Oxford City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
Thursday, January 6, 2022 4:40 PM
Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	6,642,011.00	791,972.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	6,642,011.00	791,972.00
Adjusted Allocation	6,642,011.00	791,972.00
Budgeted	6,642,011.00	791,972.00

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

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

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

The LEA assures either:

(a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's Interim Final Requirements, **or**

(b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).

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

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

• How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;

• Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;

• Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;

• LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;

• LEA uses of funds to sustain and support access to early childhood education programs;

• Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);

• Student data (disaggregated by subgroups) related to how the COVID-19 pandemic has affected instruction and learning;

• Requirements under the Federal Financial Accountability Transparency Act (FFATA); and

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

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

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

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

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

OTHER ASSURANCES AND CERTIFICATIONS

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

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

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

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

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

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

GEPA ASSURANCES

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

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

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

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

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

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

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

- the project is not inconsistent with overall State plans for the construction of school facilities, and

- In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

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

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

LEA SUPERINTENDENT ASSURANCES

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

LEA Superintendent Assurances Confirmation

☑ Indicates LEA Superintendent Approval based on Assurances.

Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	12/12/2021
ARP ESSER State Reserve	12/12/2021

	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)	2,106,533.00	421,307.00	9,500.00	1,420,035.28	0.00	0.00		0.00	0.00	3,957,375.28	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	1,500,000.00	1,500,000.00	Operations and Maintenance

	C1	C2	C3	C4	C5	C6	C7	C8	C9	Total	
(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					0.00					0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	964,687.50	192,937.50	0.00	27,010.72	0.00	0.00		0.00	0.00	1,184,635.72	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	3,071,220.50	614,244.50	9,500.00	1,447,046.00	0.00	0.00	0.00	0.00	1,500,000.00	6,642,011.00	Total
								Adjusted Allocation		6,642,011.00	
								Remaining		0.00	

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ARP ESSER - Application Details

Cover Page & Required Narratives

Superintendent of Schools

Name	*Dr. Jeff Goodwin

ARP ESSER Point of Contact

Name	*Laura Phillips
Role	*Instructional Supervisor
Phone	*256-241-3143
Ext	

Required Narratives

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

*

ARP ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Alabama Department of Public Health and Centers for Disease Control and Prevention (CDC) guidance on reopening schools. We are strongly encouraging the use of face masks for staff and students inside of schools. Students K-12 who ride Oxford City Schools' buses must wear face coverings while on the bus. We will continue to purchase adequate cleaning supplies to clean school facilities, buses, and frequently touched surfaces. In addition, hand sanitizer will continue to be purchased and placed within each classroom, common areas, and on buses; sanitation wipes will be available for use in our schools.

The Oxford City School District plans to use a portion of the ESSER 3 funds for renovation and remediation of the restrooms, windows and HVAC units at Oxford Elementary School. The School facility repairs and improvements will reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. The plan includes expanding the hand washing capabilities, upgrade stall partitions in student restrooms to improve cleanliness, sanitation, and additional space for social distancing and separation. Installation of touch less faucets and automatic toilet flush devices in the restrooms as well as water bottle fillers throughout the school that will minimize contact in otherwise very high-touch areas. Additional ventilation in the restrooms will improve air flow. Expanded safe storage locations will be added for cleaning and disinfecting supplies. Facility improvements necessary for upgrading ventilation and air conditioning systems include plans to upgrade faulty and troublesome HVAC units in the school that will improve the air quality in areas of buildings where HVAC systems are outdated or unreliable. Upgrading or replacing HVAC units will improve air flow and quality and reduce exposure to environmental health hazards. Also, the windows in classrooms that are improperly sealed and are not able to be opened will be replaced to allow additional fresh air into the building.

STRATEGIES:

1. All stakeholders will be encouraged to wash and sanitize their hands frequently.

2. Signage related to preferred sanitary practices will be posted on all campuses in both English and Spanish.

3. Social distancing will be practiced whenever practicable.

4. Masks are recommended for all stakeholders, but not required

5. Students will be encouraged to avoid sharing objects with other students, including water bottles, devices, writing instruments, and books.

6. All stakeholders will be encouraged to use hand sanitizer (that contains at least 60% alcohol.)

7. Custodial staff will conduct regular cleaning throughout the school day.

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?

* Oxford City Schools has developed plans to address the learning loss of students in each school utilizing current resources and/or additional sources of funding. We will use a portion of the ARP ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Strategies the district will utilize include providing comprehensive after-school care and tutoring to address loss of learning for students not meeting current grade-level standards. Summer Learning camps will address closing gaps caused by lost instructional time during the 2020-2021 and 2021-2022 school year for students not meeting current academic expectations. During the after-school tutoring and summer learning camps, students not meeting learning expectations will be engaged with evidence-based programs facilitated by highly-qualified staff members. Multiple evidence-based intervention programs to address reading deficits will include SPIRE, Heggerty Phonics, and Read180; in addition, students will be assessed using iReady standards mastery and diagnostics. Additional teachers intervention programs. The district will also provide access to high-quality training for staff on evidence-based strategies and/or programs the district implements. Oxford City Schools will continue the implementation of Rhithm, a social and emotional check-in screening tool for staff and students, which provides a quick, data-based activity or intervention to regulate emotional well-being.

1. Students will be assessed during the first two weeks of school; the results will determine their placement for intervention classes. The intervention lessons will be tailored to best suit their academic needs. Students are assigned to these intervention groups based on the level of need.

2. Students classified as homeless are automatically enrolled into any Title I services available in their school and may enroll in the extended day program for homework help and after-school care.

3. EL students will receive regular support from the EL teacher.

4. Extended day program will provide homework help, tutoring, and enrichment activities.

5. Information about summer programs and extended day program will be provided to students and parents in their preferred language.

6. Research-based intervention programs will be utilized to help close gaps for all students demonstrating need.

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.

*
1. Oxford City Schools will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability, or age. Some of the following processes will ensure our desire to overcome barriers that could impede access to participation in the ARP ESSER program:

1. Regular cleaning the schools and provision of items such as hand sanitizer and sanitation supplies will help prevent the spread of COVID-19 among all students, staff, and families.

2. To ensure students with disabilities who are on the virtual pathway receive FAPE, we will provide virtual instruction by OCS-employed certified teachers in grades K-6 and utilize ACCESS for grades 7-12. A special education teacher will ensure they receive appropriate services.

3. Our district will use ARP ESSER grant funds for professional development to provide teachers access to best practices to decrease learning loss and accelerate learning for all students.

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?

*
1.

The Federal Programs Liaison and CSFO will actively monitor grant allocations and prepare budgets, schedules, and amendments as necessary to ensure compliance with statutory requirements.

Additionally, the Federal Programs Liaison will collect and manage all required data elements by developing and maintaining systems of collaboration with relevant program directors and supervisors in required data collection.

Required reporting elements will be posted on the Oxford City Schools public website.

The Federal Programs Liaison will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ARP ESSER III grant applications. The CSFO will audit expenditures prior to requesting grant

reimbursements and maintain documentation necessary for year-end audit reporting.

Additional responsibilities include developing systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against the stated program goals and objectives.

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

1. Meaningful consultation with stakeholders (e.g., parents, students, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, community members, and community partners).

2. OCS Stakeholder Survey to solicit input from students, parents, community members, community partners and OCS Staff.

3. Math and reading activities at local schools

4. Post plan and periodic reviews to website

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

* https://www.oxfordcityschools.com/cms/lib/AL50000704/Centricity/Domain/4/OCS%20Return%20to%20In-Person%20Instruction%20Plan.pdf

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)	567,840.00
☐ Intervention B (Extended Day Programs)	0.00
☑ Intervention C (Comprehensive After-School Programs)	1,184,635.72
☐ Intervention D (Extended School Year Programs)	0.00
☐ Intervention E (Other)	0.00
Total Cost:	1,752,475.72

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):
1) Brief description and timeline for each service (service must end by 9/30/2024)
2) Number of employees and FTE(s) (if applicable)
3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We

will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: $109,030.00

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

ARP ESSER funds will be used to host a summer learning program that addresses learning loss due to COVID. Students will receive instruction in reading and math as well as some enrichment activities that address social and emotional learning.

Transportation will be provided for all students to and from the school. Paraprofessionals will be provided should a student's IEP require the assistance of a paraprofessional. A nurse will be provided if there is a student who is in need of invasive procedures while at camp.

Students' learning will be measured using iReady diagnostics, Read180 and Math180 inventories, and teacher observation.

Timeline: Summer 2021, Summer 2022, Summer 2023, and Summer 2024. The program will run for approximately seven hours per day, four days. week, for four weeks.

40 certified personnel will be utilized to ensure small groups (40 FTEs).

We will utilize Read 180 and Math 180 intervention programs, which are blended learning solutions that incorporate up-to-date research and practice with a deep commitment to using evidence and efficacy to inform and drive instruction. Additionally, ELA & Math hands-on manipulatives to help improve student achievement will be purchased and utilized.

1100 - [010-199] Salaries: $473,200

1100 - [200-299] Benefits: $94,640

TOTAL: $567,840

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)

ARP ESSER funds will be used to provide after-school tutoring (homework assistance and remediation services) by highly qualified, certified staff for students in grades PK-4 as part of a comprehensive after-school program. Tutoring/intervention services will be at a minimum of two hours a week after school. Students who receive tutoring have a deficit in grade level coursework and need remediation and/or recovery of skills in any or all content areas. Students' learning will be evaluated using iReady diagnostics and OCS common formative assessments. Materials such as paper, pencils, colored pencils, copy paper, etc., will be purchased to effectively run the program. We will also purchase ELA and math manipulatives to help improve student achievement. Transportation may be provided for students if needed. A nurse will be provided if there is a student who is in need of invasive procedures while at after school tutoring.

EL, special needs, and homeless students will be encouraged to participate.

Timeline: October 1, 2021, through May 31, 2024. The program will last approximately 3.5 hours per day, 5 (school) days per week during the school term.

Number of employees: 5 per school -- 15 total -- 15.0 FTEs

9130 - [010-199] Salaries: 3.5 hours per day times 175 school days times 15 employees times $35 per hour = $321,562.50 per year times 3 years = $964,687.50

9130 - [200-299] Benefits: $192,937.50

9130- [400-499] Materials and Supplies: $27,010.72

Total: $1,184,635.72

Intervention D (Extended School Year Programs)

Provide the following information for Intervention D (Extended School Year Programs):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

Intervention E (Other)

Provide the following information for Intervention E (Other):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

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

4. Remaining ARP ESSER Fund Uses

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

Budget Amount & Details for Additional Uses (Include Name for Other Categories)	Amount
☑ Category 1 (Personnel)	1,960,000.00
☑ Category 2 (Technology & Online Subscriptions)	1,213,397.42
☑ Category 3 (Facility Improvements)	1,500,000.00
☑ Category 4 (Professional Development)	9,500.00
☑ Category 5 (Curriculum Materials & Assessments)	206,637.86
☐ Category 6 (Parent & Family Engagement Activities)	0.00
☐ Category 7 (Other)	0.00
☐ Category 8 (Other)	0.00
☐ Category 9 (Other)	0.00
☐ Category 10 (Other)	0.00
☐ Category 11 (Other)	0.00
☐ Category 12 (Other)	0.00
☐ Administrative Costs (must be reasonable and necessary)	0.00
☐ Indirect Costs (maximum amount is the unrestricted rate)	0.00

	Total Cost:	4,889,535.28

Category 1 (Personnel)

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

Example #1:

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

Example #2:

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

ARP ESSER funds will be used to employ the following personnel:

a. 10 certified teachers (10.0 FTEs) for FY22, FY23, and FY24 for the purpose of reducing class size in an effort to assist with closing the achievement gap of students within the district. (See job description in Related Documents section.)

b. 4 certified teachers (4.0 FTEs) for FY22, FY23, and FY24 for the purpose of providing a behavior "cool down" classroom in each of OCS's elementary schools. (See job description in Related Documents section.)

c. 4 non-certified paraprofessionals (4.0 FTEs) for FY22, FY34, and FY24 as classroom assistants in the behavior "cool down" classrooms. (See job description in Related Documents section.)

1100 - [010-199] (Salaries) $1,633,333

1100 - [200-299] (Benefits) $326,667

TOTAL: $1,960,000

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 the following technological applications to be utilized by teachers during FY22, FY23, and FY24:

a. Padlet, an interactive and collaborative tool used to create a single or multiple walls to house videos, images, documents, and audio, which encourages heightened engagement among teacher, students, other teachers, and even parents and guardians. $24,000

b. Pear Deck Slides help teachers engage every student in the instruction process and give formative assessments. Pear Deck supports an interactive and community-focused classroom that helps students build confidence and comprehension. $48,510

c. Pivot Interactives encourage student involvement in scientific practices and procedures as an important means to help students build their scientific understanding. One way of doing this is through student hands-on use of probes, sensors, and other technology tools for data collection, analysis, and (often) visualization of findings. $5,287.42

d. ELLevation is an instructional resource that enables teachers to differentiate instruction for students in a variety of multilingual programs in all grades and content areas. Ellevation offers more than 80 classroom activities that all classroom teachers can easily incorporate into existing lessons, ensuring best-practice instruction for making language and content accessible to every learner. Further, this program facilitates communication among the ESL teacher, administration, faculty, and parents. $11,400

Additionally, ARP ESSER will be utilized to purchase cameras and equipment such as 360 degree cameras to encourage heightened views within the classrooms being used to produce virtual lessons as well as Swivel pivoting devices and software to enhance the learning experience by carefully following the teacher and enhancing his/her voice during instruction. We will also purchase video hosting and licensing to allow Oxford City Schools to build a repository of video lessons to use with students on a fully virtual pathway as well as those who are periodically quarantined for Covid. $1,124,200

1100 [400-499] TOTAL: $1,213,397.42

Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

> ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total Cost: $55,500.00
> 7200 - [500-599] (Capitalized Units) $18,500.00 | 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs) $37,000.00

The Oxford City School District plans to use a portion of the ESSER 3 funds for renovation and remediation of the restrooms, windows and HVAC units at Oxford Elementary School. The School facility repairs and improvements will reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. The plan includes expanding the hand washing capabilities, upgrade stall partitions in student restrooms to improve cleanliness, sanitation, and additional space for social distancing and separation. Installation of touch less faucets and automatic toilet flush devices in the restrooms as well as water bottle fillers throughout the school that will minimize contact in otherwise very high-touch areas. Additional ventilation in the restrooms will improve air flow. Expanded safe storage locations will be added for cleaning and disinfecting supplies. Facility improvements necessary for upgrading ventilation and air conditioning systems include plans to upgrade faulty and troublesome HVAC units in the school that will improve the air quality in areas of buildings where HVAC systems are outdated or unreliable. Upgrading or replacing HVAC units will improve air flow and quality and reduce exposure to environmental health hazards. Also, the windows in classrooms that are improperly sealed and are not able to be opened will be replaced to allow additional fresh air into the building.

3200-3900 [931-999] $1,500,000

Total Cost: $1,500,000

Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

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

> [Cont.]
>   - Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company

for subs, so all subs are contractual, and no benefits are provided. Total Cost: $18,000.00 | 2215 - [300-399] (Contract for Subs) $18,000
- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: $3,400.00 | 2215 - [400-499] (Supplies & Materials) $3,400.00

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

ARP ESSER funds will be used to provide ongoing, high quality professional development and coaching for instructional staff that supports their creation and usage of a library of high-quality, recorded video lessons that can be used by students on the virtual pathway or for remediation.

Consultants from Howard Technology Solutions -- Professional development to ensure teachers fully understand the process of creating, housing, and utilizing video lessons that enhance the learning experience for virtual and quarantined students. Timeline: FY22, FY23, FY24   Cost: $4,000.00

Professional development for the implementation of the Spire intervention program, a comprehensive and multisensory reading intervention and instructional program that integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling, and comprehension in an instructional design that is based upon how struggling readers learn. This program targets students with characteristics of dyslexia, or Specific Learning Disabilities, or students who need direct, systematic, sequential instruction in reading. Timeline: FY22   Cost: $5,500.00

1100 [300-399] -- $9,500.00

Total Cost: $9,500.00

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

ARP ESSER funds will be utilized to purchase StemScopes for elementary grades for the purpose of increasing student achievement in the area of science as well as their investigative and critical thinking skills. StemScopes is an immersive, interactive approach to learning that helps students retain knowledge as it sparks interest through hands-on activities that are multimodal, using digital manipulatives, game-based learning for workstations, real-world reading, and media connections

Timeline: FY22, FY23, FY24   Cost: $116,200

ARP ESSER funds will be utilized to purchase basic classroom supplies (e.g., paper, pencils, markers, hands-on manipulatives, behavior-appropriate furnishings, etc.) for classrooms created for the purpose of class size reduction and behavior "cool down" classrooms.

Timeline: FY22, FY23, FY24   Cost: $75,437.86

Headphones will be purchased to help students concentrate better and more intensely focus while working in their intervention programs. $15,000

TOTAL: 1100 [400-499] $206,637.86

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)

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)

Category 9 (Other)

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

Category 10 (Other)

Provide the following information for Category 10 (Other):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 11 (Other)

Provide the following information for Category 11 (Other):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 12 (Other)

Provide the following information for Category 12 (Other):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

Administrative Costs

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

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

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

Indirect Costs

Indirect Costs represent the expenses of doing business that are

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

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.

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

Function/Object Code used on the Budget Grid

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

Expand All Collapse All

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

* = Required

Related Documents		
	Type	Document
🗑 ✎	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Teacher and Aide/Extended Day Job Descriptions
🗑 ✎	"Other" Intervention Evidence-based Documentation	
🗑 ✎	Supporting Documentation #1	
🗑 ✎	Supporting Documentation #2	

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?

    2. Do the expenditures in the narratives match the budget grid?

    3. Are the expenditures allowable under the ARP?

    4. Are the expenditures reasonable, necessary, and allocable?

    5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category?

    6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?

□ 7. Administrative Costs   `Not Applicable ▼`

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

    If the LEA selected yes, then...

    2. Do the expenditures in the narrative match the budget grid?

    3. Are the expenditures allowable under the ARP?

    4. Are the expenditures reasonable, necessary, and allocable?

    5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)?

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

□ 8. Indirect Costs   `Not Applicable ▼`

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

If the LEA selected yes, then...

2. Did the LEA include the Unrestricted Indirect Cost rate?

3. Did the LEA budget less than or equal to the Unrestricted Indirect Cost rate amount?

4. Did the LEA include the Function and Object code?

5. Does the budgeted amount match the budget grid?

⊟ 9. Related Documents

| OK ▼ |

1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	148,188.98	28,975.00	277,851.00	336,957.02	0.00	0.00		0.00	0.00	791,972.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

Category										Category
(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	148,188.98	28,975.00	277,851.00	336,957.02	0.00	0.00	0.00	0.00	0.00	791,972.00	Total

	Adjusted Allocation	791,972.00
	Remaining	0.00

ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve Allocation, the following interventions are allowable:
1. Summer Learning & Summer Enrichment Programs
2. Comprehensive After-School Programs
3. Other – See Intervention box C for more details.

Required Narratives

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve, and how the LEA will address the disproportionate impact of COVID-19 on certain groups of students, including each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

*

Over the next three years, the ARP ESSR funds will be used to address learning loss due to COVID-19 and to support our multi-tiered system of support. All subgroups, including multilingual learners, students with disabilities, students in the gifted program, students in early literacy intervention, and focused sub-groups (e.g., black, Hispanic, gender-based, homeless, and children and youth in foster care), will have an opportunity to participate in enrichment camps, research-based intervention programs, and comprehensive after-school programs.

Throughout the funding period of the ARP ESSER grant, we will continue to monitor, evaluate, and update our plan based on stakeholder feedback and the needs of the system. Funds will be used to provide certified teachers to staff the camps and intervention programs as well as research-based software and tech support for our teaching staff and students.

Summer Enrichment Camps: Academically-focused summer learning programs differ from traditional summer school programs in that they: integrate recreational, cultural, and/or enrichment activities; blend remediation with enrichment activities and more advanced curricula; are attended by students of varied skill levels; often seek to build positive relationships among peers and with adults; are not mandatory; and usually take place over a full day. Summer learning

Research-Based Intervention Programs as part of our Multi-Tiered System of Support:

*Research-based intervention programs Math180 and Read180, blended learning solutions that incorporate up-to-date research and practice with a deep commitment to using evidence and efficacy to inform and inspire. We will also take advantage of professional development and job-embedded coaching for the teachers who will be leading the intervention classes in order to ensure implementation that best supports our students.

*Heggerty phonics program and licensing for the purpose of closing reading gaps. Heggerty's phonemic awareness instruction is beneficial for improving reading skills in normally developing readers, children at risk for future reading problems, disabled readers, and children learning to read in English as well as other languages.

*Team/Finish Line research-based strategic approach to supporting ELL students' success, through detailed scope and sequence programmatic overview documentation, instructional features and suggestions for implementation, clear lesson and language objectives, and targeted connections to state English Language Arts standards. to assist in closing reading gaps for ESL students.

Comprehensive After-School Programs: Research shows that high-quality afterschool programs improve students' educational outcomes, school attendance, and social and emotional learning. Afterschool Alliance claims that quality afterschool programs understand that children and youth in different age groups vary in academic, psychological, and physical activity needs.

Consistent participation in afterschool programs has shown lower dropout rates and has helped close achievement gaps for low-income students. https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx

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).

*

We will rely on a variety of data sources in order to identify students in need of support. State assessments (e.g., ACAP, ACCESS, etc.) will be analyzed and used to help make determinations about student proficiency. Students will be progress monitored using iReady, Aimsweb, the assessments that accompany the research-based interventions, and Oxford City Schools's common formative assessments. Attendance data, mental health data, and disciplinary data will also be utilized in the decision-making process. Supplies will include materials to provide intervention during the school day, high frequency tutoring, and summer camps. Transportation will be provided for all students if needed.

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage
    1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
    2) students who did not consistently participate in remote instruction when offered during school building closures.

*

Identification of students who missed the most instructional time and have demonstrated the greatest learning gaps during the 2019-2020 and 2020-2021 school years will take place at each local school. Each school has maintained records documenting students who consistently did not participate or had difficulties with remote learning. Faculties, along with local administration, will pull attendance reports from iNOW/PowerSchool in order to determine which students have missed an overabundance of instructional time. Administrators will also look closely at iReady standards mastery reports of students who attended school virtually to ensure that any gaps in mastery of skills are covered through learning loss interventions including after-school and summer learning programs. 2) Each local school has a current list of students who were at a below mastery level in academic courses prior to the start of the 2021-2022 school year.

Standards-referenced grading reports helped to identify those students who did not consistently participate in remote instruction prior to the 2021-2022 school year. Also, common formative assessments and iReady diagnostics will allow for individualized scheduling of remediation plans in summer learning, after-school, and remediation and acceleration classes during the school day.

OCS has a 21-day plan of tiered support to monitor current students' performance while on the virtual pathway. Parents of students who demonstrate inadequate progress are contacted weekly (at a minimum) to offer support; if students continue to make inadequate progress, they may be required to return to face-to-face instruction after 21 days.

Budget Amount & Details for Interventions	Amount
☑ Intervention A (Summer Learning & Summer Enrichment Programs)	113,851.00
☑ Intervention B (Comprehensive After-School Programs)	113,851.00
☑ Intervention C (Other) Learning Loss	564,270.00
Total Cost:	791,972.00

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)

3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

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

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

ARP ESSER funds will be used to host a summer learning program for students in grades 4-12 for that addresses learning loss due to COVID. Students will receive instruction in reading and math as well as some enrichment activities that address social and emotional learning.

Additionally, we will provide EL services for qualifying students, nurses as required by students' needs/IEPs, and instructional aides as required by students' needs/IEPs. Transportation will be provided for qualifying students as needed.

Timeline: FY21, FY22, FY23, FY24

The program will run for a minimum of 4 hours per day, four days per week, for four weeks.

Personnel: 24 staff (24.0 FTEs)

1100 - [010-199] Salaries: $94,876

1100 - [200-299] Benefits: $18,975

TOTAL: $113,851

Intervention B (Comprehensive After-School Programs)

Provide the following information for Intervention B (Comprehensive After-School Programs):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

ARP ESSER funds will be used to provide after-school homework assistance and remediation services for students in grades PK-4. Materials such as paper, pencils, colored pencils, copy paper, etc., will be purchased to effectively run the program. We will also provide ELA and math manipulatives to help improve student achievement. EL, special needs, and homeless students will be encouraged to participate.

In addition to tutoring and homework assistance, teachers will have access to the intervention programs Read180 and Math180 as a continuation of the interventions that take place during the normal school day in an effort to close the learning gaps identified due to learning loss from Covid and as required by the Literacy Act.

Time line: October 1, 2021, through May 31, 2024. The program will last approximately 3.5 hours per day, 5 (school) days per week during the school term.

1100 - [300-399] Read 180 and Math 180 -- $113,851

TOTAL: $113,851

Intervention C (Other)

Provide the following information for Intervention C (Other):
    1) Brief description and timeline for each service (service must end by 9/30/2024)
    2) Number of employees and FTE(s) (if applicable)
    3) Itemized Budget using Function & Object codes (must match Budget Grid)

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

ARP ESSER funds will be used for the purpose of purchasing the following as components of our multi-tiered system of support

in an effort to address learning loss during a summer learning program for students in grades K-3 for that addresses literacy needs as identified under the Literacy Act. Students will receive instruction in reading and math as well as some enrichment activities that address social and emotional learning.

*Research-based intervention programs Read180, blended learning solutions that incorporate up-to-date research and practice with a deep commitment to using evidence and efficacy to inform and inspire. We will also take advantage of professional development and job-embedded coaching for the teachers who will be leading the intervention classes in order to ensure implementation that best supports our students.

*Heggerty phonics program and licensing for the purpose of closing reading gaps. Heggerty's phonemic awareness instruction is beneficial for improving reading skills in normally developing readers, children at risk for future reading problems, disabled readers, and children learning to read in English as well as other languages.

*Team/Finish Line research-based strategic approach to supporting ELL students' success, through detailed scope and sequence programmatic overview documentation, instructional features and suggestions for implementation, clear lesson and language objectives, and targeted connections to state English Language Arts standards. to assist in closing reading gaps for ESL students.

*Headphones to help ensure students are able to better focus on the intervention programs and concentrate more fully on closing the instructional gaps caused by Covid.

The program will run for a minimum of 4 hours per day, four days per week, for four weeks.

Timeline: FY21, FY22, FY23, FY24

1100 - [400-499] R180, Heggerty, and Team/Finish Line Intervention Programs $311,162.75

1100 - [300-399] Professional Development and Coaching to support implementation $164,000

1100 - [400-499] Headphones $25,794.27

1100 - [010-199] Salary $53,312.98

1100 - [200-299] Benefits $10,000

Total: $564,270

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

Expand All Collapse All

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

* = Required

Related Documents		
	Type	Document
🗑 ✏	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Teacher Job Description
🗑 ✏	"Other" Intervention Evidence-based Documentation	
🗑 ✏	Supporting Documentation #1	
🗑 ✏	Supporting Documentation #2	

Oxford City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
Thursday, January 6, 2022 4:40 PM

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Checklist Description (Collapse All   Expand All)

1. Allocations   `OK ▼`

   1. Review the ARP ESSER State Reserve allocation for the LEA.

2. Required Narratives   `OK ▼`

   1. Did the LEA answer all the required narratives?

3. Budget Grid   `OK ▼`

   1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid?

   2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page?

4. ARP ESSER State Reserve Allocation   `OK ▼`

   1. Do the expenditures in the narratives match the budget grid?

   2. Are the expenditures allowable under the ARP?

   3. Are the expenditures reasonable, necessary, and allocable?

   4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?

   5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?

   6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?

5. Related Documents   `OK ▼`

   1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?