

	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	0.00
Attendance Services (2110)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Testing Services (2130)	0.00	0.00	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	0.00	0.00
Social Services (2150)	0.00	0.00	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	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	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	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	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	0.00
Educational Media Services (2220)	0.00	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	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries (010 - 199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Security Services (3100)	0.00	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	0.00

(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	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	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	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	1,122,487.49	226,818.59	190,957.92	0.00	0.00	0.00	0.00	0.00	0.00	1,540,264.00	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	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	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	90,000.00	0.00	0.00	0.00	0.00	0.00	0.00	90,000.00	Community Services (9300-9399)
Total	1,122,487.49	226,818.59	280,957.92	0.00	0.00	0.00	0.00	0.00	0.00	1,630,264.00	Total
Adjusted Allocation										1,630,264.00	
Remaining										0.00	

Required Narratives

LEAs are required to choose one of the options from the drop-down box in this section. If an LEA chooses to make changes to the required narratives approved from the FY21 application, the LEA must include an updated narrative or N/A if no changes are needed in every question. If an LEA chooses that no changes are necessary to the required narratives from the approved FY21 application, the LEA is assuring that all of information provided in the required narratives from the FY21 application is still true and correct for FY22.

Required Narratives

Select an Option

* No changes to the required narratives approved in the FY21 application are necessary. ▼

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.

- The Dothan City School District(DCS) continues to plan, monitor, and adjust to challenges and barriers created by the COVID-19 pandemic. It is the goal of DCS to utilize and maximize ESSER III - SR funding to create equal access to participation in activities and eliminate all barriers for all students, teachers, and other program beneficiaries with special needs. DCS will ensure that no student or teacher will be denied participation based on gender, race, national origin, color, disability, or age in the participation of activities. All subgroups will be identified for accountability purposes, and funds will be allocated to ensure all students receive the same opportunities to address any learning loss regardless of their zip code. The District's policies and practices are established to eliminate barriers preventing teachers or students from accessing or participating in these grant funds. The following groups of students will not experience barriers to any program or learning opportunity provided through these funds to include any racial or ethnic group, children from low-income families/Title I Schools, children with disabilities, EL students, gender, migrant students, students experiencing homelessness or youth in foster care. The District will provide before and after-school programs to provide remediation and enrichment for all students. The District will partner with Houston County Family Services, local mental health officials, EMA agencies, and contracted services to provide as many meaningful learning opportunities as possible through this program. DCS plans to offer well-rounded summer enrichment programs to lessen the gap caused by learning loss during the COVID-19 pandemic. The district will also continue to offer a high-quality summer reading program for students who show any deficiencies in their grade level. The district will contract with certified retired teachers, current active teachers and coordinators, to provide a high dosage of targeted instruction to account for learning loss due to the pandemic and lack of consistency in schools for face-to-face learning. DCS will only use vetted materials and programs approved by the Alabama Department of Education to provide these evidence-based programs and services to students, families, and community partners.

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).

- The district will utilize formative assessment data, Scantron, MAP, STAR Renaissance, ACAP Summative, ACCESS scores, Pre-ACT and ACT scores, grades, homeless reports, foster-care reports, and school attendance data to determine students in need of any program established through APR ESSER funds. All schools will administer a screener in the areas of reading and math and follow up with a mid-year checkpoint and a summative evaluation in the Spring. The results from these data checkpoints will determine instructional methods and which students need to participate in other programs outside of the school day. Each school will maintain teams to monitor school goals and activities through the school's ACIP, as well as to address learning loss at the school level. Students identified through these processes will be offered additional support through the community before and after-school program, summer school programs, or high-dosage tutoring offered to meet the needs of identified students. These teams will communicate frequently with parents at the school level concerning the progress of the students. The district will support the school-level teams through professional development, updates on ESSER III, and a fluid process on monitoring student data to show growth and mastery towards proficiency of grade-level standards. The district will meet periodically throughout the year with each school to monitor progress and offer suggestions to improve resources, personnel, and funding. The LEA will evaluate all programs and monitor effectiveness through grades, summative assessments, attendance, and surveys where needed to determine student and community perception of the programs and use of resources.

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.

- The Dothan City School District will identify students who have missed the most in-person learning from the past two years from attendance records, grades, and information from INOW/PowerSchool. The district has a plan for screening, progress monitoring, and allowing additional learning opportunities to address any deficiencies identified through these processes. Any students that were in the "missed most in-person" and scored below average on data sources will be given priority for Tier III interventions along with additional support and program offerings. The district's leadership team in partnership with the school's leadership team, will identify any student with learning loss and develop a plan of instruction to close any learning loss through the programs offered through the district and ESSER II and ARP ESSER funds. Any student identified as in need will be given top priority and instruction will be through evidence based instructional programs and supports, including but not limited to Summer Reading, Summer Enrichment, as well as before and after school tutoring.

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 is required:

- A. Summer Enrichment Programs
- B. Comprehensive After-School Programs
- C. Learning Loss through K-3 Literacy Programs

NOTE: Once K-3 Literacy Programs have been budgeted through Summer 2024, the remaining allocation can be used to address learning loss within the LEA.

Budget Amount & Details for Summer Enrichment Programs

* Summer Enrichment Programs Budgeted in FY21 Application	Summer Enrichment Programs Expended in FY21 (Amount Not Included in Carryover)	Summer Enrichment Programs Required in FY22
\$230,240.00	0.00	\$230,240.00

Provide the following information for Summer Enrichment Camps:

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

- * ARP ESSER State Reserve funds will be used to host a Summer School for grades 4-12 during the Summers of 2022 & 2023. The purpose of a Summer School for grades 4-12 is to provide an opportunity for students to master standards that were not learned through the course of the school year. Summer School will run for approximately six weeks for four days a week. The teachers will support students through digital learning experiences using IXL, Odysseyware and Edgenuity. The Summer Reading Academy will be staffed with administrators, nurses, teachers, and instructional aides. Total Cost: \$230,240.00
 - 9130 - (010-199) - Other Compensation - \$191,451.85 / 9130 - (200-299) - Benefits - \$38,788.15
- Total \$230,240.00

Budget Amount & Details for Comprehensive After-School Programs

* Comprehensive After-School Programs Budgeted in FY21 Application	Comprehensive After-School Programs Expended in FY21 (Amount Not Included in Carryover)	Comprehensive After-School Programs Required in FY22
\$230,240.00	0.00	\$230,240.00

Provide the following information for Comprehensive After-School Programs:

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

- * The district will offer a High Quality After School Program for students. The program will staff 35 certified teachers at \$25 a hour, for 6 hours a week for 34 weeks(See Job Description Teacher). The program will be conducted 3 -5 days a week depending on the school. This program will be offered to all schools and the program will align with the school calendar for the year 2021-2022. The after-school program will begin immediately after students are dismissed from school. If students and parents need assistance with homework, a certified teacher or trained aide(See Job Description Instructional/Clerical Aide) will offer the services. Attendance and grades will be monitored to address learning gaps due to the pandemic. Specialized software will be available for remediation and enrichment where needed. Total \$ 230,240.00

- 9130 (010-199) - Other Compensation (After School) - \$ 191,948.60 / 9130 - (200-299) - Benefits (After-School) - \$ 38,291.40

Total \$230,240.00

Budget Amount & Details for Learning Loss through K-3 Literacy Programs

* Learning Loss (K-3 Literacy Programs) Budgeted in FY21 Application	Learning Loss (K-3 Literacy Programs) Expended in FY21 (Amount Not Included in Carryover)	Learning Loss (K-3 Literacy Programs) Required in FY22
\$1,169,784.00	0.00	\$1,169,784.00

Provide the following information for K-3 Literacy Programs (Learning Loss):

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

- * ARP ESSER funds will be used to host a Summer Reading Academy for grades K-3 during the Summers of 2023 & 2024 where breakfast, lunch and transportation will be provided. The purpose of the Summer Reading Academy is to support students in their journey to reading proficiency by fostering a love of literature partnered with sound foundational literacy skills. The camp will run for approximately five weeks for four days a week. Instructional components to be covered are dialogic reading, Heggerty phonemic awareness, and Reading Horizons. The Summer Reading Academy will be staffed with administrators, CNP workers, nurses, teachers, instructional aides, bus drivers and bus aides. Total Cost: \$1,169,784.00

- Total: 9130 - (010-199) - Salaries - \$ 739,087.04 / 9130 - (200-299) - Benefits - \$149,739.04 / 9130 - (300-399) Other Purchase Service (Transportation) \$190,957.92 / 9340 - (300-399) Other Purchase (Summer Feeding) \$90,000.00

Total \$1,169,784.00

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 ARP ESSER State Reserve (ALL Federally Paid Personnel)	Job Descriptions for ARP ESSER State Reserve
 	Evidence-based Supporting Documentation for ARP ESSER State Reserve	Evidence-based Supporting Documentation for ARP ESSER State Reserve
 	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 select if they are making changes to the FY21 approved narratives?	
If the LEA selected yes, then...	
2. 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?	
☐ 4. ARP ESSER State Reserve Allocation	OK ▼
1. Is the FY21 budgeted amount and FY21 expended amount entered for all 3 areas?	
2. Did the LEA allocate the required FY22 allocation for all 3 areas?	
3. Do the expenditures in the narrative box match the budget grid?	
4. Are the expenditures allowable under the ARP?	
5. Are the expenditures reasonable, necessary, and allocable?	
6. Did the LEA include all required information in the narrative box?	
☐ 5. Related Documents	OK ▼
1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?	