

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

Thursday, December 2, 2021 6:44 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	5,282,373.00	1,811,113.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	5,282,373.00	1,811,113.00
Adjusted Allocation	5,282,373.00	1,811,113.00
Budgeted	5,282,373.00	1,811,113.00

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.

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Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	10/12/2021
ARP ESSER State Reserve	10/12/2021

	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)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	21,806.00	4,413.00	0.00	0.00	0.00	0.00		0.00	0.00	26,219.00	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	3,943,525.00	0.00	0.00		0.00	0.00	3,943,525.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	65,540.00	13,265.00	10,500.00	0.00	0.00	0.00		0.00	0.00	89,305.00	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)					282,373.00					282,373.00	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)	619,723.00	125,303.00	0.00	195,925.00	0.00	0.00		0.00	0.00	940,951.00	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	707,069.00	142,981.00	10,500.00	4,139,450.00	282,373.00	0.00	0.00	0.00	0.00	5,282,373.00	Total
										Adjusted Allocation	5,282,373.00
										Remaining	0.00

Cover Page & Required Narratives

Superintendent of Schools

Name * Dr. Edwin Nichols

ARP ESSER Point of Contact

Name * LaVerne Williams

Role * CSFO

Phone * 256-464-8370

Ext 10243

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?

* We will further enhance the curriculum by obtaining additional curriculum materials and devices. We will provide extended learning time through summer school programs and high quality after school programs including tutoring. We will provide services and resources to help social and emotional needs due to the effects of COVID-19. We will provide technology for all students and instructional leaders to be able to access the internet for remote learning.

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?

* Multiple studies of the evidence-based practices consistently show that students demonstrate highest learning gains during the school year, that achievement gaps in reading and math are becoming evident during early years becoming more pronounced during older school years, that students from low-income families and certain racial and ethnic groups as well as children with disabilities, ELs, and many other populations could have wider learning gaps due to availability of resources and different needs, and that students display the highest rate of learning in younger years (Alexander, Entwisle & Olson, 2007; Atteberry, 2016; Hippel, 2019). Additionally, according to American Action Forum (2021), the COVID-19 pandemic caused severe disruptions in learning for all students in the USA, making learning gaps larger for the above-mentioned populations. Alabama-specific evidence-based research suggested that to address this gap for the literacy and math achievement that was widened due to COVID-19 pandemic, students should have high-quality after-school and summer opportunities that extend beyond the school year targeting academic, career, and life growth for students (Smith, 2021).

Following research and evidence-best practices, Madison City School will implement: 1). high-quality comprehensive differentiated after-school program targeting students with learning loss, vulnerable populations (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); and 2). high-quality comprehensive differentiated summer program targeting students with learning loss, vulnerable populations (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) beginning in 20-21 school year and continuing through the end of 23-24 school year. Throughout each school year and at the end of each summer, the district planning team will re-evaluate the efforts, analyze student results, survey data, social-emotional data, and other sources as applicable to regroup and adjust the direction to ensure meaningful student learning growth.

By purchasing the electronic devices, facilitation of remote virtual learning and overall continuity of learning will be enhanced IF an outbreak of COVID-19 occurs. These devices will also be instrumental for the summer programs and comprehensive afterschool tutoring targeting student learning loss. Acquiring these devices will ensure the student should not experience the academic impact of lost instruction during the school year and will provide additional learning opportunities after school and during the summer for students most in need of support due to learning loss. Lost instruction and falling behind academically may cause more emotional, social, and mental health needs. Educational technology is allowable both to address learning

loss and accelerated learning and allows the schools to better meet the needs of students. A portion of these funds will be used to improve indoor air quality for our older schools

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.

* Regarding technology, we are not a 1:1 district. However, with these funds we will be securing additional devices to ensure that all students and teachers without reliable devices will have access to a school device so they can participate within school and if virtual learning is necessary. All students will have equal access to school based, after school, and summer learning activities. For replacing the HVAC unit at Liberty Middle School, these funds will ensure indoor air quality for all students and faculty in that building. If barriers arise, our District will work quickly to get them resolved.

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?

* Madison City Schools will continuously monitor the allocations through the Finance department. They will oversee the ARP ESSER funds to ensure that federal and state programmatic and financial procedures are met, as well as reporting and accountability. The Instruction Team will manage data elements required to be reported and share this information with the community in their monthly updates. We will continuously monitor these allocations at various levels: School-level, District Level, and Finance Level.

School: Each school will conduct data/grade level meetings to review student progress using assessment results, examine improvement plans, and develop teacher and student action steps and plans.

District: Each school principal will develop indicators of Future Success based on data. These indicators will become goals located in the self-monitoring plans. The principals will meet monthly with their supervisor to review status of plans and goals.

Finance: MCS Finance will meet with each pertinent department monthly to ensure purchases and service are funded by APR ESSER accordingly, follow all finance assurances, and meet about updated budgets.

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

* This is for In-person learning as well as Virtual/remote learners in Madison City Schools.

MCS will provide parents and families with supports and resources to establish effective study habits, routines, and create a positive home learning environment. Offer parents and students recommendations to establish home learning stations and procedures. Utilize a variety of methods to communicate with families to ensure a culture of trust. Collaborate with families and community partners to enhance partnerships.

Madison City has a comprehensive Technology Department in place to support our teachers, students, and parents. Our entire community has access to the Technology Department through our ticketing system, phone, and email. MCS has created a comprehensive training program to help all teachers, admin, and students be prepared to fully adopt devices and all associated learning platforms/curriculum.

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

* <https://www.madisoncity.k12.al.us/domain/2398>

LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	255,941.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input checked="" type="checkbox"/> Intervention C (Comprehensive After-School Programs)	800,534.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/> Intervention E (Other)	0.00
Total Cost: 1,056,475.00	

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 elementary (grades 4-5) and secondary (grades 6-12) Summer Reading and Math programs with additional STEAM enrichment offered for 4 weeks to all students during the Summer of 2022 and 2023. MCS teachers will be contracted as part-time contract staff to provide summer learning opportunities to all students attending the programs. District summer programs will have the following contract employees supporting program implementation:

- 4 Administrators (1 elementary program, 3 secondary program)
- 73 Teachers (27 elementary program, 46 secondary program)
- 2 Nurses (district wide)
- 4 Custodians (1 elementary program, 3 secondary program)
- 4 Clerical assistant (1 elementary program, 3 secondary program)
- 19 Bus Drivers (9 elementary program, 10 secondary program)

9130 - [010-199] (Salaries) \$143,796.00 | 9130 - [200-299] (Benefits) \$29,095.00

9130 - [400-499] (Materials and Supplies) \$4,000.00

4100 - [010-199] (Bus Driver Salaries) \$45,410.00 | 4120 - [200-299] (Bus Driver Benefits) \$9,191.00

4100 - [300-399] (Mileage for Buses) \$7,500.00

2190 - [010-199] (Salaries) \$14,096.00 | 2190 - [200-299] (Benefits) \$2,853.00

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)

ARP ESSER funds will be used to host a comprehensive afterschool tutoring program in reading and math that will be offered to all elementary students in grades 4-5 and secondary students in grades 6-12 based on multiple criteria identifying students most in need of additional support during the 2022-2023 and 2023-2024 school year. A secondary online homework hotline for math and English will be available to all secondary students during the 2022-2023 and 2023-2024 school year.

Additionally, Imagine Learning, BrainPop EL, Edgenuity, Freckle, Star, and iReady will be purchased to support student learning and assessment.

District afterschool programs will have the following contract employees supporting program implementation:

- 9 Administrators/ Program Directors
- 55 Teachers (35 elementary and 10 secondary)
- 5 Bus Drivers (elementary program)
- 2 Nurses

9130 - [010-199] (Salaries) \$475,927.00 | 9130 - [200-299] (Benefits) \$96,208.00

9130 - [400-499] (Materials and Supplies) \$49,868.00 | 9130 - [400-499] (Software) \$142,057.00

4100 - [010-199] (Bus Driver Salaries) \$20,130.00 | 4120 - [200-299] (Bus Driver Benefits) \$4,074.00

4100 - [300-399] (Mileage for Buses) \$3,000.00

2190 - [010-199] (Salaries) \$7,710.00 | 2190 - [200-299] (Benefits) \$1,560.00

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
<input type="checkbox"/> Category 1 (Personnel)	0.00

<input checked="" type="checkbox"/>	Category 2 (Technology & Online Subscriptions)	3,943,525.00
<input checked="" type="checkbox"/>	Category 3 (Facility Improvements)	282,373.00
<input type="checkbox"/>	Category 4 (Professional Development)	0.00
<input type="checkbox"/>	Category 5 (Curriculum Materials & Assessments)	0.00
<input type="checkbox"/>	Category 6 (Parent & Family Engagement Activities)	0.00
<input type="checkbox"/>	Category 7 (Other)	0.00
<input type="checkbox"/>	Category 8 (Other)	0.00
<input type="checkbox"/>	Category 9 (Other)	0.00
<input type="checkbox"/>	Category 10 (Other)	0.00
<input type="checkbox"/>	Category 11 (Other)	0.00
<input type="checkbox"/>	Category 12 (Other)	0.00
<input type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	0.00
<input type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	0.00
Total Cost:		4,225,898.00

Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

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

Example #1:

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)

Total cost: \$550,880.00 | 1100 - [010-199] (Salaries) \$354,450.00 | 1100 - [200-299] (Benefits) \$196,430.00

Example #2:

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)

Total cost: \$417,813.00 | 1100 - [010-199] (Salaries) \$321,123.00 | 1100 - [200-299] (Benefits) \$96,690.00

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

By purchasing the electronic devices for all students and teachers, Madison City Schools ensures facilitating school based learning and remote virtual learning. Also ensuring overall continuity of learning IF an outbreak of COVID-19 occurs. Acquiring these devices will ensure the student should not experience the academic impact of lost instruction throughout the school year. Lost instruction and falling behind academically may cause more social, emotional, and mental health issues.

Educational technology is allowable both to address learning loss and accelerated learning and allows the schools to better meet the needs of students.

These funds will be spent by June 30, 2024.

Total Cost: \$3,943,525.40

2200-(400-499) Devices for students, and teachers

Category 3 (Facility Improvements)

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

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

Example:

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

ARP ESSER funds will be used to replace 1 HVAC unit at Liberty Middle School. All services will be completed by June 2024. Total Cost: \$282,373.00

7200-(500-599) Capitalized Units) \$282,373.00

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)

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

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

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

Function/Object Code used on the Budget Grid _____









SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

Madison City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
Thursday, December 2, 2021 6:44 PM
Related Documents

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	
 	"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** 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 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** OK ▼
 - 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

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

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	46,654.00	9,443.00	20,000.00	0.00	0.00	0.00		0.00	0.00	76,097.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	87,853.00	17,779.00	12,000.00	0.00	0.00	0.00		0.00	0.00	117,632.00	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)	1,156,518.00	233,836.67	55,000.00	172,029.33	0.00	0.00		0.00	0.00	1,617,384.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	1,291,025.00	261,058.67	87,000.00	172,029.33	0.00	0.00	0.00	0.00	0.00	1,811,113.00	Total
										Adjusted Allocation	1,811,113.00
										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.

* Multiple studies of the evidence-based practices consistently show that students demonstrate highest learning gains during the school year, that achievement gaps in reading and math are becoming evident during early years becoming more pronounced during older school years, that students from low-income families and certain racial and ethnic groups as well as children with disabilities, ELs, and many other populations could have wider learning gaps due to availability of resources and different needs, and that students display the highest rate of learning in younger years (Alexander, Entwisle & Olson, 2007; Atteberry, 2016; Hippel, 2019). Additionally, according to American Action Forum (2021), the COVID-19 pandemic caused severe disruptions in learning for all students in the USA, making learning gaps larger for the above-mentioned populations. Alabama-specific evidence-based research suggested that to address this gap for the literacy and math achievement that was widened due to COVID-19 pandemic, students should have high-quality after-school and summer opportunities that extend beyond the school year targeting academic, career, and life growth for students (Smith, 2021).

Following research and evidence-best practices, Madison City School will implement: 1). high-quality comprehensive differentiated after-school program targeting students in grades K-12 with learning loss, vulnerable populations (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); 2). high-quality comprehensive differentiated summer learning and enrichment programs for EL students and students with disabilities in grades K-12; and 3). high-quality K-3 summer literacy program with focus on learning loss, vulnerable populations (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) beginning in 20-21 school year and continuing through the end of 23-24 school year. Throughout each school year and at the end of each summer, the district planning team will re-evaluate the efforts, analyze student results, survey data, social-emotional data, and other sources as applicable to regroup and adjust the direction to ensure meaningful student learning growth.

Partnerships to enhance student learning including SE aspect that became critical during COVID-19 pandemic will include the Community Foundation of Greater Huntsville, Chamber of Commerce, Facebook, local and state legislative delegates, County Commission, Toyota, Enrichment Center of Huntsville, United Way, YMCA, Madison Hospital Association, Boys and Girls Club, local churches, Community Connections Network, Madison County Education Retirees Association (MCERA), and the Department of Human Resources. These major partners are committed to the issues that create challenges for the children in our area. The Expect Little Miracles (ELM) Foundation's Community Connections partnerships and networking will be utilized to acquire additional resources, information, and professional development to support the needs of the students in the pandemic and post-pandemic environment.

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).

* Elementary programs for learning loss prevention will utilize mClass (DIBELS) and iReady math and reading data, and secondary programs will utilize STAR data to identify students most in need of additional support as a result of COVID-19 learning loss for afterschool and summer programs. 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 will receive individualized attention from appropriate case manager to make referrals

and target individualized student's need based on multiple data points in addition to academic assessment (including teacher referrals, SE data, attendance, grades, and other data as applicable).

Any elementary student having a reading or math intervention plan or scoring in the Tier 3 range on the end of year formative assessment will be invited to attend the elementary summer reading and math program. Any secondary student meeting identification criteria via secondary summer program [pre-identification checklist](#) (based on academic assessment and grades, as well as individual targeted referrals) will be invited to attend the secondary summer reading and math program.

Any elementary student scoring within the data focus range based upon individual grade level criteria will be invited to attend the elementary sustained tutoring program two afternoons a week for reading and two afternoons a week for math. Any secondary student requesting academic support or identified in need of additional support based on multiple data points will be invited to attend math and reading tutoring and homework hotline. Tutoring will be available to all secondary students after school twice a week and homework hotline will be available 4 times a week via WebEx room at each secondary school. Progress monitoring of academic data and multiple data points targeting learning loss will be used on an ongoing basis to evaluate student growth and adjust the program as needed.

Additional targeted services will be offered to English Learner and Special Education students via EL-specific summer learning program and ESY summer program. These programs will utilize existing processes to identify students most in need of additional learning support to offer opportunities to offset learning loss and provide extended learning opportunities in a specialized format for unique needs of each student.

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.

* District planning team has reviewed multiple points of data to identify students most in need of support as affected by COVID-19 challenges. The district team used a multi-criteria process and reviewed school attendance (both in person and virtual), instructional data for students who opted to remain virtual all year missing in-person instruction, and patterns in participating in remote instruction to identify students most in need of support. Additional data points include instructional assessments such as mClass as well as iReady reading and math assessment results for elementary students, Star reading and math assessment results for secondary students, teacher recommendations, grades, EL proficiency, FRL status, and other applicable factors for each individual student.

Any elementary student having a reading or math intervention plan or scoring in the Tier 3 range on the end of year formative assessment will be invited to attend the elementary summer reading and math program. Any secondary student meeting identification criteria via secondary summer program [pre-identification checklist](#) (based on academic assessment and grades, as well as individual targeted referrals) will be invited to attend the secondary summer reading and math program.

Any elementary student scoring within the data focus range based upon individual grade level criteria will be invited to attend the elementary sustained tutoring program two afternoons a week for reading and two afternoons a week for math.

Any secondary student requesting academic support or identified in need of additional support based on multiple data points will be invited to attend math and reading tutoring and homework hotline. Four nights a week, virtual tutoring in English and math will be available to all secondary students via a homework hotline using WebEx for communication / tutoring purposes.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	255,349.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	255,349.00
<input checked="" type="checkbox"/> Intervention C (Other) K-3 Summer Literacy Program	1,300,415.00
Total Cost:	1,811,113.00

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 elementary and secondary EL and ESY summer programs that will be offered to EL and Special Education students for 4 weeks in the summer of 2022 and summer of 2023. MCS teachers will be contracted to provide summer learning opportunities to all students attending the programs. District summer programs will have the following contract employees supporting program implementation:

- 4 Administrators (2 EL programs - elementary/secondary, 2 ESY programs)
- 39 Teachers (24 EL programs, 15 ESY program)
- 3 Custodians (2 EL programs - elementary/secondary, 1 ESY program)
- 3 Clerical assistant (2 EL programs - elementary/secondary, 1 ESY program)
- 6 Bus Drivers (3 EL programs - elementary/secondary, 3 ESY program)

9130 - [010-199] (Salaries) \$155,896.00 | 9130 - [200-299] (Benefits) \$31,506.00

9130 - [300-399] (Purchased Services) \$5,000.00

9130 - [400-499] (Materials and Supplies) \$2,846.00

4100 - [010-199] (Bus Driver Salaries) \$45,410.00 | 4100 - [200-299] (Bus Driver Benefits) \$9,191.00

4100 - [300-399] (Mileage for Buses) \$5,500.00

Intervention B (Comprehensive After-School Programs)

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

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

ARP ESSER funds will be used to host afterschool tutoring in reading and math that will be offered to all elementary and secondary students based on multiple criteria identifying students most in need of additional support during the 2022-2023 and 2023-2024 school year. A secondary homework hotline for math and English will be available to all secondary students during the 2022-2023 and 2023-2024 school year.

District afterschool programs will have the following contract employees supporting program implementation:

- 45 Teachers (35 elementary and 10 secondary)
- 5 Nurses/custodians (elementary program)
- 2 bus drivers

9130 - [010-199] (Salaries) \$190,881.00 | 9130 - [200-299] (Benefits) \$38,577.00

9130 - [400-499] (Materials and Supplies) \$18,891.00

4100 - [010-199] (Bus Driver Salaries) \$4,992.00 | 4100 - [200-299] (Bus Driver Benefits) \$1,008.00

4100 - [300-399] (Mileage for Buses) \$1,000.00

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 III | Tier IV).

ARP ESSER SR funds will be used to host elementary K-3 literacy summer programs for 4 weeks to all students starting in the summer of 2022 and through the summer of 2024. MCS teachers will be contracted to provide summer learning opportunities to all students attending the programs. This district summer program will have the following contract employees supporting program implementation:

- 1 Administrator
- 30 Teachers
- 6 Bus Drivers

9130 - [010-199] (Salaries) \$352,000.00 | 9130 - [200-299] (Benefits) \$71,244.67

9130 - [400-499] (Materials and Supplies) \$12,594.00 | 9130 - [400-499]

4100 - [010-199] (Bus Driver Salaries) \$17,321.00 | 4100 - [200-299] (Bus Driver Benefits) \$3,506.00

4100 - [300-399] (Mileage for Buses) \$2,500.00

Remaining ARP ESSER SR funding reserved for learning loss will be utilized to continue K-12 after school tutoring in FY22-FY24 and grades 6-12 as well as EL and ESY summer programs for FY22-FY24 addressing learning loss. Additionally, Imagine Learning, BrainPop EL, Edgenuity, Freckle, Star, and iReady will be purchased to support student learning and assessment addressing learning loss needs. Counseling services will be provided to students in the summer programs to address the social emotional aspect of the learning loss.

9130 - [010-199] (Salaries) \$457,741.00 | 9130 - [200-299] (Benefits) \$92,509.00

9130 - [300-399] (Purchased Services) \$50,000.00

9130 - [400-499] (Materials and Supplies) \$18,891.00 | 9130 - [400-499] | 9130 - [400-499] (Software) \$118,807.33

4100 - [010-199] (Bus Driver Salaries) \$20,130.00 | 4100 - [200-299] (Bus Driver Benefits) \$4,074.00

4100 - [300-399] (Mileage for Buses) \$3,000.00

2190 - [010-199] (Salaries) \$46,654.00 | 2190 - [200-299] (Benefits) \$9,443.00









2190 - [300-399] (Purchased Services) \$20,000.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Afterschool-Summer Programs Contract 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 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?