

Fort Payne City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director
 Final Approval
 Thursday, December 2, 2021 3:28 PM
 Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	6,477,351.00	689,149.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	6,477,351.00	689,149.00
Adjusted Allocation	6,477,351.00	689,149.00
Budgeted	6,477,351.00	689,149.00

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.

Fort Payne City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
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Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	9/27/2021
ARP ESSER State Reserve	9/27/2021

	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)	1,239,927.00	596,034.00	173,326.00	282,632.00	0.00	0.00		0.00	0.00	2,291,919.00	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	90,000.00	0.00		0.00		0.00	0.00	90,000.00	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	52,733.00	19,556.00	0.00	0.00	0.00	0.00		0.00	0.00	72,289.00	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	25,594.00	14,406.00	0.00	25,183.00	0.00	0.00		0.00	0.00	65,183.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	15,000.00	0.00	0.00		0.00	0.00	15,000.00	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	750,000.00	0.00	0.00	750,000.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					3,192,960.00					3,192,960.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	1,318,254.00	629,996.00	263,326.00	322,815.00	3,192,960.00	0.00	750,000.00	0.00	0.00	6,477,351.00	Total
										Adjusted Allocation	6,477,351.00
										Remaining	0.00

Cover Page & Required Narratives

Superintendent of Schools

Name * Brian Jett

ARP ESSER Point of Contact

Name * Patty Strickland

Role * CFO

Phone * 256-845-0915

Ext 7029

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?

*
Fort Payne City Schools response to the Covid-19 pandemic has been and continues to be based upon the most up-to-date guidance from state and local health officials as well as the ADPH and CDC. Our primary focus has been our students' academic, social, emotional, and mental health needs. Our ultimate goal for the upcoming school year is to continue in-person teaching and learning as safely as possible. FPCS plans includes opening the 2021-22 school year with five days per week of in-person instruction at all school sites. Additionally, we will offer virtual school for any interested students in grades 9-12 and for any student who has a significant health need or situation that would necessitate virtual learning. Details about the FPCS's plan to return to in-person instruction can be found on our COVID-19 Return to Learning plan at our web page at www.ftpayk12.com.

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?

* The Fort Payne City Board of Education sought meaningful consultation by asking for input from a wide variety of stakeholders in our planning process. Requests were sent out to staff and parents, posted on social media, and posted prominently on our website. The district reviewed and discussed suggestions for what best would address the learning loss in our schools and how we could best implement prevention and mitigation strategies in our schools in order to continue in-person learning at all campuses. Our schools will each have family and community engagement plans which can include meaningful reporting on the implementation of ESSER funded programs and services and gathering of family input. These funds will be utilized to continue our efforts to provide in person in person learning to all of our students , address student learning losses and to maintain a safe learning environment for all of our staff and students.

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.

*
We will use ESSER funds to continue to provide everyone with a safe learning environment. Cleaning the schools and every classroom will help prevent the spread of COVID-19 among all students, staff, and families. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age. Additionally we will use funds to employ both EL and SPE teachers to provide services and increase student inclusion and access to the general education curriculum. We will use ESSER grant funds to purchase web-based curriculum to provide virtual instruction and provide all students access to the programs. Because a significant portion of our students are from families where Spanish is the primary language spoken at home, we will provide user instructions for the curriculum both in Spanish and in English."

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

* The CFO will actively monitor ESSER grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with statutory requirements. Additionally, the CFO will collect and manage all required data elements by developing systems of collaboration with relevant program directors and supervisors in the collection of required data elements. The CFO will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications. Additionally, the CFO will audit expenditures prior to requesting grant reimbursements and maintain documentation necessary for year-end audit reporting. Additional responsibilities include developing systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against stated objectives. Required reporting elements will be posted on the FPCS website for public comment. The CFO has elected to not use ESSER funding for the administration of ESSER grants.

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

* Input was sought from our stakeholders prior to applying for these funds. Stakeholders were surveyed and results were analyzed by district leaders and fund request decisions were made in consideration of their input. We will continue to seek input from the public by posting the plan on our district website page and continue to be transparent and provide stakeholders answers to their questions. Revisions to our ESSER budgets will take into consideration public input. Monitoring of the benefit of our implementation will occur during a mid-year review as a follow-up to the continuity of service plan in January 2022 and every six months thereafter.

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

* www.fpcsk12.com

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)	27,325.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input checked="" type="checkbox"/> Intervention C (Comprehensive After-School Programs)	134,425.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other) Applied Behavior Analyst for classroom st	1,317,000.00
Total Cost:	1,478,750.00

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 Enrichment Literacy Camp during the Summer of 2022,2023,2024. The program will end by July 2024. The camp will run for a minimum of seventy hours and will meet daily for four days a week. Subjects to be covered are mathematics, reading and STREAM activities (Science, Technology, Engineering and Mathematics.)

- 5 weeks, 4 hours per day, 4 days per week.
- 1:12 student to teacher ratio
- Students at WVES,LRIS and FPMS will be asked to participate

Instructional times 60 minutes of math and 60-90 minutes of reading/writing instruction per day and additional time 6-minutes to 2 hours for enrichment activities, Small classes of up to 10 students per teacher, Use highly effective teachers, Provide professional learning focused on consistent curriculum and maximizing instructional time. Fort Payne City Schools will contract with A-LABS for these services. A portion of the cost for this contract will be \$27,325 1100(300-399).

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)

We will not provide extended day programs in FPCS.

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)

High Frequency After-School Tutoring: September 2021-April 2022; September 2022-April 2023; September 2023-April 2024.

Fort Payne City Schools will contract with A-LABS for these services. Parents were surveyed and approximately 150-175 students will potentially participate. A portion of the cost for this contract will be \$134,425 1100(300-399).

A-Labs handles all personnel hiring, training, payroll and oversight matters.

- Tutoring will run 30 weeks, 2 hours per day, 5 days per week
- 1:12 student to teacher ratio
- Will cover students at WVES,LRIS

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)

FPCS will not provide ESY Programs

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).

ARP ESSER Funds will be utilized to contract with Applied Behavior Analyst Services (BCBA) to help individual students with significant behavioral issues in the classroom. The BCBA's will evaluate students, develop individualized plans, and train teachers and staff to implement behavioral strategies. BCBA's will teach students strategies to help them be successful in classroom environment and provide on going support, training and consultation to students, staff and families. The BCBA will work on one with individual students to focus on student behaviors that are impeding student academic success that were exasperated due to the social isolation of virtual learning and COVID mandates. Addressing these behaviors will allow students to be able to participate more in face to face instruction and increase their achievement due to addressing the behavioral barriers to learning. 2140 (300-399) \$90,000. Service delivery August 2021- September 2024.

Wills Valley Elementary School (WVES)/Little Ridge Intermediate school (LRIS)- 7 FTE classroom aides will be added at lower grade levels in order to provide additional individualized student instructional support and reduce class sizes at those grades levels for at risk students

|1100-(010-199) |Salaries \$383,670 |Benefits 1100 200-299 \$267,330

Little Ridge Intermediate school (LRIS) 1 FTE Math Interventionist will be added to provide high dosage tutoring for at risk students during the school day |1100-(010-199)| Salaries \$137,565 |Benefits 1100 200-299 \$54,435

Fort Payne Middle School (FPMS) 1 FTE Interventionist will be added to provide high dosage tutoring for at risk students during the school day |1100-(010-199)| Salaries \$137,565 |Benefits 1100 200-299 \$54,435

Fort Payne High School (FPHS) 1 FTE Interventionist will be added to provide high dosage tutoring for at risk students during the school day |1100-(010-199)| Salaries \$137,565 |Benefits 1100 200-299 \$54,435

Personnel contracts will begin October 2021 and all personnel contracts will expire September 30, 2024.

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 checked="" type="checkbox"/> Category 1 (Personnel)	721,250.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	151,696.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	3,192,960.00
<input type="checkbox"/> Category 4 (Professional Development)	0.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	142,512.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) Additional materials and supplies	40,183.00
<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
Administrative Costs (must be reasonable and necessary)	

<input type="checkbox"/>		0.00
<input checked="" type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	750,000.00
Total Cost:		4,998,601.00

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

App ESSER funds will be used to employee certified teachers for the 2021-2022, 2022-2023, 2023-2024 and two janitors for the FY 2024 school year. -Contracts will end September 30, 2024. school years to assist with closing the achievement gap of students within the district and provide enrichment opportunities for students. The following list identifies the number of personnel at each school.

WVES: .5 FTE Virtual Teacher

LRIS: .5 FTE Virtual Teacher, 1.0 FTE Reading intervention teacher for 2021-2022 school year, and 1.0 Janitor for (FY 2024 only)

FPMS: 1.0 FTE Agri-Science Teacher, 1.0 FTE Drama/Chorus Teacher

WVES (Multi Purpose building) - 1.0 Janitor for (FY 2024 only)

Total Cost \$721,250 |1100 (010-199) Salaries \$ 443,562.00, (200-299) Benefits \$165,399.00; 2210 (010-199) Salaries \$52,733.00, (200-299) Benefits \$19,556.00; 3400 (010-199) Salaries \$25,594.00, (200-299) Benefits \$14,406.00.

All personnel contracts will expire September 30, 2024.

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 Dell Desktops for teachers in classrooms, Apple MacBook Pros for students and printers in the classrooms to increase technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to Educational associates for intervention software for at risk students, Ed Materials software for ACT practice for secondary students, IXL Learning software for intervention classed for at risk students. All subscriptions will expire prior to September 30, 2024.

Total Cost| \$151,696 | 1100-300-399 Software license \$11,576.00 | 1100- 400-499 Technology Hardware \$140,120.00

Category 3 (Facility Improvements)

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

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

Example:

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

ARP ESSERS funds will be used for Facility Improvements at FPCS.

HVAC Units will be replaced at each facility:

WVES: 60 3 ton units, 2 4 ton gas packs, 2 7.5 heat pumps, 4 10 ton split units 1 15 ton split, 1 30 ton split, 1 20 ton gas pack, HVAC unit on lunchroom roof | Capital Outlay 7000-7999 500-599- \$975,000

Fort Payne Middle School: 7 3 ton split units, 1 3 ton bard gas, 1 10 ton gas pack| Capital Outlay 7000-7999 500-599- \$100,000

Fort Payne High School: 14 3 ton bard gas, 10 5 ton split heat pumps, 2 7.5ton split gas furnace |Capital Outlay 7000-7999 500-599- \$335,000

Central Office: 1 3ton split gas furnace |Capital Outlay 7000-7999 500-599- \$12,000

Transportation: 1 5 ton split gas furnace, 1 10 ton gas pack |Capital Outlay 7000-7999 500-599- \$50,000

Williams Avenue: 3 3ton bard gas, 6 3 ton gas packs, 12 5 ton gas packs, Roof HVAC unit |Capital Outlay 7000-7999 500-599- \$290,000

Greenhouse: 1 230,000 BTU hanging gas heater |Capital Outlay 7000-7999 500-599- \$5,500

Maintenance Shop: 1 7.5 ton heat pump split |Capital Outlay 7000-7999 500-599- \$25,000

Total HVAC Cost Capital Outlay 7000-7999 500-599- \$1,792,500.00

Replace Roof on Buildings: Capital Outlay 7000-7999 500-599- Roof at Williams Ave: \$275,000, Roof at central office-\$200,000, Roof at WVES lunchroom \$160,000

Renovate restroom at Williams Avenue Capital Outlay 7000-7999 500-599- \$200,000, Window replacement at Williams Avenue \$120,460

Replace current water fountains with water bottle fillers at any school that has existing water fountain Capital Outlay 7000-7999 500-599- \$45,000

Furnish equipment and tools in Technical BEAT center Capital Outlay 7000-7999 500-599- \$300,000

Agri-science equipment replace for agri-science department Capital Outlay 7000-7999 500-599- \$100,000

Total Cost | Capital Outlay 7000-7999 500-599- \$3,192,960.00

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

APP ESSER funds will not be utilized for Professional Development activities.

Category 5 (Curriculum Materials & Assessments)

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

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

Example:

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

ARP ESSER Funds will be used to purchase materials and supplies for students to use in the classroom to increase student achievement and furnish drama room with equipment to provide students with exposure to fine arts classes such as theatre. All materials and supplies will be purchased by July 2023. Students will be moving from FPHS to WAES Multipurpose center (a larger facility) in order to allow students to social distance during their drama classes, and allow them to use it for extracurricular practices of drama and plays while allowing them to social distance from each other.

1100 (400-499) \$142,512.00

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

ARP ESSER funds will not be utilized for parent and engagement activities.

Category 7 (Other)

Provide the following information for Category 7 (Other):

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

ARP ESSER funds will be utilized to purchase additional materials and supplies for cleaning schools in order to ensure buildings are sanitized |3210 (400-499) 25,183.00 and to purchase bus software in order to track buses routes to determine where

buses are during their route. The purchase of this software is needed in order to assist our nurses in contact tracing students due to COVID-19 on our bus routes. 4120 (400-499) \$15,000. Total 40,183.00

Category 8 (Other)

Provide the following information for Category 8 (Other):

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

N/A

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)

N/A

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)

N/A

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)

N/A

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)

N/A

Administrative Costs

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

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

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

The grant will be monitored by the FPCS CFO. There will not be any funding set aside for the administration of this grant. The CFO will complete required monitoring activities and reports associated with this grant. The amount set aside is \$0.00 in this grant

Indirect Costs

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

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

17.09 % - Unrestricted Indirect Cost
Rate for LEA

\$1,106,979.29 Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid

6000-6999-910 \$750,000









SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

Fort Payne City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director
 Final Approval
 Thursday, December 2, 2021 3:29 PM
 Related Documents

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions ESSER III
 	"Other" Intervention Evidence-based Documentation	BCBA therapy_data
 	Supporting Documentation #1	Interventionist Research data
 	Supporting Documentation #2	Aides to reduce Teacher: pupil ratio

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** 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)	353,514.00	136,485.00	199,150.00	0.00	0.00	0.00		0.00	0.00	689,149.00	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

(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	353,514.00	136,485.00	199,150.00	0.00	0.00	0.00	0.00	0.00	0.00	689,149.00	Total
										Adjusted Allocation	689,149.00
										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.

*

After school and summer learning programs have a proven record of providing the supports our young learners need today. Ft. Payne City Schools will partner and coordinate with a third-party vendor, Afterschool Labs (A-Labs), to provide after school and summer learning. Afterschool Labs, as an educational company, was organized to provide comprehensive afterschool and summer programs. These programs have been developed based on guidance given for Alabama ASAP in accordance with the Alabama Literacy Act. A-Labs will utilize the district's evidenced-based curriculum IREADY, READY math, Reading Streets to tutor students identified by the district as needing intervention.

In order to serve all students who have disproportionately been affected by Covid 19 and the need for remote learning, Ft. Payne City Schools and A-Labs staff will identify and contact all parents in the underserved population to encourage them to enroll their child in after school and summer learning. Ft. Payne City Schools will provide bussing both after school and during the summer to remove the transportation barrier. A-Labs will provide bi-lingual aides where needed to assist with the high EL population. The partnership between A-Labs and the district will ensure an alignment of goals and services, effective lines of communication, and data and resource sharing.

A-Labs will staff summer and after school programs with Ft. Payne City Schools' most highly effective teachers, where possible, that have demonstrated proficiency in student reading performance data, have completed multisensory structured language education, and teacher performance data. These reading teachers will provide direct and explicit instruction in the identified deficiencies, as we work toward the students' progression through the continuum of literacy. Explicit goals and intentionally designed activities that align with those goals will be used to meet their developmental and academic needs. Each child will have an individual plan based on these identified needs. Additional staff will be chosen who are connected to the community including aspiring classroom teachers and community members with content expertise.

Community partners, including community-based and faith-based organizations, libraries, parks, recreation centers and business may be utilized during the summer to re-engage and re-connect our students. Program coordinators will ensure that we foster a warm, welcoming environment that focusing on a high level of parent engagement and involvement.

In addition to reading tutoring, the students will engage in relevant experiential learning opportunities through a STREAM curriculum developed by STEAM experts in Alabama along with ARI reading specialists and career and technical education experts. These STREAM activities tap into students' interest, as well as help them explore and find new areas of interest, sparking their passion and fueling their imagination. These engaging learning experiences are critical as families recover from the COVID 19 crisis. Alabs's STREAM curriculum will keep kids excited about learning, build meaningful content connections, and keep them wanting to attend the extended learning programs.

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).

* Universal Screeners (Star Reading, Star Math, IREADY pre-post assessments, Dibles); ACAP Assessment Scores, Benchmark Assessments; teacher and student attendance data; Parent engagement data; discipline data; Mental Health will all be utilized to determine students who would be in need of additional services.

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.

* All at risk students at all grade levels will have the opportunity to participate in each intervention selected. These students will be identified based on the data discussed above. Each family will be contacted by school staff and encouraged to allow their student to participate in these opportunities.

High Frequency Tutoring: K-12
 Summer Programming: K-12

Intensive Intervention to occur during the school day for students who are EL or SPED in order to close achievement gaps for these subgroups at FPHS.

A literacy coach will be employed for students in grades LRIS 3-5 in order to close literacy gaps for all students who are at risk due to missed learning opportunities via in person and virtually.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	99,575.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	99,575.00
<input checked="" type="checkbox"/> Intervention C (Other) Reading Coacch Grades 3-5, EL Teacher F	489,999.00
Total Cost:	689,149.00

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 Enrichment Camp during the Summer of 2022,2023,2024. The program will end by July 2024. The camp will run for a minimum of seventy hours and will meet daily for four days a week. Subjects to be covered are mathematics, reading and STREAM activities (Science, Technology, Engineering and Mathematics.)

- 5 weeks, 4 hours per day, 4 days per week.
- 1:12 student to teacher ratio
- Students at WVES,LRIS and FPMS will be asked to participate

Instructional times 60 minutes of math and 60-90 minutes of reading/writing instruction per day and additional time 6-minutes to 2 hours for enrichment activities, Small classes of up to 10 students per teacher, Use highly effective teachers, Provide professional learning focused on consistent curriculum and maximizing instructional time. Fort Payne City Schools will contract with A-LABS for these services. A portion of the cost for this contract will be \$99,575.00 1100(300-399).

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)

High Frequency After-School Tutoring: September 2021-April 2022; September 2022-April 2023; September 2023-April 2024.

Fort Payne City Schools will contract with A-LABS for these services. Parents were surveyed and approximately 150-175 students will potentially participate. A portion of the cost for this contract will be \$99,575.00 1100(300-399).

A-Labs handles all personnel hiring, training, payroll and oversight matters.

- Tutoring will run 30 weeks, 2 hours per day, 5 days per week
- 1:12 student to teacher ratio
- Will cover students at WVES,LRIS

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).

Extended learning opportunities during the school day

Additional staff will be employed to provide interventions to students who have been identified at risk, suffered learning loss and are in need of additional support. Our K-2 School WVES already has extensive Intervention support due to the usage of Federal Funds at Wills Valley Elementary school, therefore ESSER funds will be utilized 3-12 to address student learning loss due to COVID.

A Reading Intervention Teacher will be employed at Little Ridge Intermediate School -The Reading teacher will plan, organize, and implement an appropriate instructional intervention reading program At Little Ridge Intermediate School in grades 3-5. This will add an additional reading intervention teacher at LRIS. This will assist FPCS in meeting the Literacy Act requirements that each student should read on grade level by the end of the 3rd grade. The system currently employees 3.0 reading intervention teachers at the K-2 level, this will allow the system to expand intervention supports to grades 3-5 for students suffering learning loss. The Reading Interventionist will work directly with students to provide explicit instruction and provide intervention to students who are in need of additional support due to learning loss from prior year. Also, the reading intervention teacher will be responsible for providing teachers with professional development activities designed to increase student's abilities to read. FTE 1.0 1100 (100-199) and Benefits (200-299) Dates of employment- August 2022-August 2024.

An EL Teacher will be employed to work with secondary students who suffered learning loss due to COVID-19- The EL teacher job description at FPCS is a basic teacher job description.

The pandemic and related school disruptions has had profound impact on on the learning of our EL students. These students required additional assistance for language acquisition and now they will require additional support to lessen the learning gap that has occurred due to a loss of instruction due to COVID-a9. Therefore, we will employ a full time EL teacher at FPHS to address secondary EL student learning loss. FTE 1.0 1100 (100-199) and Benefits (200-299) Dates of employment- October 2021-August 2024.

A SPED Teacher will be employed to work with secondary students who suffered learning loss due to COVID-19- FPCS will add one additional SPED unit at FPHS to reduce the number of case loads of SPED teachers and this will allow more individualized teacher attention in the inclusion classrooms and provide more intervention time in order for staff to assist SPE students who have suffered learning loss due to COVID-19 and virtual learning. SPED students were virtual more often that their peers due to health concerns. Therefore, their learning loss occurred at a higher level due to lack of in person instruction. Additionally these students already suffered academic, social and emotional deficits. The SPED teacher job description at FPCS is a basic teacher job description. FTE 1.0 1100 (100-199) and Benefits (200-299) Dates of employment- January 2022-August 2024.

Total FTE 3.0 Total salaries and benefits 1100 (010-199) 353,514.00 Benefits 1100 (200-299) 136,485.00









SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

Fort Payne City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director
Final Approval
Thursday, December 2, 2021 3:29 PM
Related Documents

* = Required

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

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

- 1. Allocations** Needs ALSDE Review ▼
 - 1. Review the ARP ESSER State Reserve allocation for the LEA.
- 2. Required Narratives** Needs ALSDE Review ▼
 - 1. Did the LEA answer all the required narratives?
- 3. Budget Grid** Needs ALSDE Review ▼
 - 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** Needs ALSDE Review ▼
 - 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** Needs ALSDE Review ▼
 - 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?