

	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)	34,000.00	26,051.00	211,300.00	0.00	0.00	0.00		0.00	0.00	271,351.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	64,000.00	12,896.00	0.00	0.00		0.00		0.00	0.00	76,896.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
	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
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	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.

* Cullman City Schools plans to use ARP ESSER State Reserve funds to hire teachers and staff to meet the varying needs of our students. Teachers and staff will be hired for summer reading camps, summer EL camps, summer COVID impact services for special needs students, and after school tutoring for elementary and secondary students. We also plan to hire 2 full time teachers and one adjunct health science teacher to reduce class sizes at our high school. We will also hire an instructional assistant to provide additional support to our students at Turning Point alternative school.

In addition to staff, we plan to purchase decodable readers and WIDA materials for reading and EL summer camps, as well as decodable readers to be used during after school tutoring. Sensory equipment will be provided to special needs students at the primary school to assist in learning loss.

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).

* Cullman City Schools uses a variety of assessments to identify students needing additional services, such as academic summer camps or after school tutoring. Instructors hired with ARP ESSER State Reserve will implement developmentally appropriate lessons based on the age of their students. Student progress will be monitored regularly by administrators, instructional coaches, and teachers to determine the efficacy of after school and summer programs. Full time classroom teachers will also be evaluated and their classroom data will be monitored to ensure a strong professional impact. This is done by regular progress monitoring and benchmark testing. K-12 teachers participate in quarterly data meetings to discuss student progress and adjust instruction. Assessments are listed below:

Mclass/Amplify (Dibels 8th) ELA

Star Math

Star Reading

IXL ELA

IXL Math

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.

* 1) Cullman City Schools will identify students who missed the most in-person instruction between 2019-2021 by reviewing attendance records from 2019-2020 and 2020-2021 academic years. Administrators and instructional coaches will identify

students from this subgroup who are also struggling academically and recommend they begin working in after school programs and attend summer services. In addition, EL and Special Education teachers will communicate with students' parents to notify them of summer camp opportunities to continue instruction during the summer months.

2) Cullman City Schools will identify students who did not consistently participate in virtual instruction between 2019-2021 by reviewing attendance records and consulting with classroom and virtual teachers from 2019-2020 and 2020-2021 academic years. Administrators and instructional coaches will identify students from this subgroup who are also struggling academically and recommend they begin receiving intervention services.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	84,992.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	84,992.00
<input checked="" type="checkbox"/> Intervention C (Other) Learning Loss	414,134.00
Total Cost:	584,118.00

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

1) Brief description and time line for each service:

ARP ESSER funds will be used to host 3 different summer camps. These camps include summer a summer reading camp for K-3 students, a summer EL camp for students in 4th-8th grade who will not be served by the summer reading camp, and a summer camp for special needs students focusing on COVID impact services. Funds will be used to cover salaries and benefits for all employees. Funds will also be used to purchase WIDA books and supplemental supplies for the EL camp and decodable readers for the summer program. Camps will run between 2-4 weeks, for four days per week. Camps will be complete by July 2022. Job descriptions are not added as evidence, as we will be contracting with currently employed teachers for summer camp services.

2) Number of employees and FTEs:

Summer Reading Camp: 15 Teachers, 1 Instructional Assistants, and 1 Nurse (FTEs - N/A) (See attached job descriptions in Related Documents)

EL Camp: 4 Teachers (FTEs - N/A)

Special Needs Summer Camp: 1 Teacher, 1 Instructional Aide, and 1 Speech/Language Teacher (FTEs - N/A) (The attached teacher job description in Related Documents will be used for the speech/language teacher)

3) Itemized budget and function codes:

9130- [010-199] (Salaries) \$58,194.00 | 9130-[200-299] (Benefits) \$14,725.99

9130- [400-499] (Materials and Supplies) \$12,072.01

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)

1) Brief description and time line for each service:

ARP ESSER reserve funds will be used for comprehensive after school programs. Before and after school tutoring will be provided to middle school students in both math and ELA. After school tutoring in reading and math will also be offered for students at our primary and elementary schools. Funds will be used to cover teachers' salaries and benefits. Funds will also be used to purchase additional decodable readers for elementary after school tutoring. Tutoring will begin in October and last through April 2022. Additional funds will be used to fund after school tutors during the 22-23 and 23-24 academic years. All tutoring services will be complete by April 2024. A job description for tutors has not yet been board approved. A job description for an ESL tutor is attached. We will model this job description on the ESL job description; however, these tutors will work with all students, not specifically students in ESL.

2) Number of employees and FTEs:

8 tutors for middle and high schools (FTEs - N/A) (the attached ESL tutor job description will be used for the tutors)

15 teachers for primary/elementary schools (FTEs - N/A)

3) Itemized budget using function and object codes:

9130- [010-199] (Salaries) \$68,400.00 | 9130-[200-299] (Benefits) \$13,782.60

9130- [400-499] (Materials and Supplies) \$2,809.40

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).

1) Brief description and timeline for each service:

-Purchase 2 year subscription to Lexia to address the loss of instructional time by providing systematic and explicit phonics instruction in an electronic format. This program assesses student needs and delivers lessons on students' individual level in order to close knowledge gaps caused by missed instructional time.

-Purchase 2 year subscription to Mastery Prep to address the loss of instructional time by preparing students for ACT testing. This program will provide students with much needed practice in academic and test taking skills that were missed due to lost instructional time during absences and/or shutdowns related to COVID-19.

-Purchase 2 year subscription to IXL to address the loss of instructional time by providing students with standards aligned ELA and math practice. This instruction is delivered virtually on students' level to bridge gaps in learning as a result of lost instructional time during absences and/or shutdowns related to COVID-19. Teachers will also use this data to adjust face to face intervention in order to target students' specific needs.

One part time counselor at Cullman Primary School will work with K-1 students on social emotional learning. Many of these young students did not develop vital SEL skills due to COVID-19 learning loss. This counselor will help students develop self regulation and other SEL strategies that were not taught last year due to COVID-19 closures. One instructional assistant at Turning Point Alternative School will be hired to work with students during push in time in order to close gaps related to learning loss from instruction missed due to COVID-19. We will also purchase materials, supplies, and equipment that will be used at summer literacy camp to support K-3 students in learning loss.

Job descriptions for teachers have been added as evidence. Research articles and/or abstracts on benefit of smaller class sizes and school counselors have also been added as evidence.

K-3 Summer Reading Programs through 2023 were addressed in Intervention A. Additional funds will be used for salaries and benefits for summer reading camps in 2024.

2) Number of employees and FTEs:

1 Part Time Counselor .5 FTE (service will end by 9/20/24)

1 Instructional Assistant at Turning Point Alternative School 1 FTE (service will end by 9/20/24)

6 teachers, 1 nurse, and 1 instructional assistant summer reading camp 2024 (FTE N/A, summer contract employees)

3) Itemized Budget using Function & Object Codes

1100- [010-199] (Salaries) \$34,000 | 1100 [200-299] (Benefits) \$26,051.00

9130- [010-199] (Salaries) \$52,065.90 | 9130- [200-299] (Benefits) \$8,438.38

2120- [010-199] (Salaries) \$64,000.00 | 1100 [200-299] (Benefits) \$12,896.00

9130- [400-499] (Materials and Supplies) \$5,382.72









1100- (300-399) Purchased Services \$211,300.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

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