regular school day in order to close the gap due to lost instructional time. Lastly, the DESSA SEL assessment aligns with the CASEL standards and will be used to build measurable and actionable social and emotional learning goals for at-risk students in grades K-12. Total Cost \$171,000

2130 - [400-499] Assessments (iReady) \$148,000

2190 - [400-499] Materials and Supplies (On To College/John Baylor) \$9,000

2190 - [400-499] Materials and Supplies (The DESSA SEL System) \$14,000

Mental Health Services: Due to loss of instructional time during years one and two of COVID, ACS will provide additional mental health services to support the recovery of standards that were missed and close achievement gaps. School-based mental health is a vital part of student support systems. ACS is committed to providing and connecting students with appropriate mental health services more efficiently so that students can spend more time receiving additional academic support and interventions before, during, and afterschool. During the FY22, FY23, and FY24 school year ACS will partner with Mountain Lakes Behavioral Healthcare to provide mental health counseling services for at-risk students. ACS will also employ a district Mental Health Coordinator to work with K-12 students to address their social/emotional, mental health, and wellness needs. Total Cost \$69,054

1 Mental Health Coordinator (0.33 FTEs)

2120 - [300-399] Purchased Services (Mountain Lakes Behavior Counseling) \$10,000

2190 - [010-199] Salaries (Mental Health Services Coordinator) \$41,250

2190 - [200-299] Benefits (Mental Health Services Coordinator) \$17,804

#### 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 (I nclude Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	1,454,620.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	129,200.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	155,369.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	156,303.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	40,400.00

<input checked="" type="checkbox"/>	Category 6 (Parent & Family Engagement Activities)	25,076.00
<input checked="" type="checkbox"/>	Category 7 (Other) Health and Safety	26,000.00
<input checked="" type="checkbox"/>	Category 8 (Other) Student Enrichment	16,832.00
<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>2,003,800.00</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

ACS recently became a 1:1 school district. All K-12 students have an assigned ACS device. Additional support for technology integration, device management, network oversight, and student/staff technology resources is now needed. ACS will employ a K-12 Director of Technology during FY22, FY23, FY24. The Director of Technology will work collaboratively with district staff, school leadership, and teachers to identify technology needs within the technology department and instructional programs. ACS will also employ a K-12 Technology Integration Specialist for FY22, FY23, FY24. The Technology Integration Specialist will coordinate and assist faculty in integrating appropriate and innovative technologies to support, enhance, and extend learning. Total Cost \$600,206

1 Director of Technology (1.0 FTE)

6410 - [010-199] Salary \$255,000

6410 - [200-299] Benefits \$80,106

1 Technology Integration Specialist (1.0 FTE)

6410 - [010-199] Salary \$196,700

6410 - [200-299] Benefits \$68,400

ACS will employ a permanent substitute teacher for each school campus during FY22 and FY23. This will help alleviate the challenge of substitute teacher shortages. The permanent substitute teacher will supervise students in the event that the regular teacher is unable to lead class. Substitute teacher duties include managing classroom behavior, quickly interpreting lesson plans and informing the regular teacher of student success. Total Cost \$241,000

4 Permanent Substitutes (4.0 FTEs)

1100 - [010-199] Salary \$136,000

1100 - [200-299] Benefits \$105,000

ACS will employ a full-time Speech Language Pathologist to work with PK-2 students during FY22, FY23, and FY24. The number of PK-2 students in need of speech services has increased. The Speech Language Pathologist will assess, diagnose, and treat communication disorders for impacted students. Total Cost \$235,167

1 Speech Language Pathologist (1.0 FTE)

2180 - [010-199] Salary \$171,801

1100 - [200-299] Benefits \$63,366

ACS will employ a full-time bus driver for FY22. The additional driver will provide safe and efficient transportation on regular transportation routes and to extracurricular programs in the absence of a regular driver. Total Cost \$15,000

1 Bus Driver (1.0 FTE)

4120 - [010-199] Salary (Temporary Position - No benefits) \$15,000

ACS will employ two additional full-time nurses for FY22 and FY23. The nurses will improve and promote the optimal health of students and staff. ACS will also employ a nurse to provide after-school care for K-2 students during FY22, FY23, FY24. The after-school care will be approximately 2-3 days per week and the nurse will be paid hourly. Total Cost \$276,643

2 Nurse (2.0 FTEs)

2140 - [010-199] Salary \$188,206

2140 - [200-299] Benefits \$76,437

2140 - [010-199] Nurse Salaries (Afterschool Program - Hourly) \$9,990

2140 - [200-299] Nurse Benefits (Afterschool Program - Hourly) \$2,010

ACS will provide one new stipend and one new supplement in FY22, FY23, and FY24 for additional work outside of regular contract hours. A COVID Relief Funds stipend for FY22, FY23, FY24 will be provided for the new, additional duties and responsibilities required to manage the COVID Relief Funds. The ACS Payroll Manager will work a minimum of 20 additional hours outside of regular contracted hours. A Registered Behavior Therapy Certification supplement will be provided. The employee will receive a supplement for successfully earning Registered Behavior Therapy Certification annually for a minimum of 5 hours of professional learning outside of regular contracted hours. Total Cost \$24,009

COVID Relief Funds Stipend (Payroll Manager)

6310 - [010-199] Salary \$7,500

6310 - [200-299] Benefits \$1,509

Registered Behavior Therapy Certification Supplement (1 supplement/year for 3 years)

1100 - [010-199] \$15,000



ACS will employ two part-time Student Support Specialists. The Specialist will analyze school data in order to identify at-risk students and will collaborate with school administrators to develop plans for support services as well as coordinate assessments. Total Cost \$62,595

2 Part-time Student Support Specialists (1.5 FTEs)

2130 - [010-199] Teacher Salaries \$58,125

2130 - [200-299] Benefits (Retired Teachers) \$4,470

## 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

ACS will purchase 1,400 headphones for students in grades K-8 during FY22 to use with their ACS issued devices. Total Cost \$4,200

1100 - [400-499] Headphones \$4,200

ACS will purchase a district license/subscriptions to digital services to provide more efficient communication with students, parents, faculty, staff, and the Board. A district license for BrightArrow Technologies will be purchased during FY24. BrightArrow is an automated notification system designed for emergency notifications, attendance calls, and informational messages to parents, staff, and faculty. eBoard Solutions digital services will also be purchased during FY22, FY23, and FY24 in an effort to increase efficiency, organization, and communication. Total Cost \$25,000

2190 - [400-499] BrightArrow Technologies \$4000

6110 - [400-499] eBoard Solutions \$21,000

ACS was recently awarded a new Student Support/Professional Learning facility by the City of Arab. The facility will be used to host dual enrollment classes, in-school suspension, and professional development sessions for ACS. Funds will be used to upgrade interactive panels, the network, and devices. Total Cost \$100,000

1100 - [400-499] Technology Upgrades \$100,000

## 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

ACS will have two upgrades to current facilities and one upgrade to a recently acquired facility. An isolation room will be added to the Arab Elementary School campus in order to safely monitor symptomatic students. A locker room at Arab High School will be renovated due to the age and condition of the space. ACS was recently awarded a new Student Support/Professional Learning facility by the City of Arab. The facility will be used to host dual enrollment classes, in-school suspension, and

professional development sessions for ACS. The facility is in need of renovation/upgrades to the HVAC unit, floors, and ceiling panels. Total Cost \$155,369

3200 - [300-399] AES Isolation Room Upgrade \$5,000

3200 - [300-399] AHS Locker Room Renovation \$15,000

3201 - [300-399] ACS Student Support/Professional Learning Facility \$135,369

#### 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

Social Emotional Learning Professional Development: Arab City Schools is committed to growing awareness, developing systemic protocols, and promoting social emotional learning for all students. ACS will partner with content experts to provide professional development opportunities during FY24. ACS will contract with Dr. Gregory Benner to provide on-going professional development for all ACS employees, facilitate a monthly PLC with the ACS SEL Team, and to provide on-going support throughout the school year in the development of the ACS SEL plan and protocols. The district SEL team will also work through a SEL book study that is facilitated through the PLC. Total Cost \$36,000

2215 - [300-399] Dr. Benner \$35,000

2215 - [300-399] SEL Book Study \$1,000

ACS will contract with Mr. Troy Kemp to provide a keynote presentation for all ACS employees. Mr. Kemp will share research on the impact childhood trauma can have on brain development and behavior. He will also provide strategies that educators can use to support students and grow them emotionally, academically, and socially. Total Cost \$10,000

2215 - [300-399] Troy Kemp \$10,000

ACS will bring in motivational speakers to grow leadership skills in students. Liz Huntley is a speaker and published author with a phenomenal life story. Liz shares a message of hope, perseverance, and triumph even though she had the odds stacked against her as a child. Total Cost \$5,000

2215 - [300-399] Liz Huntley \$5,000

The Ron Clark Academy is a model school with a vision to transform classrooms around the world by demonstrating transformative methods and techniques that are embraced and replicated. RCA training provides research-based strategies that will enhance all classrooms, schools, and districts. ACS will send administrators to the Ron Clark Academy Administrator one-day training. The session will provide professional development on building rapport and relationships, communicating effectively, preventing burnout, fostering community support, student engagement, and creating teacher leaders. ACS will also send a cohort of teachers in grades 3-5 to the RCA House Conference. The RCA House System is a proven way to create a positive climate and culture for students and staff. Teachers will learn the methods and practices to implement the system in their classrooms and school. Total Cost \$8,300

2215 - [600-899] RCA Administrator Training Registration \$2,700; 2215 - [300-399] RCA Administrator Training Travel and Lodging \$600

2215 - [600-899] RCA House System Training Registration \$3,617; 2215 - [300-399] RCA House System Training Travel and Meals \$1,383

On-Going Professional Development: ACS is committed to the professional growth of all ACS employees: teachers, staff, faculty, building-level administrators, and district administrators. ACS will use funds during FY22, FY23, and FY24 to provide on-going, job-embedded professional development that focuses on instructional and cultural goals. Funds will also be used to support the professional development training and implementation.

ACS provides job-embedded professional development during Institute, summer Leadership Retreat, monthly Instructional Team meetings, monthly Instructional Coaches meetings, monthly SEL team meetings, and job-embedded PD days. ACS identifies an instructional goal and a culture goal for each academic year. Each school develops an action plan that centers around the district goals. The monthly meetings provide opportunities to analyze data, identify gaps, develop next steps, and implement new strategies in order to meet the specific goals. General supplies such as pencils, notebooks, copy paper, chart paper, organizational bins, markers will be purchased to effectively facilitate the sessions. A laminator, poster maker, and poster maker software will be purchased and made available for all schools in order to streamline high-priority district initiatives. Posters would include common language for SEL awareness, common vocabulary for content-specific vocabulary. For example, SEL posters will promote self-awareness, social awareness, responsible decision making, self management, and relationship skills. A paper folding machine will also be purchased to provide a more efficient and effective method when developing information documents for students and their families. Total Cost \$35,000

2215 - [400-499] Laminator \$5,000

2215 - [400-499] District Poster maker, software, supplies \$7500

2215 - [400-499] Paper Folding Machine \$2,500

2215 - [400-499] Materials and Supplies for Institute, monthly meetings, PD days \$20,000

Professional Development Opportunities for Administrators: ACS will provide professional leadership opportunities by affording building-level administrators opportunities during FY22 to participate in the Council for Leaders in Alabama Schools (CLAS) training and Special Education "Lead and Learn" training. Total Cost \$13,200

2215 - [600-899] CLAS Fall and Summer Conference Registration \$1,160

2215 - [300-399] CLAS Fall and Summer Conference Travel and Lodging \$3,040

2215 - [300-399] Special Education - Lead and Learn \$9,000

Specialized Professional Development Opportunities: ACS will provide content-specific training during FY 23 and FY24 for teachers of core subjects, intervention, and English learners. Training will include interpreting ACCESS for ELs scores, and REWARDS intervention program. Funds will also be used to send reading, math, social studies, and science teachers in grades 6-12 to summer A+ College Ready, Laying the Foundation. Teachers in grades K-5 will participate in AMSTI, ARI, OGAP, and grade-level/department professional development sessions that focus on the Alabama Courses of Study. Funds will also be used to pay for two substitute teachers to rotate per grade-level so core teachers in grades 6-8 can participate in collaborative planning meetings. Total Cost \$27,700

2215 - [600-899] EL Report Training \$200

2190 - [400-499] REWARD intervention program \$2000

2215 - [300-399] A+ College Ready, Laying the Foundation, ALSDE Course of Study \$25,000

1100 - [010-199] Substitutes \$500

Instructional Leadership Team Teacher Stipend: Teachers in grades 6-12 who serve on the Instructional Leadership Team and participate in meetings during the summer will receive a \$250/day stipend or \$27/hour for their work outside their regular contract hours. ILT members work as a team to improve teaching and learning through collaboration and distributive leadership. 6 ILT members in grades 9-12 will earn up to four paid days and 12 ILT members in grades 6-8 will earn one paid day. Total Cost \$11,103

1100 - [010-199] Teacher Salaries \$9,240

1100 - [200-299] Benefits \$1,863

LETRS Teacher Stipend: LETRS (Language Essentials for Teachers of Reading and Spelling) focuses on the essential skills for teachers to master the fundamentals of literacy instruction. The training is a two year commitment and requires approximately 120 hours of professional learning. ACS teachers who successfully earn LETRS certification by August 2024 will earn \$500 for a minimum of 50 hours of training completed off contracted hours. Total Cost \$10,000

2215 - [010-199] LETRS Stipend \$10,000

### Category 5 (Curriculum Materials & Assessments)

Provide the following information for Category 5 (Curriculum Materials & Assessments):

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

Example:

ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year.  
Total Cost: \$8,791.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00

ARP ESSER funds will be used during FY22, FY23, and FY24 to provide instructional supply money to teachers funded through ESSER 3. In addition, funds will be used to purchase materials and supplies for K-5 STEM labs. Funds will also be used to purchase N2Y subscriptions for special education teachers. Total \$40,400

Instructional supply money will be provided to 12 teachers who are funded with ESSER funds.

6110 - [400-499] Instructional Supply Money \$8,400

### STEM Lab Materials

ACS is working to grow STEM labs and STEM opportunities for students across the district. Cotton balls, pipe cleaners, straws, paper, and other consumables will be purchased for K-8 STEM labs (\$4,500). 4 iPad minis \$1516; 10 Wonder Pack for Dash \$2790; 4 Ozzobots Evo \$700; 2 Sphero \$400; 3 CanaKit Raspberry Pi4 Starter Kit \$360; 1 NASA Space Shuttle Discovery Lego \$200; 2 Robot Inventor Lego \$720; Kid Spark \$6000; Yahboom BBC Microbit \$500; Storage Containers \$314, 16 Oculus Quest VR Headset \$5000; 2 iPad Pros \$1600; 2 iPad Pens \$400

6110 - [400-499] STEM materials and supplies \$25,000

Funds will be used during FY24 to purchase N2Y, a special education solution. The resource provides differentiated, standards-based academic and life skill lessons, comprehensive assessment and data collection, integrated behavior management and intervention, engaging educational games, relevant symbol communication tools, enriching current event content, and a collaborative system for IEP development and implementation. The resource will be available to all K-12 special education teachers and students.

2190 - [400-499] N2Y \$7000

### Category 6 (Parent & Family Engagement Activities)

Provide the following information for Category 6 (Parent & Family Engagement Activities):

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

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.  
Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

ARP ESSER funds will be used during FY24 to implement and promote parental engagement activities. ACS will provide parents and students in transition grades the opportunity to attend summer orientation. Orientation will be held prior to the start of the new school year and will be facilitated by ACS teachers. General supplies such as pencils, notebooks, copy paper will be purchased to effectively run the orientations.

Approximately 60 Teachers (\$27 hourly rate)

1100 - [010-199] Teacher Salaries \$14,062

1100 - [200-299] Benefits \$2,830

2190 - [400-499] Materials and Supplies for summer orientations \$2100

ARP ESSER funds will also be used for teachers in grades 3-5 to visit neighborhoods in order to strengthen relationships between faculty and families. ACS will use the funds to provide bus transportation for teachers and popsicles for students.

4150 - [300-399] Bus Mileage for Home Visits \$36

4150 - [010-199] Bus Salary 1 driver (hourly rate) \$40

4150 - [200-299] Bus Benefits \$8.05

ARP ESSER funds will be used to host family engagement nights for students in grades 3-5 in order to promote curriculum and social and emotional health initiatives. The funds will be used to purchase general materials and supplies for the implementation of the initiatives and the family engagement nights as well as leadership awards.

2190 - [400-499] Materials and Supplies for AES Family Engagement and Social Emotional Initiatives \$6000

### Category 7 (Other)

Provide the following information for Category 7 (Other):

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

ARP ESSER funds will be used during FY22, FY23, and FY24 to purchase cleaning supplies \$20,000; a carpet machine and supplies \$5,000; and water fountain filters \$1,000. Total Cost \$26,000

3200 - [400-499] Cleaning Supplies \$26,000

### 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)

ACS will offer two enrichment opportunities for students in grades 9-12. Students enrolled in Advanced Placement courses will have the opportunity to participate in AP study sessions. Also, all students enrolled in grade 11 will be provided an opportunity to take the ACT during the fall on campus. This will be the first time many 11th grade students will have participated in the

administration. Access to the test results at this point in their academic career will help them to better prepare for college and scholarship opportunities. Total Cost \$16,832

Twelve AP study sessions will be offered during FY24 for all students enrolled in AP courses. Each session will be four hours and offered outside the regular school day. Sessions will be facilitated by ACS employees. Funds will be used to pay 12 teachers \$27/hour.

1100 - [010-199] AP Study Session Teacher Salaries \$1296

1100 - [200-299] AP Study Session Teacher Benefits \$261

The ACT with writing will be administered to all 11th grade students on the Arab High School campus in the fall of FY24. The test will be administered outside the regular school day. Approximately 200 students will take the test. Funds will be used to pay the \$70 fee. The session will be approximately four hours and offered outside the regular school day. The session will be administered by ACS employees. Funds will be used to pay 12 teachers \$27/hour.

1100 - [010-199] ACT Teacher Salaries \$1,100

1100 - [200-299] ACT Teacher Benefits \$175

2190 - [400-499] ACT Registration Materials \$14,000

#### 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="#">ACS ESSER 3 Job Descriptions</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">ALSDE Recovery Resource Guide</a>
 	Supporting Documentation #1	<a href="#">Alabama Coaching Framework</a>
 	Supporting Documentation #2	



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

<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>1. Allocations</b></div> <div>1. Review the ARP ESSER allocation for the LEA.</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>2. Assurances</b></div> <div>1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>3. Cover Page &amp; Required Narratives</b></div> <div>1. Did the LEA include the name of the Superintendent of Schools?</div> <div>2. Did the LEA include the contact information for the ARP Point of Contact?</div> <div>3. Did the LEA answer all the required narratives?</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>4. Budget Grid</b></div> <div>1. Did the LEA allocate all ARP ESSER funds on the budget grid?</div> <div>2. Did the LEA allocate all ARP ESSER funds on the budget details page?</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>5. LEA Reservation to Address Loss of Instructional Time</b></div> <div>1. Did the LEA allocate at least 20% of the total ARP ESSER allocation in this section?</div> <div>2. Do the expenditures in the narratives match the budget grid?</div> <div>3. Are the expenditures allowable under the ARP?</div> <div>4. Are the expenditures reasonable, necessary, and allocable?</div> <div>5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?</div> <div>6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?</div> <div>7. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>6. Remaining ARP ESSER Fund Uses</b></div> <div>1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section?</div> <div>2. Do the expenditures in the narratives match the budget grid?</div> <div>3. Are the expenditures allowable under the ARP?</div> <div>4. Are the expenditures reasonable, necessary, and allocable?</div> <div>5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category?</div> <div>6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>7. Administrative Costs</b></div> <div>1. Did the LEA select if they will be using ARP ESSER funds for administrative costs?</div> <div><b>If the LEA selected yes, then...</b></div> <div>2. Do the expenditures in the narrative match the budget grid?</div> <div>3. Are the expenditures allowable under the ARP?</div> <div>4. Are the expenditures reasonable, necessary, and allocable?</div> <div>5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)?</div> <div>6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure?</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <b>8. Indirect Costs</b></div> <div>1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">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)	265,955.00	81,627.00	0.00	109,107.00	0.00	0.00		0.00	0.00	456,689.00	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)	3,000.00	600.00	0.00	0.00		0.00		0.00	0.00	3,600.00	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	10,000.00	0.00	0.00		0.00	0.00	10,000.00	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)	300.00	50.00	400.00	0.00	0.00	0.00		0.00	0.00	750.00	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	269,255.00	82,277.00	400.00	119,107.00	0.00	0.00	0.00	0.00	0.00	471,039.00	Total
Adjusted Allocation										471,039.00	
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.

\* ARP ESSER Reserve Funds will be used for FY22, FY23, and FY24 to purchase approved evidence-based programs and services listed in the ALSDE Road to Recovery plan to address the impact of lost instructional time. In order to close the gap, ACS will provide evidence-based services including high dosage tutoring before and/or after school and additional intervention opportunities throughout the school day. Support will be provided to all qualifying students including children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness, children in foster care, and all genders.

ACS teachers will use high quality programs such as S.P.I.R.E. for students who are identified as having a learning gap and/or qualify for a dyslexia specific intervention to address learning loss due to lost instructional time.

Support will be provided by ACS highly-qualified teachers who are currently employed by ACS. Growth and effectiveness of the programs and services will be monitored using benchmark data, formative assessment data, credit recovery data, etc. In addition, ACS will be strategic in the placement of teachers in order to ensure that low-income or minority children are not taught by inexperienced or out-of-field teachers at higher rates than are other children.

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).

\* ACS will use multiple data sources in order to identify students who are most in need of evidence-based programs and services provided by ACS in FY22 and FY23. Benchmark and summative data sources include but are not limited to iReady, mCLASS, ACAP, etc. ACS will evaluate the impact of the programs and services using data at the end of each year and make adjustments as needed.

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.

\* ARP ESSER funds will be used in FY22 and FY23 to engage students who have missed in-person instruction and those who did not consistently participate in remote instruction. ACS will use data including but not limited to end of course grades from virtual learning, iReady, mCLASS, and/or ACAP data to identify students. Once students have been identified, appropriate programs and services will be offered in order to meet the needs of those students. Support will be provided by ACS highly-qualified teachers who are currently employed by ACS. ACS will communicate with parents via parent conferences, phone calls, progress reports, etc. in order to build the partnership to encourage those students as they receive instruction and interventions in order to close the gap.

#### Budget Amount & Details for Interventions

#### Amount

☒ Intervention A (Summer Learning & Summer Enrichment Programs)

69,292.00

<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	69,292.00
<input checked="" type="checkbox"/>	Intervention C (Other) Summer Learning Camp & Math Intervention	332,455.00
Total Cost:		471,039.00

### 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

4TH - 6TH SUMMER ENRICHMENT PROGRAM - ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2022 and 2023. The camp will run for two weeks for five days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general consumable supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase manipulatives and STEM kits to help improve student achievement. Additionally, we will take two off campus field trips to experience simple machines in action and provide team building activities that will foster collaboration. The program will be facilitated by ACS teachers who are currently employed by ACS. (See attached job description). Total cost: \$60,292

1 Director/Teacher (Hourly Rate)

5 Teachers (Hourly Rate)

1 Bus Driver (Hourly Rate)

1 Nurse (Hourly Rate)

1100 - [010-199] Teacher Salaries \$19,000

1100 - [200-299] Teacher Benefits \$4,000

1100 - [400-499] Materials and Supplies \$22,942

2190 - [400-499] STEM Field Trip \$10,000

4150 - [010-199] Bus Driver Salaries \$300

4150 - [200-299] Bus Driver Benefits \$50

4150 - [300-399] Mileage for Buses \$400

2140 - [010-199] Nurse Salary \$3000

2140 - [200-299] Nurse Benefits \$600

### 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)

K-5 AFTER SCHOOL TUTORING - ARP ESSER funds will be used to host an After School Tutoring Program for students in grades K-5 that will run for 18 weeks on the Arab Primary School and Arab Elementary School campuses during the 2021-2022 and 2022-2023 school years. The program will provide intervention and support for students in reading and/or math. The goal of the program is to provide instruction to target any identified area of deficiency in order to close the gap. Support will be provided by ACS highly-qualified teachers who are currently employed by ACS. Total Cost \$69,292

2 Director/Teachers (Hourly Rate)

16 Teachers (Hourly Rate)

1100 - [010-199] Teacher Salaries \$40,000

1100 - [200-299] Teacher Benefits \$8,000

1100 - [400-499] Materials and Supplies \$10,646 APS; \$10,646 AES

### Intervention C (Other)

Provide the following information for Intervention C (Other):

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

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

K-4 SUMMER LEARNING CAMP - ARP ESSER funds will be used to host the Arab City Schools Summer Learning Camp during the summer of 2022, 2023, and 2024. The camp will include 70 hours of scientifically based reading instruction and intervention. The camp will run for fourteen days and will be offered on the Arab Primary School and Arab Elementary School campuses. The camp will focus on the "Big Five" and will provide direct, explicit, systematic intervention using multisensory strategies. Instruction will be delivered on-campus in small groups and progress will be monitored regularly using quick checks and DIBELS 8th Edition measures. The goal of the ACS Summer Learning Camp is to provide instruction to target any identified area of reading deficiency in order to close the gap. ACS Summer Learning Camp teachers will provide foundational reading intervention using S.P.I.R.E. and Core Knowledge Units of Study. ACS will purchase general materials and supplies as well as SPIRE and Core Knowledge products to effectively run the program. ACS will also purchase manipulatives to help improve student engagement and achievement. Support will be provided by ACS highly-qualified teachers who are currently employed by ACS. Total cost: \$128,455

2 Directors/Teachers (Hourly)

4 Teachers (Hourly)

1100 - [010-199] Salaries \$60,480

1100 - [200-299] Benefits \$12,102.05

1100 - [400-499] Materials and Supplies \$30,872.95; \$30,000 STEM Bundles

MATH INSTRUCTIONAL COACH - ARP ESSER funds will be used to provide a math instructional coach at Arab Elementary School. During FY22, FY23, and FY24 the focus of the instructional coach is to support students in grades 3-5 to close the achievement gap in math due to learning loss and provide intervention to students that goes beyond core academic instruction. Total Cost \$204,000

1 employee and 1.0 FTE

1100 - [010-199] Teacher Salaries \$146,475

1100 - [200-299] Teacher Benefits \$57,525









#### 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="#">ACS ESSER 3 Job Descriptions</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">ALSDE Recovery Resource Guide</a>
 	Supporting Documentation #1	<a href="#">Alabama Coaching Framework</a>
 	Supporting Documentation #2	

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

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