

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

Thursday, December 9, 2021 7:13 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	21,954,344.00	727,447.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	21,954,344.00	727,447.00
Adjusted Allocation	21,954,344.00	727,447.00
Budgeted	21,954,344.00	727,447.00

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

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

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

The LEA assures either:

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

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

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

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

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

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

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

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

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

OTHER ASSURANCES AND CERTIFICATIONS

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

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

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

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

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

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

GEPA ASSURANCES

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

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

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

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

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

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

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

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

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

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

LEA SUPERINTENDENT ASSURANCES

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

LEA Superintendent Assurances Confirmation

 Indicates LEA Superintendent Approval based on Assurances.

Grant	Substantially Approved Date
ARP ESSER	11/4/2021
ARP ESSER State Reserve	11/4/2021

	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)	101,250.00	20,401.88	60,000.00	0.00	0.00	0.00		0.00	0.00	181,651.88	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	70,268.00	17,734.00	76,000.00	141,201.72	0.00	4,000.00		0.00	0.00	309,203.72	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	123,750.00	24,936.00	1,487,810.00	300,000.00	0.00	0.00		0.00	0.00	1,936,496.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	200,000.00	11,850.00	3,000,000.00	0.00		0.00	0.00	3,211,850.00	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	294,188.21	0.00	0.00	294,188.21	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					11,673,972.19					11,673,972.19	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)	2,009,232.00	410,988.00	338,799.00	1,268,978.00	0.00	318,985.00		0.00	0.00	4,346,982.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	2,304,500.00	474,059.88	2,162,609.00	1,722,029.72	14,673,972.19	322,985.00	294,188.21	0.00	0.00	21,954,344.00	Total
Adjusted Allocation										21,954,344.00	
Remaining										0.00	

Cover Page & Required Narratives

Superintendent of Schools

Name * Hattie R. Shelton

ARP ESSER Point of Contact

Name * Zella R. Ford

Role * Federal Programs Director

Phone * 334-876-4467

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?

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DCSS recognizes that safe reopening schools and sustaining safe operations to maximize in-person instruction is essential for student learning and student well-being. The District will maintain the health and safety of students, educators and other district staff. To support the safe return to in-person instruction and sustain safe operation, the district developed the "Return to Campus COVID 19 Guidelines Student/Parents/Staff Handbook". The guide is available at: <https://drive.google.com/file/d/1f4panW6nIBy4PHZLxKti6XoaSC8FBtHf/view>. This guide will be updated regularly to meet the guidelines and requirements provided by the Alabama Department of Health (ADPH) and Centers for Disease Control and Prevention (CDC). In order to continuously and safely open and operate schools for in-person learning, DCSS will use approximately \$2,000,000.000 of its ARP ESSER III funds to implement the following prevention and mitigation strategies:

1. Screening, Isolation, and testing aligned to guidelines from the Alabama Department of Education
2. Personal Protective Equipment (this protocol is subject to change) for staff, students, and visitors
3. Disinfecting and sanitizing learning and work environments including enhanced cleaning and disinfection, hand sanitation
4. Ventilation improvements in all district buildings, school campuses, and buses
5. Purchase desks and store excess furniture to allow for social distancing in classrooms.

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?

*
Dallas County Schools will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus Dallas County Schools will intentionally address the need to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.

Prioritizing critical skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine critical standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but critical standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards. National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID- 19. <https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/>

The use of high quality instruction and materials will be used as an evidence-based intervention to explicitly teach vocabulary, to provide direct and explicit instruction on comprehension strategies, and to provide opportunities for extensive study of the meaning and interpretation of a text. Possible implementation strategies include training on various vocabulary strategies, training on highest effect size comprehension strategies for elementary and secondary students, investment and training in implementing leveled texts, and consulting with curriculum/content experts in the core areas of instruction to ensure that curriculum development and implementation are aligned district-wide to yield the highest results. Another implementation strategy will be to provide a quality substitute retention program by ensuring that every school has a dedicated amount of high quality substitute teachers assigned to their school who are paid at a higher rate. This will ensure consistency within schools and establish positive teacher-student relationships to minimize disruption to student learning and routines. Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Professional Learning Communities will be used as an evidence-based intervention that focuses on student learning and builds a collaborative, results-driven culture. This practice will promote equity for students. Analysis of classroom-level data will drive teacher reflection of their instructional practices. Some implementation strategies include initial training on the PLC process, book studies that deepen understanding of PLCs, and stipends for school-based and district level professional learning held during off duty and off contract time.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision-making (NCEE 2009-4067)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Formative assessment will be used as an evidence-based intervention specifically focused on learning loss that provides ongoing student progress towards a measurable academic goal. Some implementation strategies include training on strategic lesson planning that provides information on student progress and informs teaching and learning.

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92, 81 -90. <http://weaeducation.typepad.co.uk/files/blaxbox-1.pdf>

Student engagement strategies will be used as an evidence-based intervention to provide meaningful student involvement in classroom learning and address learning loss. Strategies such as accountable talk, intentional student discourse, choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting, etc., increase student investment in their own learning and are linked to greater student achievement. Some implementation strategies include training for teachers on multiple engagement strategies, follow-up training on how these strategies are being implemented, materials and technology to implement engagement strategies, and stipends for teachers related to this professional learning. Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). *Measuring student engagement in upper elementary through high school: a description of 21 instruments. (Issues & Answers Report, REL 2011–No. 098)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.

Student engagement strategies will be used as an evidence-based intervention to provide meaningful student involvement in classroom learning and address learning loss. Strategies such as accountable talk, choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting, etc., increase student investment in their own learning and are linked to greater student achievement. Some implementation strategies include training for teachers on multiple engagement strategies, follow-up training on how these strategies are being implemented, and materials and technology to implement engagement strategies. Gould, E. (2011). *Doing one thing (DOT) to increase student engagement: Increasing student opportunities to respond*. Link Lines, Feb.-March.

Multi-Tiered Systems of Support will be used as an evidence-based framework to give all students universal, supplemental, and targeted support. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems, and progress monitoring. All components make up an effective MTSS framework that allows districts and schools to promptly provide core differentiated instruction and intervention to support students' learning loss. Some implementation strategies include training on the MTSS Framework, training on effective intervention strategies, and effective ways to monitor progress. An MTSS district and/or school coordinator is also a possible intervention strategy and the purchase of evidence-based programs for intervention, a universal screener, and a progress monitoring system. Additionally, data platforms may be used to help districts and schools effectively analyze data and make data-based decisions.

Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., & Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The science and practice of multi-tiered systems of support* (2nd ed.) (pp. 719–732). New York, NY: Springer

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.

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Dallas County Schools are committed to the safety, health, and wellness of all students, staff and our community at large. School personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school. Staff will be given a choice as to the type of face covering which is most conducive to addressing their specific student needs. IEP services will be delivered with adherence to the wearing of facial coverings, social distancing, increased hand washing, and sanitizing. Students with sensory, cognitive, and/or behavioral needs will not be required to wear facial coverings, but will be encouraged to utilize a face shield. Students who are deaf/hard of hearing will not be required to wear facial coverings, but will be encouraged to utilize a face shield. All Dallas County School staff will exercise universal precautions in order to mitigate infection control. All staff who work with students who require more hands-on services such as diapering, feeding, etc. will be given all the necessary PPE that is necessary. Dallas County Schools will adhere to all reporting guidelines and requirements when it comes to COVID-19 cases. The school nurses will not diagnose COVID-19, but will initiate a screening and contact families when a child is sent to the nurse's office for illness.

Social Emotional Well-Being

Dallas County Schools are committed to providing a positive school climate, which promotes responsible and prosocial behavior, and social-emotional learning is reinforced through multi-tiered systems of support. Returning to school this year may feel overwhelming and impossible for students. Dallas County Schools recognize that, and are committed to providing children and families the support necessary to cope with social emotional and academic needs. The first two weeks of school will be designated to establish routines and expectations, and review prior knowledge and content to better ensure a healthy, positive environment for learning that will keep students actively involved on a daily basis through the course of the year. Our sincerest hope is that children and families remain safe and healthy. Dallas County School's Mental Health Service Coordinator and School Counselors will continue to provide support in social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services.

The DCSS proposes to use the following steps to overcome program barriers (including barriers based on gender, race, color national origin, disability, and age) that impeded equal access to participation in ESSER III program:

STEP 1: Our district will use ARP ESSER grant funds to purchase devices and other related items to support the upgrade to our technology and internet needs. Due to our number of low-income students/families, many students do not have the ability to use digital devices on their own. The district is committed to offering a technology rich educational experience for all of our students. These funds will also be used to provide professional development opportunities to our teachers, which they would not otherwise have. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

STEP 2: Our district will use ARP ESSER grant funds to send staff to trainings to improve K-3 Early Literacy. The training is to ensure students are reading at grade level by the end of third grade. Staff will come back from the training and help other staff use techniques to ensure all students no matter gender, race, national origin, disability or age are denied help to ensure proper grade level reading. Staff will also be training to ensure all students feel safe and work on proper protocol for improvement of behavior and not disciplinary actions.

STEP 3: Our district will use the ARP ESSER funds to increase safety and enhance the social emotional well-being of our students. Our district will focus on awareness programs (RtI/ MTSS Training, all sub-groups including gender, race, ethnicity, gender orientation and socio-economic status, through outreach to families and community members. Additionally, our district will initiate professional development in this area for all staff.

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?

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The Superintendent, CSFO, and Federal Programs Director will actively monitor ESSER grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with statutory requirements. Additionally, the Federal Programs Director will collect and manage all required data elements by developing systems of collaboration with relevant program directors and supervisors in the collection of required data elements. Required reporting elements will be posted on the DCSS ESSER public site for public comment. The Superintendent and the Federal Programs Director will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications. The CSFO and Department's Bookkeeper will audit expenditures prior to requesting grant reimbursements and maintain documentation necessary for year-end audit reporting. Additional responsibilities include developing systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against stated objectives. The Federal Programs Director will also develop program goals in collaboration with district and school leaders, teachers, and other stakeholders. Upon clarification of required monitoring, auditing, and reporting elements at the state and federal levels, LSS will update the procedures for ensuring compliance if necessary.

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

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The Dallas County School System will maintain the ESSER page of the district site to keep all stakeholders informed of the

progress of ESSER funding plans and programs. The site information includes an email address for stakeholders to address comments related to ESSER funding, programs, and reporting. Stakeholders will also be notified of any public meetings that address the use of ESSER funds via website, social media, and/ or automated stakeholder calls.

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

* <https://drive.google.com/file/d/1f4panW6nIBy4PHZLxKti6XoaSC8FBtHf/view>

LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	2,889,987.00
<input checked="" type="checkbox"/> Intervention B (Extended Day Programs)	1,500,882.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/> Intervention E (Other)	0.00
Total Cost: 4,390,869.00	

Intervention A (Summer Learning & Summer Enrichment Programs)

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

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

Example:

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

[Cont.]

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

ARP ESSER funds will be used to provide personnel for Summer Learning and Enrichment Camps the summers of 2021-2024 for ARI Summer Literacy (K -3) and learning loss. The camp will operate a hands-on curriculum for 20 days, five days a week. The subjects covered will include mathematics, reading, writing, technology, engineering, coding, performing arts, foreign languages, health and fitness, and science. Elementary and Secondary Administrators will ensure that all academic and safety guidelines will be followed to mitigate the transmission of COVID-19 and to support decreasing the learning gaps created during the pandemic. Students will experience field trips (museums, college campus tours, McWane Center, etc.) connected classroom lessons to further extend their learning experiences and expose students to build background knowledge. Also, nurses will be hired to provide continued health and wealth support to all students, especially immunocompromised students

and other students who have health plans. Materials and supplies required includes and not limited to technology, instructional licenses, supplemental workbooks, classroom libraries, writing utensils, art supplies, STEM resources, and health supplies

3200 -3299 [010-199] (CNP Workers Salaries) \$123,750.00 + [200-299] (Benefits) \$24,936.00= \$148,686.00

9130[010-199] (Nurses Salaries) \$84,000.00 + [200-299] (Benefits) \$16,926.00 benefits = \$100,926.00

9130 [400-499] (Cleaning Supplies for Schools Materials and Supplies) = \$184,179.00

9130 [010-199] (Janitors Salaries) \$132,000.00 + [200-299] (Benefits)\$ 26,598.00 benefits= \$ 158,598.00

9130 [010-199] (Bus Drivers: Salaries) \$99,000.00 + [200-299] (Benefits)- \$19,950.00 benefits = \$118,950.00

9130 - [010-199] (Teachers: Salaries) \$1,043,832.00 +9130 - [200-299] Benefits-\$210,456.00.00= \$1,254,288.00

9130- [010-199] Secondary Admin. (Supplement) \$60,000.00 | 2300-2399[200-299] (Benefits) \$ 12,090.00 = \$72,090.00

9130 - [400-499] (Materials and Supplies) \$498,001.00

9130 - [600-699] (Licenses) \$ 138,270.00

9130 - (300-399) Summer Enrichment Field Trips = \$216,000.00

Total Intervention A (Summer Learning & Summer Enrichment Programs) = \$2,889,987.00

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)

ARP ESSER funds will be used to host an Extended Day Program for the Elementary, Middle and High Schools during the fall and spring of 2021 -2024. Elementary Schools will offer after schools tutorial support for two (2) days a week per (2) hours daily. The program will employ six teachers per school (36 Teachers total). Teachers providing extended day instructions will implement small group instruction and standard based instruction. High School extended day learning will be two (2) days per week per two(2) hours daily and teachers will employ four (4) core teachers per school (12 Teachers total). Consequently, we will purchase instructional licenses , and instructional materials and supplies including but not limited to the following: classroom libraries, math and reading supplemental supplies, pencils, students portfolios, colored pencils, paper, calculators, and etc.

9130 - [300-399] (Mileage for Buses) \$18,000.00

9130 - [010-199] (Bus Driver Salaries) \$36,000.00 | 4120 - [200-299] (Bus Driver Benefits) \$7,254.00= \$43,254.00

9130 - [010-199] (Teacher Salaries) \$ 554,400.00 |9130 - [200-299] (Benefits) \$117,714.00 =\$666,114.00

9130- [400-499] (Material and Supplies) -\$592,799.00

9130 - [600-699] (Licenses) \$180,715.00 (IXL is a personalized learning platform with a comprehensive K-12 curriculum (math, science, language arts , social studies, science, and Spanish)

Total Intervention B (Extended Day Programs) = \$ 1,500,882.00

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)

Not applicable

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)

Not applicable

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).

Not applicable

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)	121,651.88
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	177,362.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	6,095,519.25
<input checked="" type="checkbox"/> Category 4 (Professional Development)	191,841.72
<input type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	0.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) Cleaning and Sanitation to Mitigate COVID	1,800,000.00
<input checked="" type="checkbox"/> Category 8 (Other) 30 Replacement Buses lessen the number of	3,000,000.00
<input checked="" type="checkbox"/> Category 9 (Other) 30 MERV-13 A/C Air Filter (395/Bus) and	211,850.00
<input checked="" type="checkbox"/> Category 10 (Other) Renovation of Restrooms in gyms at the 3	1,600,000.00
<input checked="" type="checkbox"/> Category 11 (Other) Touch-free Water fountains	92,609.00
<input checked="" type="checkbox"/> Category 12 (Other) Renovation of Restrooms: Salem, Brantle	3,978,452.94
<input type="checkbox"/> Administrative Costs (must be reasonable and necessary)	0.00
<input checked="" type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)	294,188.21
Total Cost:	17,563,475.00

Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

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

Example #1:

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)
Total cost: \$550,880.00 | 1100 - [010-199] (Salaries) \$354,450.00 | 1100 - [200-299] (Benefits) \$196,430.00

Example #2:

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)
Total cost: \$417,813.00 | 1100 - [010-199] (Salaries) \$321,123.00 | 1100 - [200-299] (Benefits) \$96,690.00

ARP Funds will be used to provide monthly supplements to 3 Virtual Facilitators (Gr. K-3 facilitator, Gr. 4-8 Facilitator, and Gr. 9-12 Facilitator). The Virtual Facilitators will perform duties during off contracted time. Facilitators will receive \$1,501.88 per month for 9 months of virtual facilitation. The facilitators will provide continuous communication with parents of virtual students and assist with students academically. Also, facilitators will provide weekly updates of their virtual curriculum assistance to the Superintendent.

Total cost: \$121,651.88 | 1100 - [010-199] (Supplement) \$101,250.00 | 1100 - [200-299] (Benefits) \$20,401.88

Category 2 (Technology & Online Subscriptions)

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

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

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).
Total Cost: \$432,158.00 | 1100 - [300-399] (Software License) \$30,000.00 | 1100 - [400-499] (Technology) \$402,158.00

ARP ESSER funds will be used to purchase instructional licenses for Skills Struck. The program is aligned with national computer science standards. Skill Struck supplies instruction for in-demand coding languages with robust challenges and projects. Students practice concepts and apply them in projects and challenges that solidify learning. The timeline of usage is October 2021 - May 2024. (see more information in Related documents.)

TOTAL : \$ 60,000.00 | 1100 (Licenses) [300-399]

Professional Development Auditorium and Computer Lab: ESSER funds will be used to upgrade the professional development auditorium and computer lab. The lab and auditorium currently exist to implement professional development activities.

Total Cost: 117,362.00 | 2215 - [400-499] Computer Technology

TOTAL COST CATEGORY 2: \$177,362.00

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

ARP ESSER III funds will be used to perform the following work:

All HVAC systems 15 years and older will be replaced. All systems will be redesigned and replaced to improve indoor air quality, increase building comfort, and address critical infrastructure needs. The new systems will support student health needs by meeting latest codes adopted by the Alabama Division of Construction Management. We are determining scope and cost to align with budgetary figure of \$6,095,519.25

Replace HVAC units at Keith Middle-High, Replace HVAC units at Southside High, Replace HVAC units at Southside Primary, Replace HVAC units at Tipton-Durant Middle, Replace HVAC units at Dallas County High, Replace HVAC units at Martin Middle, Replace HVAC units at Valley Grande Elementary, Replace HVAC units at Brantley Elementary, Replace HVAC units at Career Tech Center, Replace HVAC units at J.E. Terry, Replace HVAC units at B.K. Craig, and Replace HVAC units at Salem Elementary. All services will be completed by June 2024. # of HVAC Systems per school: Keith High - 61; Southside High - 66; Southside Primary - 47; Tipton-Durant Middle - 45; Dallas County High - 48; Martin Middle - 39; Valley Grande - 42; Brantley - 27; Career Tech Center - 11; J. E. Terry - 23; B. K. Craig - 31; Salem Elementary - 24 =Total - 467

TOTAL COST CATEGORY 3: Building Services 7000-7999 - [500-599] - \$6,095,519.25

Category 4 (Professional Development)

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

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

Example:

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

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

[Cont.]

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

[Cont.]

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

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, other instructional staff, and support staff that support increased student achievement in all core subject areas and financial compliance. TOTAL COST OF CATEGORY 4 - \$ 191,841.72

Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours and summer hours during beginning Spring 2022 until Fall 2024.

Total Cost: \$70,000.00 | 2215 - [010-199] (Stipends) \$55,895.00 | 2215 - [200-299] (Benefits) \$14,105.00

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 6 days. Also, our LEAS will provide substitutes for ongoing professional learning communities to support high quality professional learning in the areas of math, reading, and science .

Total Cost: \$18,002.00 | 2215 -\$14,373.00 (Salaries) + Benefits 3,629.00 [200-299] (Substitutes) \$18,002.00

Professional Learning (consultants, travel, lodging, registration fee, and professional Learning Auditorium and Computer lab update) : Teachers and administrators will participate in instate and out of state professional learning to learn how to strengthen to core curriculum and learn strategies to close gaps in learning. Consultants will provide high quality professional

development in October 2021 - May 2024 in the implementation of the math and reading standards, implementation of coding and science curriculum, and also professional development for bookkeepers to support in compliance with federal law.

Total Cost: \$60,000.00 | 2215 - [300-399] (Consultants)

Total Cost: \$16,000.00 | 2215 - [300-399] (travel and lodging Instate travel \$8,000.00 and out of state travel\$ 8,000.00)

Total Cost: \$4,000.00 | 2215 - [600-699] (Registration Fees)

-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: \$23,839.72 | 2215 - [400-499] (Supplies & Materials) \$23,839.72

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

Not applicable

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

Not applicable

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 III funds will be used to provide deep cleaning services for 14 campuses. Deep cleaning includes disinfecting and fogging services to mitigate COVID 19 virus and variants.

This proposal is for weekly recurring disinfecting (for each school). Timeline will begin Spring 2022 and in Fall 2024.

TOTAL COST CATEGORY 7 =1,800,000.00

3200-3999 - [300-399] (Purchase Service)Services for 15 building (6 HS, 2MS, 3HS, 1 ALC, 1-Career Tech, 1 Resource Center, 1 Central Office = \$1,500,000.00

3200-3999 - [400-499] (Supplies and Materials) PPE Supplies to disinfect buildings and classrooms on a routine basis - \$ 300,000.00

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)

ARP Funds will be used to purchase 30- 72 passenger buses to reduce the amount of students riding and to mitigate COVID 19 infection when transporting students. The timeline for the funds to be expended will begin October 2021 and in Spring 2022.

TOTAL COST CATEGORY 8: 4120 - [500-599] (Purchase Service)= \$3,000,000.00

Chassis and Body Information: 78" Headroom

(3) Alliance Batteries (2280 CCA) 18.7 CFM Air Compressor

14 Ply 11R 22.5" Hankook Tires (Spare Tire & Wheel Included) 270 Amp Leece Alternator

100 Gallon Fuel Tank

Alternately Flashing Headlamps

Allison 6 Speed Transmission Bendix Air Disc Brakes

Standard Warranties:

3 year/50,000 mile Bumper to Bumper

5 year/100,000 mile Engine

7 year/Unlimited mile Transmission 3 year/50,000 mile AC System

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)

ARP ESSER Funds will be used to purchase 30 MERV 1-3 A/C Air Filter at \$395.00 per bus (\$11,850.00) . Also, the LEA will utilize funds to continue providing our students with Bus Wifi System Service (\$200,000) in rural areas where connectivity is problematic. The support will help our students as they continue utilizing their learning management systems. The timeline for the funds to be expended will begin October 2021 and in Spring 2022.

TOTAL COST CATEGORY 9 = \$ 211,850.00

4120 - [400-499] (Materials and Supplies)= \$11,850.00

4120 - [300-399] Purchase Service)= \$200,000.00

Category 10 (Other)

Provide the following information for Category 10 (Other):

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

ARP ESSER funds will be used for the renovation of restrooms in gyms at the 3 high schools and 2 middle schools: The timeline for the funds to be expended will begin October 2021 and in Spring 2024. Currently non of our restrooms are touch-free. Not only do touch free solutions lower the spread of germs and improve hygiene, touchless alternatives reduce guests' fear of germs and contamination, ensuring they have a more hygienic restroom experience The renovations will consist of the following: hot water heater at all lavatories in each locker room, new plumbing fixtures ,clean finishes on new finishes, new toilet partitions improve ADA compliance , ceiling repairs and upgrades, new Lockers ,new HVAC equipment and other miscellaneous improvements

TOTAL COST CATEGORY 10 : 7200 - [500-599] (Capital Outlay = \$ 1,600,000.00)

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)

ARP ESSER funds will be used to purchase touch-free water fountains. The 90 touch-free water fountains will be placed in the following locations: Brantley Elementary, Valley Grande Elementary, Martin Middle, J. E. Terry Elementary, Dallas County High, Salem Elementary, Keith Middle High, Southside Primary, Bruce K. Craig Elementary, Tipton Durant Middle, Southside Primary, Career Tech Center, and Learning Resource Center. The timeline for the funds to be expended will begin October 2021 and in Spring 2023.

TOTAL COST CATEGORY 11: 3200 - [300-399] (Purchase Service)= \$92,609.00

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)

ARP ESSER funds will be used for the Renovation of Restrooms: Salem, Brantley, Southside Primary, Southside High, B. K. Craig, Dallas County High, J.E. Terry, and Career Tech Center. The timeline for the funds to be expended will begin October 2021 and in Spring 2024. Currently none of our restrooms are touch-free. Not only do touch free solutions lower the spread of germs and improve hygiene, touchless alternatives reduce guests' fear of germs and contamination, ensuring they have a more hygienic restroom experience. The renovations will consist of the following: Hot water heater at all lavatories/toiletry in each restroom, new plumbing fixtures, clean finishes on new finishes, new toilet partitions improve ADA compliance ceiling repairs and upgrades, and new HVAC equipment and other miscellaneous improvements

TOTAL COST: 7200 - [500-599] (Capital Outlay)= \$ 3,978,452.94

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.

Not applicable

Indirect Costs

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

* The LEA is utilizing grant funds for indirect costs. ▼

1.34	% - Unrestricted Indirect Cost Rate for LEA	\$294,188.21	Maximum Indirect Cost amount for the ARP ESSER Fund
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Function/Object Code used on the Budget Grid









6000-6699 (910)

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	APR Job Descriptions
 	"Other" Intervention Evidence-based Documentation	
 	Supporting Documentation #1	Supplemental Documentation
 	Supporting Documentation #2	Additional Job Descriptions Requested

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

<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 1. Allocations </div> <div style="margin-left: 20px;"> 1. Review the ARP ESSER allocation for the LEA. </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 2. Assurances </div> <div style="margin-left: 20px;"> 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 3. Cover Page & Required Narratives </div> <div style="margin-left: 20px;"> 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>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 4. Budget Grid </div> <div style="margin-left: 20px;"> 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>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 5. LEA Reservation to Address Loss of Instructional Time </div> <div style="margin-left: 20px;"> 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>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 6. Remaining ARP ESSER Fund Uses </div> <div style="margin-left: 20px;"> 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>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 7. Administrative Costs </div> <div style="margin-left: 20px;"> 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs? If the LEA selected yes, then... 2. Do the expenditures in the narrative match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)? 6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 8. Indirect Costs </div> <div style="margin-left: 20px;"> 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; width: 100px; float: right;">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	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	20,000.00	4,030.00	0.00	0.00	0.00	0.00		0.00	0.00	24,030.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	545,753.00	109,968.00	22,237.00	25,459.00	0.00	0.00		0.00	0.00	703,417.00	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	565,753.00	113,998.00	22,237.00	25,459.00	0.00	0.00	0.00	0.00	0.00	727,447.00	Total
Adjusted Allocation										727,447.00	
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.

* Dallas County Schools are committed to providing a positive school climate, which promotes responsible and prosocial behavior, and social-emotional learning is reinforced through multi-tiered systems of support. Returning to school this year may feel overwhelming and impossible for students. Dallas County Schools recognize that and are committed to providing children and families the support necessary to cope with social-emotional and academic needs. The district will establish routines and expectations and review prior knowledge and content to ensure a healthy, positive environment for learning that will keep students actively involved daily through the course of the year. Our sincerest hope is that children and families remain safe and healthy.

- Use the Mental Health Service Coordinator, school counselors, district Homeless Liaisons, Head Nurse, Special Education Director, and Federal Program Director to collaborate and respond to the stress experienced by students and staff from being absent from school and returning to school with new limits and protections in place.
- Establish support and healing systems for both students and adults.
- Identify mental health support and training for staff on talking with and supporting students during and after the COVID-19 crisis.
- Review and update the DCSS Comprehensive School Counseling Plan.
- Establish an advisory council of helping professionals.
- Provide resources, referrals, and professional development as needed. Provide a multi-tiered

Continue to employ a Mental Health Service Coordinator (MHSC). This employee will serve as a liaison and a resource to coordinate and ensure equitable access and opportunity for all students.

Utilize the Thrively Curriculum and Rhithm Program to provide a continuum of social, emotional, and mental health services.

- Hiring a Mental Health Service Acknowledge and respond to the stress experienced by students and staff from being absent from school and returning to school with new limits and protections in place.
- Establish support and healing systems for both students and adults.
- Identify mental health support and training for staff on talking with and supporting students during and after the COVID-19 crisis.
- Review and update the DCSS Comprehensive School Counseling Plan.
- Establish an advisory council of helping professionals.
- Provide resources, referrals, and professional development as needed. Provide a multi-tiered . Continue to employ a Mental Health Service Coordinator (MHSC). This employee will serve as a liaison and a resource to coordinate and ensure equitable access and opportunity for all 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).

* Dallas County Schools analyzed the most recent academic data from benchmark and progress monitoring data against the previous year's results to identify the areas of need for academic achievement and academic growth. Also, our LEA used up to four years of comparative data through the Alabama Education Report Card. The educational data used include but are not limited to the following: K-8 Literacy and Math Assessments, ACT w/Writing, WorkKeys, IReady, Dibels, College & Career Readiness Indicators, and failure rates. Beginning with the 2021-22 school year, the system will collect Alabama Comprehensive Assessment Program (ACAP) and Pre- and post-assessment data for summer learning programs. Also, we will continue to utilize Dibels along with AIMS web data to pinpoint areas of strengths and weaknesses. The system leadership team also used non-academic data including attendance, graduation rate, student discipline, student surveys, and health and counseling services referrals. These data points will identify the groups of students most impacted and who need mental health support.

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.

* Over the past year, the phrase "learning loss" has been used to describe the impact of the COVID-19 pandemic on student learning. Despite a disrupted school year, there are countless stories and artifacts of student learning, progress, and strength. While academic learning may be unfinished, it is not lost. With commitment and care, educators, school leaders, school support staff, families, and communities continue to provide students with opportunities to learn. At the same time, these three strategies will become more specific and targeted upon ending students' physical, social, and emotional needs. A responsive system, grounded in equity, meets students where they are and accelerates their learning by building on strengths and needs. Collectively, this means redesigning teaching and learning and reexamining deeply rooted deficit-based thinking.

The three strategies below paint a broad picture of Dallas County School System's endeavors to provide specific, targeted and meaningful, engagement with the community, educators, and families. The disproportionate impact of the COVID-19 pandemic on students underserved by the system will only be addressed when we are in the right relationship with our students and community, listening well and responding to their strengths and needs. With future engagement, more profound focus areas outcomes will come more clarity and precision around specific interventions within each of the following three areas of focus.

Focus on accelerated learning. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes and increased engagement. This particular strategy will create or expand existing efforts to increase statewide capacity to provide accelerated learning opportunities to all students. For all students, this will include a focus on ensuring that students have access to grade level or above standards in all content areas. In addition, this may consist of increased enrollment in Dual Credit programs. Reframing a focus from remediation to accelerated learning will directly assist those students who have lost the most instructional time due to school closures and online learning settings.

Design best practice tools & resources for teaching and learning. The intent is to include high-quality: 1) formative assessment practices that honor student identity and agency to determine where learning must be accelerated; 2) professional learning opportunities for educators on [learning acceleration](#), [sustaining pedagogy](#), and [technology-enabled instruction](#) to ensure students have access to well-rounded, world-class academic experiences; 3) strategies and professional learning for principals and teachers to leverage [school-based teacher leadership](#), [distributed leadership](#), and innovative staffing models to provide supervision and support to tutors and teachers; and 4) culturally responsive and representative instructional materials investments.

Support Career, College, and Community Readiness. Our system will work with other educational partners to re-engage high school students who need additional credits to graduate and provide support and guidance to navigate the transition to career and/or college. This could include using federal and state funds to expand existing statewide efforts to address unfinished learning, provide well-rounded educational experiences, and create career-connected learning systems.

Budget Amount & Details for Interventions		Amount
<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	517,663.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	104,892.00
<input checked="" type="checkbox"/>	Intervention C (Other)	104,892.00
	Continuation of Afterschool Program	
Total Cost:		727,447.00

Intervention A (Summer Learning & Summer Enrichment Programs)

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

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

Example:

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

[Cont.]

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

ARP ESSER funds will be used to provide personnel for Summer Learning and Enrichment Camps the summers of 2021-2024 to address K-3 Literacy and learning loss. The camp will operate a hands-on curriculum for 20 days, five days a week. The subjects covered will include mathematics, reading, writing, technology, engineering, coding, performing arts, foreign languages, health and fitness, and science. Elementary and Secondary Administrators will ensure that all academic and safety guidelines will be followed to mitigate the transmission of COVID-19 and to support decreasing the learning gaps created during the pandemic. Students will experience field trips (museums, college tours, McWane Center, etc.) connected classroom lessons to further extend their learning experiences and expose students to build background knowledge. Also, nurses will be hired to provide continued health and wealth support to all students, especially immunocompromised students and other students who have health plans. Materials and supplies required includes and not limited to technology, supplemental workbooks, classroom libraries, writing utensils, art supplies, STEM resources, and health supplies.

Intervention A TOTAL - \$ 517,732.00

9130 - [400-499] (Materials and Supplies) \$11,727.00

9130 - [300-399] (Purchased Services for Artist in Residence) - \$22,237.00

9130 - [010-199] (Middle and High School Salaries) [100-199] \$250,976.00 +9130 - [200-299] (Benefits) + \$50,572.00 benefits = \$301,548.00

9130 - [010-199] (Salaries) 15 Elementary Teachers [100-199] \$85,560 salaries +| 9130 - [200-299] (Benefits) 17,241 benefits = \$102,801.00

9130 Salaries - Janitor and Secretary Salaries [100-199] \$46,000 + [200-299] (Benefits) \$9,269.00 benefits= \$55,269.00

3200-3299 Salaries - CNP Salaries [100-199] \$20,000 + [200-299] (Benefits) \$4,030.00 benefits= \$24,030.00

Intervention B (Comprehensive After-School Programs)

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

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

ARP ESSER funds will be used to to host a Comprehensive After School Program for the Elementary, Middle and High Schools during the fall and spring of Winter / Spring 2022. Elementary Schools will offer after schools tutorial support for two (2) days a week per (2) hours daily. The program will employ six teachers per school (36 Teachers total). Teachers providing extended day instructions will implement small group instruction and standard based instruction. High School extended day learning will be two (2) days per week per two(2) hours daily and teachers will employ four (4) core teachers per school (12 Teachers total). We will purchase and instructional materials and supplies including but not limited to the following: classroom libraries, math and reading supplemental supplies, pencils, students portfolios, colored pencils, paper, calculators, and etc.

9130 - [010-199] (Salaries) \$64,800.00 | 9130 - [200-299] (Benefits) \$13,058.00 = \$77,858.00
9130 - [400-499] (Materials and Supplies) \$12,616.00
9130 - [010-199] (Bus Driver Salaries) \$12,000.00 | 9130 - [200-299] (Bus Driver Benefits) \$2418.00 = \$14,418.00

Total Intervention B = 1 year = \$104,892.00

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).

Extension of Intervention B Programming :

ARP ESSER funds will be used to host a Comprehensive After School Program for the Elementary, Middle and High Schools during the fall and spring of Winter / Spring 2022. Elementary Schools will offer after schools tutorial support for two (2) days a week per (2) hours daily. The program will employ six teachers per school (36 Teachers total). Teachers providing extended day instructions will implement small group instruction and standard based instruction. High School extended day learning will be two (2) days per week per two(2) hours daily and teachers will employ four (4) core teachers per school (12 Teachers total). Consequently, instructional materials and supplies including but not limited to the following: classroom libraries, math and reading supplemental supplies, pencils, students portfolios, colored pencils, paper, calculators, and etc. will be purchased.

9130 - [010-199] (Salaries) \$86,400.00 | 9130 - [200-299] (Benefits) \$17,410.00 = \$103,810.00

9130 - [400-499] (Materials and Supplies) \$1,082.00









Total Intervention C = 1 year = \$104,892.00

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

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

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