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

Friday, December 10, 2021 3:07 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	15,854,709.00	1,140,166.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	15,854,709.00	1,140,166.00
Adjusted Allocation	15,854,709.00	1,140,166.00
Budgeted	15,854,709.00	1,140,166.00

Albertville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval Friday, December 10, 2021 3:07 PM
Assurances

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) <u>Interim Final Requirements</u> 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.

Albertville City American Rescue Plan (ARP) ESSER 2021 Revision: O Status: ALSDE Consolidated Federal Programs Director Final Approval Friday, December 10, 2021 3:07 PM LEA Superintendent Assurances Confirmation
LEA Superintendent Assurances Confirmation
✓ Indicates LEA Superintendent Approval based on Assurances.

Albertville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval Friday, December 10, 2021 3:07 PM Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	10/19/2021
ARP ESSER State Reserve	10/19/2021

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	2,151,000.00	919,800.00	109,032.00	465,710.17	0.00	0.00		0.00	0.00	3,645,542.17	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	155,000.00	45,000.00		0.00		0.00	0.00	200,000.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	600,000.00	250,000.00	550,000.00	0.00		0.00	0.00	1,400,000.00	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	309,166.83	0.00	0.00	309,166.83	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					10,300,000.00					10,300,000.00	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	2,151,000.00	919,800.00	864,032.00	760,710.17	10,850,000.00	0.00	309,166.83	0.00	0.00	15,854,709.00	Total
								Adju	sted Allocation	15,854,709.00	
									Remaining	0.00	

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

Friday, December 10, 2021 3:07 PM ARP ESSER - Application Details

Cover Page & Required Narratives

Superintendent of Schools	
Name	* Dr. Boyd English
ARP ESSER Point of Contact	
Name	* Andy Jones
Role	* Executive Director of Federal Prog
Phone	* 256-891-1183
Ext	204

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?

Albertville City Schools plans to use ARP ESSER funding to continue sanitizing and cleaning efforts initiated through the use of ESSER I funds. Providing cleaning supplies to school staff as well as contracting with a company to perform nightly sanitizing in all areas that students and staff occupy during the school day will help to reduce the possibility of the spread of COVID-19 and other potentially transmissible health issues. Additional upgrades to HVAC units and the use of filtration systems are also expected to create a healthier environment where students and staff will continue in-person learning.

Several capital projects are planned with the goal of allowing proper social distancing to occur in spaces and buildings where it has been difficult to allow in-person learning while also attempting to reduce or eliminate the spread of pathogens. These areas include band rooms and cafeterias that are not large enough to allow for social distancing.

Albertville City Schools has also identified a need for additional classroom space for the high school. Not only is spacing impossible to achieve based on available teacher units but the lack of available classroom space is also a challenge. Even if additional teachers are hired there are no classrooms available for them to use. The lack of empty spaces for classes to go means our classrooms are full of students and the need to social distance due to COVID-19 and any other future health concerns is limited. As the pandemic seems to worsen at this time, our only solution to mitigate the spread of COVID would be to abandon in-person instruction and transition to a remote learning setting. As it is our goal is to provide in-person learning to our students, this would be detrimental to student learning and only lead to additional learning loss that has already been witnessed during the pandemic.

ARP ESSER funding will provide relief to Albertville High School in terms of space and support for social distancing by renovating a current facility so that it can be used as a flexible learning space. The facility will be renovated and/or retrofitted to support a variety of classrooms and courses, from core courses to career tech programs. The flexibility that will be created will allow for additional classrooms to be utilized as necessary depending on our year-to-year needs and concerns over reducing the impact of COVID-19 or other easily transmissible pathogens. If we were to experience a time in the future where social distancing was not necessary, we would then be able to make a determination about whether these classrooms are needed to support additional space for current programs or possibly add new programs to support the needs and goals of the school. This use of ARP ESSER funds to address present concerns generated by the COVID-19 pandemic will allow Albertville City Schools to emerge from the pandemic in a stronger situation and not simply exhaust ARP ESSER funds in a manner that would have little impact for the future education of our students.

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?

Evidence-based interventions will be provided to students who are not proficient and/or below grade level in reading and math based on the results of student evaluations involving academic screening assessments, progress monitoring assessments, grades, classroom observations, and attendance. Our EL and migrant students will benefit from an increased

focus on Tier I instruction through the coordination between EL instructional coaches with regular classroom teachers. As a system consisting of schoolwide Title I schools, all Albertville City students will benefit from additional supports through intervention personnel and programs. This will ensure that all underrepresented student subgroups, which includes racial/ethnic minorities, students experiencing homelessness, students from low-income families, students with disabilities, and students in foster care, receive intervention and remediation in an effort to address learning loss due to the COVID-19 pandemic. Academic interventions - tutoring and intervention programs - will be used during and outside of the regular school day to provide remediation in areas that identified students are showing a lack of understanding and academic deficiencies.

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.

* Albertville City Schools will ensure equitable access to, and participation in, programs funded by ARP ESSER for students, teachers, and other program beneficiaries with special needs. Steps will be taken to overcome barriers to participation and equal access with the understanding that discrimination of individuals based on gender, race, color, national origin, disability, and age will not occur. Efforts will be made to proactively identify barriers and act accordingly to eliminate those barriers. These barriers may involve, but are not limited to, transportation, limited knowledge and use of English, health management concerns, and access to childcare. Examples of how these specific barriers will be eliminated include providing bus transportation for students to attend programs, providing information regarding programs to students and families in a language they can understand, providing school nurses to assist with health-related issues of program participants, and providing childcare services if necessary for those who would be unable to participate in a program due to childcare needs. Funding will be budgeted to eliminate these barriers by providing assistance to those in need that will enable participation in programs. Any barriers that are brought to the attention of the school system will be addressed in a way that supports the affected individual's ability to participate in a program.

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?

* Each month a budget report is generated and reviewed by accounting and Federal Programs personnel that allows for the monitoring of the application of funds. Budget amendments are typically conducted around December/January and April/May of the academic year, and during those times the ACS leadership team will convene to review expenditures and remaining funds and assess the effectiveness of the programs being implemented using ARP ESSER funding. Student achievement data, participation data of intervention programs, and stakeholder feedback will drive these assessments and produce recommendations for any needed adjustments. Information regarding the data and evaluation will be provided to the community with the opportunity to provide input regarding the current and future use of ARP ESSER funds.

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

* Albertville City Schools has solicited input from stakeholders during the planning phase of the ARP ESSER application. The finalized plan and budget will be shared with families and the community by posting information on the system website. As ARP ESSER funds are used for planned activities, every effort will be made to specifically inform stakeholders that those particular activities were funded using ARP ESSER funds. Any amendments to ARP ESSER plans and budgets will involve obtaining input from stakeholders about potential amendments and feedback regarding current and former uses of ARP ESSER funds.

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

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
Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
Intervention B (Extended Day Programs)	0.00

	Intervention C (Comprehensive After-School Programs)	0.00
	Intervention D (Extended School Year Programs)	0.00
•	Intervention E (Other) Reading and EL Intervention Program	3,170,941.80
	Total Cost:	3,170,941.80

Intervention A (Summer Learning & Summer Enrichment Programs)

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

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

Example:

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

[Cont.]

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

Intervention B (Extended Day Programs)

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

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

Intervention C (Comprehensive After-School Programs)

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

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

Intervention D (Extended School Year Programs)

Provide the following information for Intervention D (Extended School Year Programs):

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

Intervention E (Other)

Provide the following information for Intervention E (Other):

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

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

Albertville City Schools will use ARP ESSER funding to address learning loss caused by the COVID-19 pandemic by implementing an intervention and tutoring program for grades K-8 that will focus on reading and English Language acquisition. Research indicates that one-on-one tutoring and small group instruction with an intervention teacher is effective at creating substantial gains in reading and math, especially among earlier grades. To increase the probability of success for such a program, seven K-8 reading and six K-12 EL intervention teachers (total of 13 FTE) will be provided with training and support

in the use of an evidence-based reading and/or English Language acquisition program. While non-certified instructional aides could be used to serve students, the hiring of full-time certified teachers is more practical considering the difficulty that many school systems have had in hiring and retaining part-time employees. ARP ESSER funding will be used for salary and benefits of certified teachers, the purchase of evidence-based reading and English Language acquisition curriculum materials to be used for the tutoring program, and instructional materials and supplies that may be used by students participating in tutoring. Tutoring will occur during the school day, as research indicates this model has the greatest probability of meaningful student participation. Students will participate in tutoring as often as possible, with the goal of a minimum of two sessions per week. While one-on-one tutoring will be the goal, small group tutoring of five or fewer students may be necessary based on the number of students who are identified as needing additional academic support. Students will be identified as candidates for the intervention and tutoring program based on diagnostic screeners, standardized test scores, class grades, and/or teacher referrals. The timeline for this activity is for October 1, 2021 - September 30, 2024. Total cost: \$3,170,941.80.

1100 (010-199) Salaries: \$2,151,000.00 (200-299) Benefits: \$919,800.00 (300-399) Purchased Services (subs): \$37,800.00 (400-499) Materials & Supplies: \$62,341.80

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.

Bud	get Amount & Details for Additional Uses (Include Name for Other Categories)	Amount
	Category 1 (Personnel)	0.0
✓	Category 2 (Technology & Online Subscriptions)	474,600.3
ℯ	Category 3 (Facility Improvements)	10,950,000.0
	Category 4 (Professional Development)	0.0
	Category 5 (Curriculum Materials & Assessments)	0.0
	Category 6 (Parent & Family Engagement Activities)	0.0
✓	Category 7 (Other) Sanitization, Cleaning, and Protection Sur	750,000.0
✓	Category 8 (Other) Mental Health Supports	200,000.0
	Category 9 (Other)	0.0
	Category 10 (Other)	0.0
	Category 11 (Other)	0.0
	Category 12 (Other)	0.0
	Administrative Costs (must be reasonable and necessary)	0.0
✓	Indirect Costs (maximum amount is the unrestricted rate)	309,166.8
		Total Cost: 12,683,767

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

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 laptops and necessary software licenses for all system certified teachers to support transitions during the school years from remote to in-person instruction as needed due to the COVID-19 pandemic. All laptops will be purchased and received by the system prior to September 30, 2024. Total Cost: \$474,600.37

1100 (300-399) Software license: \$71,232.00; 1100 (400-499) Technology/laptops: \$403,368.37

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

ARP ESSER funds will be used to replace 55 HVAC units in the school system that are at least 15 years old as well as upgrade the software used to manage older HVAC systems. Additionally, funds will be used to renovate an existing facility for additional classroom space, build a larger facility for the band program, and expand the high school cafeteria. Each of these building/expansion projects is needed to provide additional space for social distancing. All services and projects will be completed by August 2024. Total cost: \$10,950,000.00

3200 (300-399) Purchased Services - HVAC software: \$100,000.00 | 3200 (500-599) Other Equipment - HVAC units: \$550,000.00 | 7200 (500-599) Building - new and improvements: \$10,300,000.00

Category 4 (Professional Development)

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

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

Example:

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

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

[Cont.]

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

[Cont.]

- Conference Attendance: 6 Teachers & 2 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage. Total Cost: \$22,000.00 | 2215 - [600-899] (Registration) \$4,000.00 | 2215 - [300-399] (Travel) \$18.000.00

Category 5 (Curriculum Materials & Assessments)

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

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

Example:

ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year.

Total Cost: \$8,791.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00

Category 6 (Parent & Family Engagement Activities)

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

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

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.

Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

Category 7 (Other)

Provide the following information for Category 7 (Other):

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

ARP ESSER funding will support sanitizing services, sanitizing and cleaning supplies, and protective supplies and equipment to aid in the prevention of spreading COVID-19. These funds will be used between October 1, 2021 and September 30, 2024. Total Cost: \$750,000.00

3200 (300-399) Purchased Services for sanitizing services: \$500,000.00

3200 (400-499) Materials and Supplies: \$250,000.00

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 ESSER funds will be used to provide Mental Health Supports to ACS students by funding contracted social workers, materials, supplies, and equipment needed for supporting students, professional development travel for the Mental Health Service Coordinator, and materials and supplies used to support family engagement activities. The timeline for these activities will be between October 1, 2021 and September 30, 2024. Total Cost: \$200,000.00

2150 (300-399) Purchased Services for contracted social workers; PD travel: \$155,000.00

2150 (400-499) Materials and Supplies: \$45,000.00

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.

The unrestricted Indirect Cost Rate for Albertville City Schools will be utilized for the general operation of the school system and the conduct of activities it performs. The maximum Indirect Cost amount for ARP ESSER is calculated to be \$309,166.83.

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. 1.95 % - Unrestricted Indirect Cost Rate for LEA * The LEA is utilizing grant funds for indirect costs. ▼ * The LEA is utilizing grant funds for indirect costs. ▼ * Maximum Indirect Cost amount for the ARP ESSER Fund for LEA * Function/Object Code used on the Budget Grid for Indirect Costs amount for the ARP ESSER Fund for LEA

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

Expand All Collapse All

■1.) Challenging Curricula

Goal Details

Description:

All students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Performance Measures

The percentage of students, in both the aggregrate and sub group (Migrant, economically disadvantage, students with disabilities, students with limited English proficiency, students in foster care and students experiencing homelessness), who are at or above proficient levels in both Reading/Language Arts and Math on the state assessment program will increase. In addition, the percentage of Career and Technical Education students who are at or above proficient levels in academic and technical areas will increase as evidenced by credentials acquired.

Estimated Costs

Fiscal Resources

Program	Notes	2021
Consolidated		
Title I -A, Schoolwide	Regular FY21 allocation and Title IV transfer	\$2,317,578.00
Title I-C, Migrant Education	Notes Regular FY21 allocation	\$489,885.00
Title II-A, Supporting Effective Instruction	Notes Regular FY21 allocation	\$220,487.00
Title III, English Learners		\$162,964.00
Title V-B, Rural and Low Income	Notes Regular FY21 allocation	\$110,225.00
Total:		\$3,301,139.00
Special Education		
Special Education, Part B-IDEA	Notes Regular FY21 allocation CARRYOVER: \$275,459.89	\$1,433,918.89
I DEA Preschool	Notes Regular FY21 allocation	\$22,066.00
Total:		\$1,455,984.89
Career-Technical Education		

Carl D. Perkins Secondary Notes \$76,054.00 Regular FY21 allocation Total: \$76,054.00 American Rescue Plan (ARP) ESSER ARP ESSER Notes ARP ESSER -Initiatives to \$15,854,709.00 combat the impact of COVID-19 of student learning ARP ESSER State Reserve Notes Combatting loss \$1,140,166.00 of in-person learning Total: \$16,994,875.00 **Grand Total:** \$21,828,052.89

1.1.) Procedures to Improve Results

Strategy Details

Description:

Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact achievement.

Performance Measures

Employment of personnel to increase student proficiency while meeting the non-academic needs of students that impact learning. Estimated costs reflect salary/benefits, instructional materials, professional development activities/expenses, school wellness, related services personnel, contract services, classroom technology integrationprofessional development, support for student leadership organizations, parent/familoy engagement activities, costs associated with career/technical/business programs and general administrative costs associated with implementing various federal grant awards. Persormance measure for Special Education students include meeting individualized education goals.

Estimated Costs

1.1.1.) Materials and supplies to support the delivery of a high quality instructional program.

Action Step Details

Description:

Purchase supplemental instructional material, including web-based program access that will allow students to achieve the rigorus standards set forth by the Alabama State Department of Education. From TITLE I Materials/Supplies: 1. Non-CAP hardware from set asides "other"-\$68,116.46 (1100:400-499); from set asides other- \$200,000.00 (1100:400-499) district wide student supplies initiative; from school allocations (AES) STEM supplies-\$7,501.12; from set asides other-\$10,000.00 summer school materials and supplies (1100:400-499). CARRYOVER: 1100(495) Funding will support district initiative for the replacement of outdated computer hardware at five of six schools with the greatest need for updated student devices: \$1,045,836.46. New total for 1100(400-499) of \$1,333,771.72. 2. Instructional improvement general supplies from set asides other-\$5,000.00 (2210-400-499) 3. Other student support services general supplies: 1% Family Engagement set aside from school allocations-\$23,175.78 and district allocation \$2,317.58 (added during CARRYOVER amendment), and \$1,458.05 (increased to \$1,498.20 during CARRYOVER amendment) set aside for homeless (2190:400-499). New 2190(400-499) total of \$26,991.56. 4. From set asides other software maintenance agreement-\$87,000.00 for ELLevation and Star360 (2210:333)

Performance Measures

Student achievement will increase, as evidenced by an increase in the percentage of studentsmeeting proficient levels on state assessments, by providing an up-to-date and engaging learning environment with necessary and reasonable materials and supplies. In addition, this action step for Special Education students will include successfully meeting individualized education plan goals.

Estimated Costs

Grant Relationships

Special Education, Part B-IDEA Notes (1100: 400-499) Instructional M/S: \$3,598.00 CARRYOVER AMT: \$108,279.99. Testing Service (2130) M/S: \$15,000.00

Title I-A, Schoolwide Notes

See above description for complete breakdown of expenditures from original allocation that total \$404,610.97; CARRYOVER new amount: \$1,452,763.28

Carl D. Perkins Secondary Notes

M/S as follows: (1100:300-399) \$600 for software renewal, (1100:400-499) \$63,652 general materials and supplies, including non-cap hdw \$31,893 and \$18,859 general m/s.

Title II-A, Supporting Effective Instruction Notes

(1100: 400-499) materials and supplies: \$29,817.00 CARRYOVER This item moved to 2215 (400-499).

Plan Initiatives

Grant	Initiative
Carl D. Perkins Secondary	Students will not be discriminated against on the basis of status as a member of a special population.
Carl D. Perkins Secondary	All students will be provided with equal access to activities assisted under this Act.

1.1.2.) Allowable Indirect Costs

Action Step Details

Description:

Allowable Indirect Costs for the administration of the Title I Consolidated Program, Perkins, IDEA, IDEA Preschool, and other competitive grants that may be awarded.

Performance Measures

Estimated Costs

Grant Relationships

Title V-B, Rural and Low Income Notes

Allowable Indirect Costs (6000-6999:910) in the amount of \$1,801.00

Title III, English Learners Notes

Allowable indirect costs (6000-6999:910) in the amount of \$2,669.00; CARRYOVER: Indirect costs increased to a total of \$5,069.92

Title I-C, Migrant Education Notes

Allowable Indirect Costs (6000-6999:910) \$8,044.00 CARRYOVER: \$12,121.80

Title I-A, Schoolwide Notes

Allowable Indirect Costs (6000-6999) in the amount of \$38,056.32; CARRYOVER: Increased to new total amount of \$54,921.03

Special Education, Part B-IDEA Notes

Allowable Indirect Costs in the amount of \$19,023.00 (6000-6999:910) CARRYOVER AMT: \$23,232.89

Homeless Notes

Indirect Costs 6910(910) \$164.00

IDFA Preschool Notes

Allowable Indirect Costs in the amount of \$360.00 (6000-6999:910)

Carl D. Perkins Secondary Notes

Allowable indirect costs in the amount of \$1,248.00

Title II-A, Supporting Effective Instruction Notes

Allowable Indirect Costs (6000-6999:910) \$3,620.00; CARRYOVER: Increased to new total amount of \$5,043.98

Plan Initiatives

Grant	Initiative
Carl D. Perkins Secondary	All students will be provided with equal access to activities assisted under this Act.

1.1.3.) High Quality professional development program

Action Step Details

Description:

Allocated amounts to cover costs associated with providing web-based, job embedded, offsite and on-site professional development for all staff members, including Special Education Staff and Career Tech Staff, as determined fromprofessional development plans. Costs reflect

consultant fees, travel expenses, registration fees and professional substitute expenses for all eligible certified staff members to attend workshops and conferences. Federal Professional Development funds will supplement money received through the State Foundation Program and local sources. Funds are available for specific, system-wide staff activitiesom WIDA Domains, Title III Supplementary Services and Title III Core Program. Funds will be spent on professional development activities that impact student learning in the long term and not on short, one day only activities that do not contribute to increased student achievement. FROM TITLE I "2215": 1. PD designed for general education teachers geared to EL students from set asides-\$30,000.00 (2215:300-99) 2. Professional subs for PD activities, from school allocations-\$23,074.80 (2215:335) 3. PD and related expenses to supplement state PD funds, from school allocations-\$36,074.91 (2215:382) 4. PD for our ATSI schools, from set asides-\$1,000.00 (2215:382) 5. District-wide professional development initiatives (OG Training, ACT training, etc.) from set asides-\$136,000.00 (2215-300-399) 6. Professional Development for district-wide Summer School professional development from set asides other-\$4,719.00 (2215:382) 7. Instructional improvement PD and related expenses, from set aside other-\$10,893.00 (2210:382) CARRYOVER AMENDMENT: Reduced by \$35.57 to a new total of \$10,857.43.

Performance Measures

Usuage logs, changes in teaching practices, PowerSchool PD, and other measures will be used to determine the effectiveness of this acdtion step. In addition, the performance measure for special education staff will include measuring the number of students successfully meeting IEP goals.

Estimated Costs

Grant Relationships

Carl D. Perkins Secondary Notes
2215: 300-399: Costs associated with professional development activities, including professional substitutes, registration and travel expenses in the amount of \$8,000.00.

Detailed PD breakout is in the document library under FY21v general documents.

Title II-A, Supporting Effective Instruction Notes

(2215:300-399) PD purchased services, including expenses: \$10,000.00 CARRYOVER:

2215(399) \$88,894.00 budgeted for outside services to provide PD in the district for improving instruction

Title I-A, Schoolwide Notes

see above description for a detailed breakdown that totals \$230,868.71 CARRYOVER AMENDMENT: Reduced to \$230,833.14

Title V-B, Rural and Low Income Notes

(2215: 300-399) PD purchased services: \$1,000.00

Title I-C, Migrant Education Notes

(2215:300-399) Professional development purchased services: \$10,486.00, (6000-6999:300-399) \$3,000.00

Special Education, Part B-IDEA Notes

PD purchased services (2130:300-399): \$5,500.00; PD purchased service (2180:300-399) \$500.00

Plan Initiatives

Grant	Initiative
Carl D. Perkins Secondary	All students will be provided with equal access to activities assisted under this Act.

1.1.4.) Carl Perkins Administration

Action Step Details

Description:

Travel and Professional Development for CTE Administrator.

Performance Measures

Measured in prior action steps

Estimated Costs

Grant Relationships

Carl D. Perkins Secondary Notes
(6000-6999: 300-399) administrative travel and professional activities in the amount of \$2,554.00.

Plan Initiatives

Grant	Initiative	Π
Carl D. Perkins Secondary	All students will be provided with equal access to activities assisted under this Act.	

1.1.5.) IDEA Administration

Action Step Details

Description:

Salaries/Benefits and professional development costs for Coordinator and staff.

Performance Measures

Performance measured/addressed in prior strategies and action steps.

Estimated Costs

Grant Relationships

Special Education, Part B-IDEA Notes

S/B for 1.0FTE Coord., PD costs & staff (6000-6999:088/200s) \$113,119, PD Purchased service (6000-6999:300s) \$12,500 (CARRYOVER AMT: \$17,500), M&S (6000-6999: 400s) \$1,000 (CARRYOVER AMT: \$2,500). Total IDEA Admin cost: \$126,619 (CARRYOVER AMT: \$133,119)

1.1.6.) Contract Services

Action Step Details

Description:

Professional contract services for related service providers, including: OT, PT, special area consultants, short/long term academic/behavior intervention, accelerated remediation, contract professional substitutes, enrichment, supplemental contract nurses and EL acquisition assistants that will assist both general education and special populations students in achieving IEP goals, Language acquisition and increasing student achievement. From Title I Purchased Services: 1. Professional subs for nurses, from school allocations-\$2,509.88 (2140). CARRYOVER AMENDMENT: Reduced to \$2,503.60. 2. NON FTE CONTRACT Social Worker (2150:399) from set asides other-\$65,000.00 3. 14 CONTRACT instructional assistants from school allocations-\$359,013.00 (1100:399); 2 contract intervention assistants, one from school allocation and one from set asidess other-\$60,000.00 (1100:399). 4. 3 intervention contracts (2210:300-399) 41,000.00(2 from Seta sides, Intervention and i from school allocation).

Performance Measures

Observations/dialogue with staff members, students and parents, progress monitoring through PST/EL/IEP Teams will be utilized to measure the effectiveness of this action step.

Estimated Costs

Grant Relationships

Title II-A, Supporting Effective Instruction Notes professional substitutes for CSR units (1100: 300-399): \$2,000.00

Special Education, Part B-IDEA Notes

(1100:300-399) purchased services for PT,OT, Autism Consultant, classroom assistants, nurse and professional substitutes \$558,508.05 (CARRYOVER AMT: \$715,113.05), \$12,591.95 (9200:300-399) for Nonpublic school purchased services.

Title I-A, Schoolwide Notes

see above description for a detailed breakdown that total \$527,522.88 CARRYOVER AMENDMENT: Total reduced to \$527,516.60

1.1.7.) Employment of personnel to provide supplementary support

Action Step Details

Description:

Employment of teachers, parapross, supplemental counselors, supplemental nurses, Psychometrist, transportation and contract personnel to provide supplementary academic support for all students, including special education students, El students, Migrant students, students experiencing homelessness, students in Foster Care and general education students in order to increase student capacity to achieve the high academic standards set forth by the Alabama State Board of Education and individualized education plans. All funds supplement funding received from non federal sources. FROM TITLE I: 1. Salaries/benefits for 3.oFTE nurses, from school allocations-\$150,821.00 (2140) 2. Salaries/benefits for 1.5 counselors: .5FTE fromschool allocation (AKPK) and 1.0 fro. set asides other-\$126,322.00 (2120) 3. Salaries/benefits fo 1.0FTE Instruction Coach that focuses on behavior for general education classrooms, from set asides other-\$75,009.00 (2190) 4. Salaries and benefits for 2.0FTE Instructional Improvement personnel, from set asides other intervention-\$212,037.00 (2210) 5. Salaries and benefit for 3 bus drivers for summer school intervention program, from set

asides other-\$9,606.00 (4100-4199) 6. Salaries and benefit for 4.0 FTE supplemental teachers from school allocations-\$269,542.00 (1100) 7. Salaries and benefits for summer intervention teachers (12), from set asides other-\$44,029.00 (1100) 8. Tutors for Success Program, from school allocations (AHS)-\$15,000.00 (1100) 9. Tutors for before/after school MathLab, from school allocations (AMS) \$5,000.00 (1100).

Performance Measures

Increased student achievement, as measured by system data instruments and state assessments. In addition, the performance measure for special education students will include successfully meeting individualized education plan goals.

Estimated Costs

Grant Relationships

Title V-B, Rural and Low Income Notes

S/B (1100) for .5 FTE Social Studies teacher at AMS: \$28,108.00, S/B (2210) 1.0 FTE Intervention teacher at AMS: \$79,316.00

Special Education, Part B-IDEA Notes

S/B for1.0FTEPreK tch &.40FTE para(9140:010-199/200s)\$77,443; S/B(2130:010-199/200s)\$74,361; S/Bfor4.40FTEnoncert(1100:010-199/200s)148,634.71; S/B 1.0FTE(2180:010-199/200s):\$74,201 (CARRYOVER AMT: \$77,664.01); S/B 2.0FTE(4100-4199:010-199/200s):\$42,507

Title I-A, Schoolwide Notes

see above description for a detailed breakdown of expenditures that total \$907,366.00

IDEA Preschool Notes

S/B for .6 FTE (9140:010-199 and 200-299) para: \$21,706.00

1.1.8.) Class Size Reduction based on Needs Assessment

Action Step Details

Description:

High properly certified teachers to reduce class size due to growth at APS (1.0 FTE 1st grade. The use of the CSRU decreased classes from approximately 21 per class to approximately 19 per class), AkPK (1.0 FTE Kindergarten grade, reducing class size from approximately 20 students to 16 students), and AMS (1.0 Social Studies. This allowed a total increase of sections from 17 to 18 sections for each subject, reducing the size from approximately 27 to 25 students per class because of an increase of 50 students.), AKPK (.5FTE, reducing class size from approximately 20 students to 18-19 students per class). Total of 3.00 FTE S/B (1100) \$175,050.

Performance Measures

Evidence-based increase in student achievement as measured on state assessments, local universal screener, STAR360, and other school benchmark assessments. Evidence-based data will be in the form of growth between administration of the above assessments.

Estimated Costs

175050.00

Grant Relationships

Title II-A, Supporting Effective Instruction Notes

S/B for 3.0 FTE teachers, as described above, (1100) \$175,050.00

■1.1.9.) Migrant Education Program Preschool classroom and related costs

Action Step Details

Description:

S/B for for 1.0FTE Teacher and 1.0FTE Parapro (9140): \$99,000.00, S/B for 2.0FTE student transportation (2 aide-4100-4199): \$40,813.00, Preschool (9140:300-399) purchased services (additional NON FTE CONTRACT Preschool aides, \$31,000.00, professional substitutes \$3,000.00, transportation substitutes \$500.00). Preschool (9140:400-499) classroom supplies \$55,000.00, Preschool (9140:400-499) noncap equipment \$83,891.00, Preschool (9140:300-399). Total 9140 is \$313,204.00

Performance Measures

Student progress will be measured by preschool assessments and observations.

Estimated Costs

Grant Relationships

Title I-C, Migrant Education Notes

See description for detailed expenditures. Total (9140) expenditures: \$313,204.00

1.1.10.) Migrant Family Services

Action Step Details

Description:

Provide S/B for 2.0FTE Migrant Family Advocate and Assistant Advocate to work with Migrant eligible families, including OSY (2150) \$113,380.00, CARRYOVER increase up to \$117,622.00; Extended day/Summer program costs (S/B 9130) \$7,771.00, CARRYOVER increase up to \$13,149.00. CONTRACT Migrant Education Program aide (2150:399) \$26,000.00, local district travel (2150:381) \$4,000.00, material and supplies (2150:400-499) \$4,000.00. CARRYOVER increase Purchased Services (300-399) up to \$90,000.00; increase M&S (400-499) up to \$59,922.00; add 2190(400-499) for OSY M&S \$118,658.00.

Performance Measures

Migrant COE's turned in to the state, Agricultural surveys completed, OSY Modules completed, and summer program attendance logs.

Estimated Costs

Grant Relationships

Title I-C, Migrant Education Notes

See above for detailed 4115 breakdown. Total cost \$155,151.00. CARRYOVER new total: \$402,880.00

1.1.11.) Federal Programs Consolidated Administration

Action Step Details

Description:

S/B for 1.0FTE Federal Programs Administrator (6000-6999) and .5 FTE administrative assistant (6000-6999) \$188,302.00, Professional development purchased services (6000-6999:300-399) \$7,000.00, materials/supplies (6000-6999:400-499) \$3,000.00. Total: \$198,302.00 from set asides. The balance of \$38,056.32 is found in allowable indirect costs.

Performance Measures

Performance measures are noted in prior strategies and action steps.

Estimated Costs

198,302.00

Grant Relationships

Title I-A, Schoolwide Notes

(6000-6999), from set asides and as described above: \$198,302.00.

■1.1.12.) Support for Homeless Students

Action Step Details

Description:

Funding provided by McKinney-Vento grant (CARRYOVER) will provide non-instructional materials and supplies 2190 (400-499) \$9,836.00 to meet the physical needs of student and support academic growth of homeless students.

Performance Measures

Documentation will be kept on file in the Central Office regarding purchases of materials and supplies for homeless students. Homeless survey and needs assessment will assess the effectiveness of this action step.

Estimated Costs

\$9,836.00

Grant Relationships

Homeless Notes

CARRYOVER 2190 (400-499) \$9,836.00

■1.1.13.) ARP ESSER Initiatives

Action Step Details

Description:

ARP ESSER funds will be utilized to combat learning loss (minimum of 20% of total ARP ESSER allocation) related to the COVID-19 pandemic. Activities will promote steps to reduce the impact of COVID-19 on schools and put Albertville City Schools in position to emerge from the pandemic stronger than ever. Funding (Instruction/1100) will be used for intervention teacher Salaries (010-199) \$2,151,000 and Benefits (200-299) \$919,800.00 for a 3 year period to end September 2024; Purchased Services (300-399) for subs and computer software licenses \$109,032.00, Materials & Supplies (400-499) to purchase laptops for teachers \$465,710.17; (Social Services/2150) Purchased Services (300-399) for contracted social workers \$150,000.00, professional development for MHSC and intervention teachers \$5,000.00, M&S (400-499) for family engagement and the Aggie Advocacy Center \$45,000.00; and \$600,000.00 for sanitizing services and HVAC software upgrade; (Building Services/3200) Purchased Services (300-399) \$600,000.00 for sanitizing and cleaning supplies, M&S (400-499) PPE and cleaning supplies \$250,000.00, Other Equipment (500-599) \$550,000.00 for

HVAC unit upgrades; (Administrative/6000-6999) Indirect Costs (910) of \$309,166.83 for allowable uses; (7200/Building Acquisitions & Improvements) new buildings for classrooms (500-599) \$3,000,000.00 and renovations to current buildings for additional classroom space \$7,300,000.00

Performance Measures

Time and effort certification, purchase orders and invoices, service contracts, inventory reports, appropriate documentation for bids and quotes for all projects, and budget reports will document the use of these funds.

Estimated Costs

Original budget: \$15,854,709.00

Grant Relationships

ARP ESSER Notes

Orig \$15,854,709: 1100(010-199)\$2,151,000 (200s)\$919,800 (300s)\$109,032 (400s)\$465,710.17; 2150 (300s)\$155,000 (400s)\$645,000; 3200(300s)\$600,000 (400s)\$250,000 (500s)\$550,000; 6000s(910)\$309,166.83; 7200(500s)\$10,300,000

■1.2.) ENGLISH LANGUAGE ACQUISITION

Strategy Details

Description:

All limited English proficient students will show adequate progress in English Language acquisition and become proficient within seven years. In addition, Limited English proficient students will reach the same high academic standards as non EL students by attaining proficiency or better on state assessments.

Performance Measures

Increased number of LEP/EL students scoring proficient on applicable state assessments, STAR360 Universal Screener/Benchmark Assessment and school level progress monitoring instruments. In addition, performance will be measured by an increase in the number of students meeting annual Language growth goals as measured ACCESS scores.

Estimated Costs

162964.00

1.2.1.) Employment of contracted personnel to provide supplementary tutoring for academic, career,or technical education through intensive supplemental qualified paraprofessionals

Action Step Details

Description:

he employment of 2 NON FTE contracted paraprofessionals to work under the direction of certified teachers to provide supplemental classroom assistance in a language that students best understand. In addition to supplemental instructional support, they will provide tutoring and mentoring to immigrant students as needed. All contracted paraprofessionals will be "highly qualified" as required by ESSA. The contracted paraprofessionals will be placed at Albertville Middle School and Albertville High School.

Performance Measures

ncreased number of LEP/EL students scoring proficient on applicable state assessments, STAR360 Universal Screener/Benchmark Assessment and school level progress monitoring instruments. In addition, performance will be measured by an increase in the number of students meeting annual Language growth goals as measured ACCESS scores.

Estimated Costs

43113.00

Grant Relationships

Title III, English Learners Notes
2 non FTE professional services contracts (1100:399) \$43,113.00

1.2.2.) Effective Professional Development

Action Step Details

Description:

Provide effective professional development to teachers, principals, administrators and other school personnel; Design PD to improve instruction of EL students and enhance the ability of school personnel and leaders to understand and implement curricula, assessment practives and messures and instructional strategies. PD is structured based on identified teacher needs and will be delivered by the EL Instructional Coach. Strategies include SAMUEL Training, vertical curriculum alignment data meetings, assessment training, EL certification training, lesson modeling, and best practices. The Title III funded PD will be in addition to EL PD funded through Title I set asides and our regular PD program. Professional development opportunities will include, but not limited to the following: 1. grade-level and subject-level PD on implementing our ESL core program, Specially Designed Academic Instruction in English. This is an evidenced-based program that involves instructional delivery by general education

teachers and supplemental instruction/assistance by the EI staff. 2. grade-level and subject-level vertical alignment/best practices, 3. developing appropriate student assistance plans, WIDA "Can Do" statements.

Performance Measures

Increased number of LEP/EL students scoring proficient on applicable state assessments, STAR360 Universal Screener/Benchmark Assessment and school level progress monitoring instruments. In addition, performance will be measured by an increase in the number of students meeting annual Language growth goals as measured ACCESS scores.

Estimated Costs

91371.00

Grant Relationships

Title III, English Learners Notes

S/B(2210) 1.0 FTE EL Coach to work with general ed teachers as described above: \$80,891.00. Staff Development (2215:300-399) \$10,480.00. CARRYOVER: Increase EL Coach S/B 2210 \$3,827.55 for contracted summer work days to support EL training

1.2.3.) Materials and Supplies

Action Step Details

Description:

Improve the instruction/achievement of English Learners, including EL students identified as special education students, by acquiring instructional materials (including web accesssubscriptions) that will provide access to, and more effective participation in, the general education curriculum core classes, pull-out classes, and student tracking.

Performance Measures

Increased number of EL students, including those identified as special education students, in reaching language proficiency on the ACCESS 2.0 assessment and increasing the number scoring in the proficient level on state assessment program, benchmark assessments and school level assessments.

Estimated Costs

25811 00

Grant Relationships

Title III, English Learners Notes

Title III materials/supplies (2210:400-499) \$10,811.00, (1100:400-499) \$10,000.00, (2190:400-499) \$5,000.00 CARRYOVER: Increase 1100:400-499 by \$94,880.00, fund 1100(399) \$44,702.45 for instructional software and purchased services

1.3.) Prevention/Intervention - ARP ESSER State Reserve

Strategy Details

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and English Language acquisition.

Performance Measures

STAR360 Reading Assessments, Student grades, Student attendance, teacher observations, ACCESS for ELs, and ACAP Reading scores were used to identify students most in need of Summer Learning and Enrichment Programs, Comprehensive After-School Programs, and Intervention Programs. The impact of the program will be evaluated by reviewing the same data sources and comparing student test scores and teacher observations with student data prior to the programs. Additionally, the impact of the programs in terms of English Language acquisition will be determined using ACCESS for ELs 2.0 assessment data. Time and effort certification, purchase orders and invoices, and budget reports will also document the use of these funds.

Estimated Costs

Original budget: \$1,140,166.00

1.3.1.) Intervention and Tutoring Services to Address Learning Loss

Action Step Details

Description:

ARP ESSER State Reserve funds will be used for five Intervention teacher Salaries (010-199) \$550,000.00 (FTE 5.0) and Benefits (200-299) \$218,788.00 for the 2022-2023 and 2023-2024 school years, Summer tutors Salaries (010-199) \$115,200.00 and Benefits (200-299) \$25,718.00, After School tutors Salaries (010-199) \$115,200.00 and Benefits (200-299) \$25,718.00, and Materials & Supplies (400-499) \$89,542.00 for instructional supplies for intervention and tutoring activities.

Performance Measures

STAR360 Reading Assessments, Student grades, Student attendance, teacher observations, ACCESS for ELs, and ACAP Reading scores were used to identify students most in need of Summer Learning and Enrichment Programs, Comprehensive After-School Programs, and

Intervention Programs. The impact of the program will be evaluated by reviewing the same data sources and comparing student test scores and teacher observations with student data prior to the programs. Additionally, the impact of the programs in terms of English Language acquisition will be determined using ACCESS for ELs 2.0 assessment data. Time and effort certification, purchase orders and invoices, and budget reports will also document the use of these funds. **Estimated Costs** Original budget: \$1,140,166.00 Grant Relationships ARP ESSER State Reserve Notes Original budget \$1,140,166.00: 1100(010-199) \$780,400.00 (200-299) \$270,244.00 (400-499) \$89,542.00

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

Friday, December 10, 2021 3:07 PM Related Documents

* = Required

	Related Documents							
	Туре	Document						
Û 🗷	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	ACS Job Descriptions						
Û 🗷	"Other" Intervention Evidence-based Documentation	Effects of Tutoring on PreK12 Learning						
Î Z	Supporting Documentation #1	The Effect of Teacher Coaching on Instruction and Student Achievement						
Û 🗸	Supporting Documentation #2	Evidence-based Documentation						

Albertville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval Friday, December 10, 2021 3:07 PM ARP ESSER Checklist Checklist Description (Collapse All Expand All) 1. Allocations OK ▼ 1. Review the ARP ESSER allocation for the LEA. 2. Assurances OK 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page? 3. Cover Page & Required Narratives OK ▼ 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? 4. Budget Grid ▼ OK 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? 5. LEA Reservation to Address Loss of Instructional Time OK ▼ 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? 6. Remaining ARP ESSER Fund Uses OK ▼ 1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section? 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? 7. Administrative Costs OK ▼ 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

1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?

6. Did the LEA provide a description with a full breakdown by Function and Object codes for

number of staff and FTE(s)?

each expenditure?8. Indirect Costs

OK

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?	
Poes the badgeted amount mater the badget gna: Poes the badgeted amount mater the badget gna:	OK ▼
Did the LEA upload all required documentation including job descriptions for federally	
personnel?	y paid

	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)	780,400.00	270,224.00	0.00	89,542.00	0.00	0.00		0.00	0.00	1,140,166.00	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 Service (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 Service (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150- 9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150- 9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300- 9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300- 9399)
Total	780,400.00	270,224.00	0.00	89,542.00	0.00	0.00	0.00	0.00	0.00	1,140,166.00	Total
								Adju	sted Allocation	1,140,166.00	
									Remaining	0.00	

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

Friday, December 10, 2021 3:07 PM

ARP ESSER State Reserve - Application Details

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.

* Albertville City Schools will use ARP ESSER State Reserve funding to the disproportionate impact of COVID-19 by implementing an intervention and tutoring program for grades K-8 that will focus on reading and English Language acquisition. Research indicates that one-on-one tutoring and small group instruction with an intervention teacher is effective at creating substantial gains in reading, especially among earlier grades. Five Intervention Teachers (5 FTE) will be hired to implement the evidence-based reading and/or English Language acquisition program. While non-certified instructional aides could be used to serve students, the hiring of full-time certified teachers is more practical considering the difficulty that many school systems have had in hiring and retaining part-time employees. ARP ESSER State Reserve funding will be used for salary and benefits of certified teachers and the purchase of evidence-based reading and English Language acquisition curriculum materials to be used for the intervention program. In addition to the intervention program, tutoring will offered during the summer and after school. 20 after-school Intervention Tutors and 20 summer Intervention Tutors will be funded with ARP ESSER State Reserve funds. Salaries and benefits for the tutors as well as materials and supplies needed during tutoring will be budgeted. Students will be identified as candidates for the intervention and tutoring program based on diagnostic screeners, standardized test scores, class grades, attendance, and/or teacher referrals. All students in need of additional educational opportunities, including racial and ethnic minorities, children from low-income families, children with disabilities, English Learners, migrant students, homeless students, and foster care students will be eligible to be served by these funds. These students will receive priority if limitations to the program must be made due to staffing shortages or an unusually large number of students are identified as needing assistance. The timeline for this activity is for October 1, 2021 -September 30, 2024. Total cost: Learning Loss: \$815,778.00; Summer Tutoring: \$162,194.00; After School Tutoring: \$162,194.00 for a total of \$1,140,166.00.

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).

* STAR360 Reading Assessments, Student grades, Student attendance, teacher observations, ACCESS for ELs, and ACAP Reading scores were used to identify students most in need of Summer Learning and Enrichment Programs, Comprehensive After-School Programs, and Intervention Programs. The impact of the program will be evaluated by reviewing the same data sources and comparing student test scores and teacher observations with student data prior to the programs. Additionally, the impact of the programs in terms of English Language acquisition will be determined using ACCESS for ELs 2.0 assessment data.

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.

Student attendance reports will be used to identify students who missed the most in-person instruction. Virtual school student rosters will also be used to identify students who did not receive in-person instruction. Those lists combined with student grades and assessment reports form diagnostic screeners will determine which students are most likely to need additional learning opportunities to counter the negative effects of reduced in-person instruction during the 2019-2020 and 2020-2021 school years.

Albertville City Schools did not experience any significant school closures during the 2020-2021 school year that might require the identification of students who did not consistently participate in remote instruction. For students who were not engaged in remote instruction during the early closure of schools during the 2019-2020 school year, the LEA will rely on

information from parent and student contact documentation from each classroom teacher to identify students who could benefit from additional learning opportunities.

Bud	Budget Amount & Details for Interventions					
•	Intervention A (Summer Learning & Summer Enrichment Programs)	162,194.00				
•	Intervention B (Comprehensive After-School Programs)	162,194.00				
•	Intervention C (Other) Intervention Teachers	815,778.00				
	-	Total Cost: 1,140,166.00				

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 State reserve funds will be used to host Summer Enrichment Camps during the Summers of 2022, 2023, and 2024. The camps will run for eight weeks for four days a week. Twenty Summer Camp Intervention Tutors will be hired for the Summer Enrichment Camps each school year. Subjects to be covered are reading and English Language acquisition. We will purchase general instructional supplies to effectively run the program. We will also purchase ELA manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to Rosetta Stone for the duration of the summer program to assist our participating EL students with English Language Acquisition. Total cost: \$162,194.00

9130 - (010-199) (Salaries) \$115,200.00 | 9130 - (200-299) (Benefits) \$25,718.00

9130 - (400-499) (Materials and Supplies) \$10,276.00 | 9130 (400-499) (Software) \$11,000.00

Intervention B (Comprehensive After-School Programs)

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

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

ARP ESSER State reserve funds will be used to fund After-School Programs during the 2021-2022, 2022-2023, and 2023-2024 school years. The programs will run for 36 weeks, two days a week, for two hours a day. Twenty after-school Intervention Tutors will be hired for the After-School Programs each school year. Subjects to be covered are reading and English Language acquisition. We will purchase general instructional supplies to effectively run the program. We will also purchase ELA manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to Rosetta Stone for the duration of the tutoring program to assist our participating EL students with English Language Acquisition. Total cost: \$162,194.00

9130 - (010-199) (Salaries) \$115,200.00 | 9130 - (200-299) (Benefits) \$25,718.00

9130 - (400-499) (Materials and Supplies) \$10,276.00 | 9130 (400-499) (Software) \$11,000.00

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 II | Tier IV).

ARP ESSER State reserve funds will be used to support K-3 Literacy by funding five Intervention Teachers during the 2022-2023 and 2023-2024 school years. These teachers will focus on reading as well as English Language acquisition for EL students. We will purchase general instructional supplies to support the instructional activities conducted by the intervention teachers. (See attached job description). Total cost: \$815,778.00

9130 - (010-199) (Salaries) \$550,000.00 | 9130 - (200-299) (Benefits) \$218,788.00

9130 - (400-499) (Materials and Supplies) \$46,990.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

Expand All Collapse All

1.) Challenging Curricula

Goal Details

Description:

All students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Performance Measures

The percentage of students, in both the aggregrate and sub group (Migrant, economically disadvantage, students with disabilities, students with limited English proficiency, students in foster care and students experiencing homelessness), who are at or above proficient levels in both Reading/Language Arts and Math on the state assessment program will increase. In addition, the percentage of Career and Technical Education students who are at or above proficient levels in academic and technical areas will increase as evidenced by credentials acquired.

Estimated Costs

Fiscal Resources

Program	Notes	2021
Consolidated		
Title I-A, Schoolwide	Notes Regular FY21 allocation and Title IV transfer	\$2,317,578.00
Title I-C, Migrant Education	Notes Regular FY21 allocation	\$489,885.00
Title II-A, Supporting Effective Instruction	Notes Regular FY21 allocation	\$220,487.00
Title III, English Learners		\$162,964.00
Title V-B, Rural and Low Income	Notes Regular FY21 allocation	\$110,225.00
Total:		\$3,301,139.00
Special Education		
Special Education, Part B-IDEA	Notes	\$1,433,918.89

Regular FY21 allocation CARRYOVER: \$275,459,89 IDEA Preschool - Notes \$22,066.00 Regular FY21 allocation Total: \$1,455,984.89 Career-Technical Education Carl D. Perkins Secondary Notes \$76,054.00 Regular FY21 allocation Total: \$76,054.00 American Rescue Plan (ARP) ESSER ARP ESSER Notes ARP ESSER -Initiatives to \$15,854,709.00 combat the impact of COVID-19 of student learning ARP ESSER State Reserve Notes Combatting loss \$1,140,166.00 of in-person learning Total: \$16,994,875.00 **Grand Total:** \$21,828,052.89

1.1.) Procedures to Improve Results

Strategy Details

Description:

Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact achievement.

Performance Measures

Employment of personnel to increase student proficiency while meeting the non-academic needs of students that impact learning. Estimated costs reflect salary/benefits, instructional materials, professional development activities/expenses, school wellness, related services personnel, contract services, classroom technology integrationprofessional development, support for student leadership organizations, parent/familoy engagement activities, costs associated with career/technical/business programs and general administrative costs associated with implementing various federal grant awards. Persormance measure for Special Education students include meeting individualized education goals.

Estimated Costs

1.1.1.) Materials and supplies to support the delivery of a high quality instructional program.

Action Step Details

Description:

Purchase supplemental instructional material, including web-based program access that will allow students to achieve the rigorus standards set forth by the Alabama State Department of Education. From TITLE I Materials/Supplies: 1. Non-CAP hardware from set asides "other"-\$68,116.46 (1100:400-499); from set asides other- \$200,000.00 (1100:400-499) district wide student supplies initiative; from school allocations (AES) STEM supplies-\$7,501.12; from set asides other-\$10,000.00 summer school materials and supplies (1100:400-499). CARRYOVER: 1100(495) Funding will support district initiative for the replacement of outdated computer hardware at five of six schools with the greatest need for updated student devices: \$1,045,836.46. New total for 1100(400-499) of \$1,333,771.72. 2. Instructional improvement general supplies from set asides other-\$5,000.00 (2210-400-499) 3. Other student support services general supplies: 1% Family Engagement set aside from school allocations-\$23,175,78 and district allocation \$2,317,58 (added during CARRYOVER amendment), and \$1,458.05 (increased to \$1,498.20 during CARRYOVER amendment) set aside for homeless (2190:400-499). New 2190(400-499) total of \$26,991.56. 4. From set asides other software maintenance agreement-\$87,000.00 for ELLevation and Star360 (2210:333)

Performance Measures

Student achievement will increase, as evidenced by an increase in the percentage of studentsmeeting proficient levels on state assessments, by providing an up-to-date and engaging learning environment with necessary and reasonable materials and supplies. In addition, this action step for Special Education students will include successfully meeting individualized education plan goals.

Estimated Costs

Grant Relationships

Special Education, Part B-IDEA Notes

(1100:400-499) Instructional M/S: \$3,598.00 CARRYOVER AMT: \$108,279.99. Testing Service (2130) M/S: \$15,000.00

Title I-A, Schoolwide Notes

See above description for complete breakdown of expenditures from original allocation that total \$404,610.97; CARRYOVER new amount: \$1,452,763.28

Carl D. Perkins Secondary Notes

M/S as follows: (1100:300-399) \$600 for software renewal, (1100:400-499) \$63,652 general materials and supplies, including non-cap hdw \$31,893 and \$18,859 general m/s

Title II-A, Supporting Effective Instruction Notes (1100: 400-499) materials and supplies: \$29,817.00 CARRYOVER This item moved to 2215 (400-499).

Plan Initiatives

Grant	Initiative
Carl D. Perkins Secondary	Students will not be discriminated against on the basis of status as a member of a special population.
Carl D. Perkins Secondary	All students will be provided with equal access to activities assisted under this Act.

1.1.2.) Allowable Indirect Costs

Action Step Details

Description:

Allowable Indirect Costs for the administration of the Title I Consolidated Program, Perkins, IDEA, IDEA Preschool, and other competitive grants that may be awarded.

Performance Measures

Estimated Costs

Grant Relationships

Title V-B, Rural and Low Income Notes

Allowable Indirect Costs (6000-6999:910) in the amount of \$1,801.00

Title III, English Learners Notes

Allowable indirect costs (6000-6999:910) in the amount of \$2,669.00; CARRYOVER: Indirect costs increased to a total of \$5,069.92

Title I-C, Migrant Education Notes

Allowable Indirect Costs (6000-6999: 910) \$8,044.00 CARRYOVER: \$12,121.80

Title I-A, Schoolwide Notes

Allowable Indirect Costs (6000-6999) in the amount of \$38,056.32; CARRYOVER: Increased to new total amount of \$54,921.03

Special Education, Part B-IDEA Notes

Allowable Indirect Costs in the amount of \$19,023.00 (6000-6999:910) CARRYOVER AMT: \$23,232.89

Homeless Notes

Indirect Costs 6910(910) \$164.00

IDEA Preschool Notes

Allowable Indirect Costs in the amount of \$360.00 (6000-6999:910)

Carl D. Perkins Secondary Notes

Allowable indirect costs in the amount of \$1,248.00

Title II-A, Supporting Effective Instruction Notes

Allowable Indirect Costs (6000-6999:910) \$3,620.00; CARRYOVER: Increased to new total amount of \$5,043.98

Plan Initiatives

Grant	Initiative	
Carl D. Perkins Secondary	All students will be provided with equal access to activities assisted under this Act.	

1.1.3.) High Quality professional development program

Action Step Details

Description:

Allocated amounts to cover costs associated with providing web-based, job embedded, offsite and on-site professional development for all staff members, including Special Education Staff and Career Tech Staff, as determined from professional development plans. Costs reflect consultant fees, travel expenses, registration fees and professional substitute expenses for all eligible certified staff members to attend workshops and conferences. Federal Professional Development funds will supplement money received through the State Foundation Program and local sources. Funds are available for specific, system-wide staff activitiesom WIDA Domains, Title III Supplementary Services and Title III Core Program. Funds will be spent on professional development activities that impact student learning in the long term and not on short, one day only activities that do not contribute to increased student achievement. FROM TITLE I "2215": 1. PD designed for general education teachers geared to EL students from set asides-\$30,000.00 (2215:300-99) 2. Professional subs for PD activities, from school allocations-\$23,074.80 (2215:335) 3. PD and related expenses to supplement state PD funds, from school allocations-\$36,074.91 (2215:382) 4. PD for our ATSI schools, from set asides-\$1,000.00 (2215:382) 5. District-wide professional development initiatives (OG Training, ACT training, etc.) from set asides-\$136,000.00 (2215-300-399) 6. Professional Development for district-wide Summer School professional development from set asides other-\$4,719.00 (2215:382) 7. Instructional improvement PD and related expenses, from set aside other-\$10,893.00 (2210:382) CARRYOVER AMENDMENT: Reduced by \$35.57 to a new total of \$10,857.43.

Performance Measures

Usuage logs, changes in teaching practices, PowerSchool PD, and other measures will be used to determine the effectiveness of this acdtion step. In addition, the performance measure for special education staff will include measuring the number of students successfully meeting IEP goals.

Estimated Costs

Grant Relationships

Carl D. Perkins Secondary Notes

2215: 300-399: Costs associated with professional development activities, including professional substitutes, registration and travel expenses in the amount of \$8,000.00. Detailed PD breakout is in the document library under FY21v general documents.

Title II-A, Supporting Effective Instruction Notes

(2215:300-399) PD purchased services, including expenses: \$10,000.00 CARRYOVER: 2215(399) \$88,894.00 budgeted for outside services to provide PD in the district for improving instruction

Title I-A, Schoolwide Notes

see above description for a detailed breakdown that totals \$230,868.71 CARRYOVER AMENDMENT: Reduced to \$230,833.14

Title V-B, Rural and Low Income Notes

(2215: 300-399) PD purchased services: \$1,000.00

Title I-C, Migrant Education Notes

(2215: 300-399) Professional development purchased services: \$10,486.00, (6000-6999: 300-399) \$3,000.00

Special Education, Part B-IDEA Notes

PD purchased services (2130:300-399): \$5,500.00; PD purchased service (2180:300-399) \$500.00

Plan Initiatives

Grant	Initiative
Carl D. Perkins Secondary	All students will be provided with equal access to activities assisted under this Act.

1.1.4.) Carl Perkins Administration

Action Step Details

Description:

Travel and Professional Development for CTE Administrator.

Performance Measures

Measured in prior action steps **Estimated Costs** Grant Relationships Carl D. Perkins Secondary Notes (6000-6999: 300-399) administrative travel and professional activities in the amount of \$2,554.00. Plan Initiatives Grant Initiative Carl D. Perkins All students will be provided with equal access to activities assisted under Secondary this Act. 1.1.5.) IDEA Administration Action Step Details Description: Salaries/Benefits and professional development costs for Coordinator and staff. Performance Measures Performance measured/addressed in prior strategies and action steps. **Estimated Costs** Grant Relationships Special Education, Part B-IDEA Notes S/B for 1.0FTE Coord., PD costs & staff (6000-6999:088/200s) \$113,119, PD Purchased service (6000-6999:300s) \$12,500 (CARRYOVER AMT: \$17,500), M&S (6000-6999: 400s) \$1,000 (CARRYOVER AMT: \$2,500). Total IDEA Admin cost: \$126,619 (CARRYOVER AMT: \$133,119) 1.1.6.) Contract Services Action Step Details Description: Professional contract services for related service providers, including: OT, PT, special area consultants, short/long term academic/behavior intervention, accelerated remediation, contract professional substitutes, enrichment, supplemental contract nurses and EL acquisition assistants that will assist both general education and special populations students in achieving IEP goals, Language acquisition and increasing student achievement. From Title I Purchased Services: 1. Professional subs for nurses, from school allocations-\$2,509.88 (2140). CARRYOVER AMENDMENT: Reduced to \$2,503.60. 2. NON FTE CONTRACT Social Worker (2150:399) from set asides other-\$65,000.00 3. 14 CONTRACT instructional assistants from school allocations-\$359,013.00 (1100:399); 2 contract intervention assistants, one from school allocation and one from set asidess other-\$60,000.00 (1100:399). 4. 3 intervention contracts (2210:300-399) 41,000.00(2 from Seta sides, Intervention and i from school allocation). Performance Measures Observations/dialogue with staff members, students and parents, progress monitoring through PST/EL/IEP Teams will be utilized to measure the effectiveness of this action step. **Estimated Costs** Grant Relationships Title II-A, Supporting Effective Instruction Notes professional substitutes for CSR units (1100: 300-399): \$2,000.00 Special Education, Part B-IDEA Notes (1100:300-399) purchased services for PT,OT, Autism Consultant, classroom assistants, nurse and professional substitutes \$558,508.05 (CARRYOVER AMT: \$715,113.05), \$12,591.95 (9200:300-399) for Nonpublic school purchased services. Title I-A, Schoolwide Notes see above description for a detailed breakdown that total \$527,522.88 CARRYOVER AMENDMENT: Total reduced to \$527,516.60

1.1.7.) Employment of personnel to provide supplementary support

Action Step Details

Description:

Employment of teachers, parapross, supplemental counselors, supplemental nurses, Psychometrist, transportation and contract personnel to provide supplementary academic support for all students, including special education students, El students, Migrant students,

students experiencing homelessness, students in Foster Care and general education students in order to increase student capacity to achieve the high academic standards set forth by the Alabama State Board of Education and individualized education plans. All funds supplement funding received from non federal sources. FROM TITLE I: 1. Salaries/benefits for 3.oFTE nurses, from school allocations-\$150,821.00 (2140) 2. Salaries/benefits for 1.5 counselors: .5FTE fromschool allocation (AKPK) and 1.0 fro. set asides other-\$126,322.00 (2120) 3. Salaries/benefits fo 1.0FTE Instruction Coach that focuses on behavior for general education classrooms, from set asides other-\$75,009.00 (2190) 4. Salaries and benefits for 2.0FTE Instructional Improvement personnel, from set asides other intervention-\$212,037.00 (2210) 5. Salaries and benefit for 3 bus drivers for summer school intervention program, from set asides other-\$9,606.00 (4100-4199) 6. Salaries and benefit for 4.0 FTE supplemental teachers from school allocations-\$269,542.00 (1100) 7. Salaries and benefits for summer intervention teachers (12), from set asides other-\$44,029.00 (1100) 8. Tutors for Success Program, from school allocations (AHS)-\$15,000.00 (1100) 9. Tutors for before/after school MathLab, from school allocations (AMS) \$5,000.00 (1100).

Performance Measures

Increased student achievement, as measured by system data instruments and state assessments. In addition, the performance measure for special education students will include successfully meeting individualized education plan goals.

Estimated Costs

Grant Relationships

Title V-B, Rural and Low Income Notes

S/B (1100) for .5 FTE Social Studies teacher at AMS: \$28,108.00, S/B (2210) 1.0 FTE Intervention teacher at AMS: \$79,316.00

Special Education, Part B-IDEA Notes

S/B for1.0FTEPreK tch &.40FTE para(9140:010-199/200s)\$77,443; S/B(2130:010-199/200s)\$74,361; S/Bfor4.40FTEnoncert(1100:010-199/200s)148,634.71; S/B 1.0FTE(2180:010-199/200s):\$74,201 (CARRYOVER AMT: \$77,664.01); S/B 2.0FTE(4100-4199:010-199/200s):\$42,507

Title I-A, Schoolwide Notes

see above description for a detailed breakdown of expenditures that total \$907,366.00

IDEA Preschool Notes

S/B for .6 FTE (9140:010-199 and 200-299) para: \$21,706.00

1.1.8.) Class Size Reduction based on Needs Assessment

Action Step Details

Description:

High properly certified teachers to reduce class size due to growth at APS (1.0 FTE 1st grade. The use of the CSRU decreased classes from approximately 21 per class to approximately 19 per class), AkPK (1.0 FTE Kindergarten grade, reducing class size from approximately 20 students to 16 students), and AMS (1.0 Social Studies. This allowed a total increase of sections from 17 to 18 sections for each subject, reducing the size from approximately 27 to 25 students per class because of an increase of 50 students.), AKPK (.5FTE, reducing class size from approximately 20 students to 18-19 students per class). Total of 3.00 FTE S/B (1100) \$175,050.

Performance Measures

Evidence-based increase in student achievement as measured on state assessments, local universal screener, STAR360, and other school benchmark assessments. Evidence-based data will be in the form of growth between administration of the above assessments.

Estimated Costs

175050.00

Grant Relationships

Title II-A, Supporting Effective Instruction Notes

S/B for 3.0 FTE teachers, as described above, (1100) \$175,050.00

1.1.9.) Migrant Education Program Preschool classroom and related costs

Action Step Details

Description:

S/B for for 1.0FTE Teacher and 1.0FTE Parapro (9140): \$99,000.00, S/B for 2.0FTE student transportation (2 aide-4100-4199): \$40,813.00, Preschool (9140:300-399) purchased services (additional NON FTE CONTRACT Preschool aides, \$31,000.00, professional substitutes \$3,000.00, transportation substitutes \$500.00). Preschool (9140:400-499) classroom supplies \$55,000.00, Preschool (9140:400-499) noncap equipment \$83,891.00, Preschool (9140:300-399). Total 9140 is \$313,204.00

Performance Measures Student progress will be measured by preschool assessments and observations. **Estimated Costs** Grant Relationships Title I-C, Migrant Education Notes See description for detailed expenditures. Total (9140) expenditures: \$313,204.00 1.1.10.) Migrant Family Services Action Step Details Description: Provide S/B for 2.0FTE Migrant Family Advocate and Assistant Advocate to work with Migrant eligible families, including OSY (2150) \$113,380.00, CARRYOVER increase up to \$117,622.00; Extended day/Summer program costs (S/B 9130) \$7,771.00, CARRYOVER increase up to \$13,149.00. CONTRACT Migrant Education Program aide (2150:399) \$26,000.00, local district travel (2150: 381) \$4,000.00, material and supplies (2150: 400-499) \$4,000.00. CARRYOVER increase Purchased Services (300-399) up to \$90,000.00; increase M&S (400-499) up to \$59,922.00; add 2190(400-499) for OSY M&S \$118,658.00. Performance Measures Migrant COE's turned in to the state, Agricultural surveys completed, OSY Modules completed, and summer program attendance logs. **Estimated Costs** Grant Relationships Title I-C, Migrant Education Notes See above for detailed 4115 breakdown. Total cost \$155,151.00. CARRYOVER new total: \$402,880.00 1.1.11.) Federal Programs Consolidated Administration Action Step Details Description: S/B for 1.0FTE Federal Programs Administrator (6000-6999) and .5 FTE administrative assistant (6000-6999) \$188,302.00, Professional development purchased services (6000-6999:300-399) \$7,000.00, materials/supplies (6000-6999:400-499) \$3,000.00. Total: \$198,302.00 from set asides. The balance of \$38,056.32 is found in allowable indirect costs. Performance Measures Performance measures are noted in prior strategies and action steps. **Estimated Costs** 198,302.00 Grant Relationships Title I-A, Schoolwide Notes (6000-6999), from set asides and as described above: \$198,302.00. 1.1.12.) Support for Homeless Students Action Step Details Description: Funding provided by McKinney-Vento grant (CARRYOVER) will provide non-instructional materials and supplies 2190 (400-499) \$9,836.00 to meet the physical needs of student and support academic growth of homeless students. Performance Measures Documentation will be kept on file in the Central Office regarding purchases of materials and supplies for homeless students. Homeless survey and needs assessment will assess the effectiveness of this action step. **Estimated Costs** \$9,836.00 Grant Relationships Homeless Notes CARRYOVER 2190 (400-499) \$9,836.00 1.1.13.) ARP ESSER Initiatives Action Step Details Description: ARP ESSER funds will be utilized to combat learning loss (minimum of 20% of total ARP ESSER allocation) related to the COVID-19 pandemic. Activities will promote steps to reduce the

impact of COVID-19 on schools and put Albertville City Schools in position to emerge from the

pandemic stronger than ever. Funding (Instruction/1100) will be used for intervention teacher Salaries (010-199) \$2,151,000 and Benefits (200-299) \$919,800.00 for a 3 year period to end September 2024; Purchased Services (300-399) for subs and computer software licenses \$109,032.00, Materials & Supplies (400-499) to purchase laptops for teachers \$465,710.17; (Social Services/2150) Purchased Services (300-399) for contracted social workers \$150,000.00, professional development for MHSC and intervention teachers \$5,000.00, M&S (400-499) for family engagement and the Aggie Advocacy Center \$45,000.00; and \$600,000.00 for sanitizing services and HVAC software upgrade; (Building Services/3200) Purchased Services (300-399) \$600,000.00 for sanitizing and cleaning supplies, M&S (400-499) PPE and cleaning supplies \$250,000.00, Other Equipment (500-599) \$550,000.00 for HVAC unit upgrades; (Administrative/6000-6999) Indirect Costs (910) of \$309,166.83 for allowable uses; (7200/Building Acquisitions & Improvements) new buildings for classrooms (500-599) \$3,000,000.00 and renovations to current buildings for additional classroom space \$7,300,000.00

Performance Measures

Time and effort certification, purchase orders and invoices, service contracts, inventory reports, appropriate documentation for bids and quotes for all projects, and budget reports will document the use of these funds.

Estimated Costs

Original budget: \$15,854,709.00

Grant Relationships

ARP ESSER Notes

Orig \$15,854,709: 1100(010-199)\$2,151,000 (200s)\$919,800 (300s)\$109,032 (400s)\$465,710.17; 2150 (300s)\$155,000 (400s)\$645,000; 3200(300s)\$600,000 (400s)\$250,000 (500s)\$550,000; 6000s(910)\$309,166.83; 7200(500s)\$10,300,000

■1.2.) ENGLISH LANGUAGE ACQUISITION

Strategy Details

Description:

All limited English proficient students will show adequate progress in English Language acquisition and become proficient within seven years. In addition, Limited English proficient students will reach the same high academic standards as non EL students by attaining proficiency or better on state assessments.

Performance Measures

Increased number of LEP/EL students scoring proficient on applicable state assessments, STAR360 Universal Screener/Benchmark Assessment and school level progress monitoring instruments. In addition, performance will be measured by an increase in the number of students meeting annual Language growth goals as measured ACCESS scores.

Estimated Costs

162964.00

1.2.1.) Employment of contracted personnel to provide supplementary tutoring for academic, career, or technical education through intensive supplemental qualified paraprofessionals

Action Step Details

Description:

he employment of 2 NON FTE contracted paraprofessionals to work under the direction of certified teachers to provide supplemental classroom assistance in a language that students best understand. In addition to supplemental instructional support, they will provide tutoring and mentoring to immigrant students as needed. All contracted paraprofessionals will be "highly qualified" as required by ESSA. The contracted paraprofessionals will be placed at Albertville Middle School and Albertville High School.

Performance Measures

ncreased number of LEP/EL students scoring proficient on applicable state assessments, STAR360 Universal Screener/Benchmark Assessment and school level progress monitoring instruments. In addition, performance will be measured by an increase in the number of students meeting annual Language growth goals as measured ACCESS scores.

Estimated Costs

43113.00

Grant Relationships

Title III, English Learners Notes
2 non FTE professional services contracts (1100:399) \$43,113.00

1.2.2.) Effective Professional Development

Action Step Details

Description:

Provide effective professional development to teachers, principals, administrators and other school personnel; Design PD to improve instruction of EL students and enhance the ability of school personnel and leaders to understand and implement curricula, assessment practives and messures and instructional strategies. PD is structured based on identified teacher needs and will be delivered by the EL Instructional Coach. Strategies include SAMUEL Training, vertical curriculum alignment data meetings, assessment training, EL certification training, lesson modeling, and best practices. The Title III funded PD will be in addition to EL PD funded through Title I set asides and our regular PD program. Professional development opportunities will include, but not limited to the following: 1. grade-level and subject-level PD on implementing our ESL core program, Specially Designed Academic Instruction in English. This is an evidenced-based program that involves instructional delivery by general education teachers and supplemental instruction/assistance by the El staff. 2. grade-level and subject-level vertical alignment/best practices, 3. developing appropriate student assistance plans, WIDA "Can Do" statements.

Performance Measures

Increased number of LEP/EL students scoring proficient on applicable state assessments, STAR360 Universal Screener/Benchmark Assessment and school level progress monitoring instruments. In addition, performance will be measured by an increase in the number of students meeting annual Language growth goals as measured ACCESS scores.

Estimated Costs

91371.00

Grant Relationships

Title III, English Learners Notes

S/B(2210) 1.0 FTE EL Coach to work with general ed teachers as described above: \$80,891.00. Staff Development (2215:300-399) \$10,480.00. CARRYOVER: Increase EL Coach S/B 2210 \$3,827.55 for contracted summer work days to support EL training

1.2.3.) Materials and Supplies

Action Step Details

Description:

Improve the instruction/achievement of English Learners, including EL students identified as special education students, by acquiring instructional materials (including web accesssubscriptions) that will provide access to, and more effective participation in, the general education curriculum core classes, pull-out classes, and student tracking.

Performance Measures

Increased number of EL students, including those identified as special education students, in reaching language proficiency on the ACCESS 2.0 assessment and increasing the number scoring in the proficient level on state assessment program, benchmark assessments and school level assessments.

Estimated Costs

25811.00

Grant Relationships

Title III, English Learners Notes

Title III materials/supplies (2210:400-499) \$10,811.00, (1100:400-499) \$10,000.00, (2190:400-499) \$5,000.00 CARRYOVER: Increase 1100:400-499 by \$94,880.00, fund 1100(399) \$44,702.45 for instructional software and purchased services

1.3.) Prevention/Intervention - ARP ESSER State Reserve

Strategy Details

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and English Language acquisition.

Performance Measures

STAR360 Reading Assessments, Student grades, Student attendance, teacher observations, ACCESS for ELs, and ACAP Reading scores were used to identify students most in need of Summer Learning and Enrichment Programs, Comprehensive After-School Programs, and Intervention Programs. The impact of the program will be evaluated by reviewing the same data sources and comparing student test scores and teacher observations with student data prior to the programs. Additionally, the impact of the programs in terms of English Language acquisition will be determined using ACCESS for ELs 2.0 assessment data. Time and effort certification, purchase orders and invoices, and budget reports will also document the use of these funds.

Estimated Costs

Original budget: \$1,140,166.00

1.3.1.) Intervention and Tutoring Services to Address Learning Loss

Action Step Details

Description:

ARP ESSER State Reserve funds will be used for five Intervention teacher Salaries (010-199) \$550,000.00 (FTE 5.0) and Benefits (200-299) \$218,788.00 for the 2022-2023 and 2023-2024 school years, Summer tutors Salaries (010-199) \$115,200.00 and Benefits (200-299) \$25,718.00, After School tutors Salaries (010-199) \$115,200.00 and Benefits (200-299) \$25,718.00, and Materials & Supplies (400-499) \$89,542.00 for instructional supplies for intervention and tutoring activities.

Performance Measures

STAR360 Reading Assessments, Student grades, Student attendance, teacher observations, ACCESS for ELs, and ACAP Reading scores were used to identify students most in need of Summer Learning and Enrichment Programs, Comprehensive After-School Programs, and Intervention Programs. The impact of the program will be evaluated by reviewing the same data sources and comparing student test scores and teacher observations with student data prior to the programs. Additionally, the impact of the programs in terms of English Language acquisition will be determined using ACCESS for ELs 2.0 assessment data. Time and effort certification, purchase orders and invoices, and budget reports will also document the use of these funds.

Estimated Costs

Original budget: \$1,140,166.00

Grant Relationships

ARP ESSER State Reserve Notes

Original budget \$1,140,166.00: 1100(010-199) \$780,400.00 (200-299) \$270,244.00

(400-499) \$89,542.00

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

Friday, December 10, 2021 3:08 PM Related Documents

* = Required

	Related Documents								
	Туре	Document							
Û 🗷	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	ACS Job Descriptions							
Û 🗷	"Other" Intervention Evidence-based Documentation	Effects of Tutoring on PreK12 Learning							
Û 🗷	Supporting Documentation #1	Evidence-based Documentation							
Û 🗹	Supporting Documentation #2								

Albertville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval Friday, December 10, 2021 3:08 PM ARP ESSER State Reserve Checklist Checklist Description (Collapse All Expand All) 1. Allocations OK ▼ 1. Review the ARP ESSER State Reserve allocation for the LEA. 2. Required Narratives ОК 1. Did the LEA answer all the required narratives? 3. Budget Grid OK ▼ 1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid? 2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page? 4. ARP ESSER State Reserve Allocation OK ▼ 1. Do the expenditures in the narratives match the budget grid? 2. Are the expenditures allowable under the ARP? 3. Are the expenditures reasonable, necessary, and allocable? 4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention? 5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel? 6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used? 5. Related Documents ОК 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?