



Road to Recovery

ESSER 2 Application

Name of LEA	University Charter School
Name of Superintendent	JJ Wedgworth

APPLICATION CONTENTS

- Assurances
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- Budget and Plan Details Part 2 (LEAs ESSER 2 Funds)
- Certification and Signature

ASSURANCES

Select each box within each category of assurances. *NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.*

Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	<p>The LEA Superintendent certifies to the best of his/her knowledge and belief that all of the information and data in this recovery plan are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this recovery plan, all relevant provisions and requirements of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act), Pub. L. No. 116-260 (December 27, 2020), 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.</p>
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CRSSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	<p>The LEA that receives ESSER 2 funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of Division M of the CRRSA Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.</p>
<input checked="" type="checkbox"/>	<p>The LEA will request technical assistance on the use of ESSER 2 funds for remote learning, which includes both distance learning as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.</p>
<input checked="" type="checkbox"/>	<p>The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.</p>
<input checked="" type="checkbox"/>	<p>The LEA will use ESSER 2 funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.</p>
<input checked="" type="checkbox"/>	<p>The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in public schools, the uses of funds and demonstration of their compliance with Section 313(d), such as any use of funds addressing</p>

	the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
<input checked="" type="checkbox"/>	The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, examination, and authorized individuals for interview and examination, upon request.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The LEA will comply with General Education Provisions Act (GEPA) Sections 427 and 442.
<input checked="" type="checkbox"/>	The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ESSER 2 program. If any barrier arises that impedes equal access to, or participation, in the program, the LEA will quickly address and resolve those issues. (GEPA 427)
<input checked="" type="checkbox"/>	The LEA will provide services and assistance from ESSER 2 funds to students and staff during the period of performance. (LEAs will be allowed to expend funds until September 30, 2023. Pre-award costs will be allowed for allowable costs on or after March 13, 2020.)
<input checked="" type="checkbox"/>	The LEA will comply with the maintenance of effort provision in Section 317(a) of Division M of the CRRSA Act absent waiver by the Secretary pursuant to Section 317(b) thereof.

Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA will complete a comprehensive needs assessment outlining how the district will align resources for High-Quality Instructional Materials (HQIM), High-Quality Professional Development (HQPD), High-Quality Tools for Supporting Unfinished Learning, and Facility Renovations that will close the achievement gap of students caused by the COVID-19 pandemic.
<input checked="" type="checkbox"/>	The LEA will submit a completed rubric identifying alignment to specific qualifiers for all selections that have not been previously vetted by the AISDE through an initiative, program, connected group, and/or vetted list.
<input checked="" type="checkbox"/>	The LEA will plan using the comprehensive needs assessment as a tool for making decisions for students and staff (i.e., targeted student groups -- students who are behind or have skills/standards gap and planning High-Quality Professional Development making sure that there is adequate time to teach necessary content).
<input checked="" type="checkbox"/>	The LEA will embed opportunities for tutoring and extended learning time throughout the academic school day through alignment with the master schedule. The LEA will also consider times before and after school, on weekends, and during the summer for the 2021-2022/2022-2023 school years.

ESSER 2 Allowable Use Assurance

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA will only provide the following allowable services and assistance from ESSER 2 funds to students and staff:
<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input checked="" type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
<input checked="" type="checkbox"/>	Activities authorized by Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
<input checked="" type="checkbox"/>	Coordination of preparedness and response efforts of local education agencies with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to the coronavirus.
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
<input checked="" type="checkbox"/>	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

ALABAMA STATE DEPARTMENT of EDUCATION

<input checked="" type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input checked="" type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all federal, state, and local requirements.
<input checked="" type="checkbox"/>	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input checked="" type="checkbox"/>	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
<input checked="" type="checkbox"/>	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:
<input checked="" type="checkbox"/>	Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction.
<input checked="" type="checkbox"/>	Implementing evidence-based activities to meet the comprehensive needs of students.
<input checked="" type="checkbox"/>	Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
<input checked="" type="checkbox"/>	Tracking student attendance and improving student engagement in distance education.
<input checked="" type="checkbox"/>	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
<input checked="" type="checkbox"/>	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
<input checked="" type="checkbox"/>	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

BUDGET PART 1 – STATE ESSER 2 RESERVE

STATE ESSER 2 Reserve

Each LEA has already received award letters indicating funds available through ESSER 1 and ESSER 2. Additionally, the ALSDE is making available a portion of its ESSER State Reserve Funds to every LEA funds for two purposes: (1) formative student assessment in Grades 4-8 for mathematics and reading at a rate of \$12 per student and (2) course of study professional development in Mathematics and English Language Arts.

Category	Total
Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i> . To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$9,950.00
Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i> . To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$9,950.00
Assessment Award for Grades 4-8**: This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.	\$2,737.00

*Various PD offerings have been designated as course of study professional development using an asterisk. If a district chooses to offer course of study PD not designated as approved in this plan, the district should complete and submit the PD rubric as evidence of high quality and aligned PD.

**If choosing an assessment system not on the vetted list (Amplify, Curriculum Associates, iStation, NWEA, Pearson, Renaissance), districts should complete and submit the assessment rubric as evidence of high quality.

Refer to Road to Recovery Consolidated Plan and ESSER 2 Application Guide and additional Resource Guide for assessment and course of study professional development that is presumed to be approved or for rubrics. Please remember to have your teachers register for selected training as soon as possible. Professional development training costs will be invoiced through individual LEAs.

State ESSER 2 Reserve allocations are attached to this application.

Budget Part 2 – LEA ESSER 2 Funds

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The consolidated budget does not have to include state and local funds, but their availability and utilization should be considered the foundation for building academic recovery plans. Likewise, when considering facilities upgrades (e.g., improvements to nurses' stations), state and local funds including PSCA bond issue should be considered before utilizing limited federal resources.

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

English Language Arts – Curriculum

List specific core instructional ELA curricula and materials that will be used in each grade band.

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	
K-2	Core Knowledge Language Arts, 2nd Edition (CKLA)
3-5	Core Knowledge Language Arts, 2nd Edition (CKLA)
6-8	A+ College Ready Curriculum, CKLA supplement
9-12	A+ College Ready Curriculum
Other	

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	HQ ELA Materials			\$26,400.00
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM ELA				\$26,400.00

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

Math – Curriculum

List specific core instructional math curricula and materials that will be used in each grade band.

Grade Band	Math Curriculum Selection
Pre-K (as applicable)	
K-2	Eureka Math
3-5	Eureka Math
6-8	A+ College Ready Curriculum, Eureka Math supplement
9-12	A+ College Ready Curriculum, Eureka Math supplement
Other	

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	HQ Math Materials			\$27,000.00
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				\$27,000.00

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$53,400.00
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BUDGET - HIGH-QUALITY PROFESSIONAL DEVELOPMENT

When completing this section, prioritize PD aligned to state course of study and the needs you identified based on the data you gathered in the Needs Assessment Worksheet. Any topic with an * denotes PD that is considered course of study PD.

English Language Arts - HQPD Timeline

List the high-quality ELA professional development your LEA will offer.

PD Topics & Partners	Timeline to Offer PD
ARI	
Science of Reading	
LETRS	
Neuhaus	
MSLE	
Dyslexia Awareness	
K-5 ELA 2020 COS - pending (ARI)*	Fall 2021 - Fall 2023
6-8 ELA E3 Training (A+ College Ready)*	Summer 2021 - Fall 2023
9-12 ELA 2020 COS - (ALSDE)*	Fall 2021 - Fall 2023

If applicable, describe any additional high-quality ELA professional development needed to support your identified gaps. Provide alignment to the ALSDE rubrics to indicate effectiveness.

CKLA Training Fall 2022 - Fall 2023

English Language Arts - HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)				
Travel	A+			833.00
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD ELA				\$833.00

BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Math– HQPD Timeline

List the high-quality math professional development your LEA will offer.

PD Topics & Partners	Timeline to Offer PD
K-5 Math COS Foundational (AMSTI) *	
6-12 Math COS Foundational (AMSTI) *	
K-8 NUMBERS (AMSTI) *	
E3 Training (A+ College Ready) *	Summer 2021 - Fall 2023
K-8 OGAP (AMSTI)	
K-5 Math 2019 COS Overview (ALSDE)	
6-12 Math 2019 COS Overview (ALSDE)	
Administrator	

If applicable, describe any additional high-quality Math professional development needed to support your identified gaps. Provide alignment to the ALSDE rubrics to indicate effectiveness.

Eureka Math Training Fall 2022 - Fall 2023

Math– HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER I)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)				
Travel	A+			920.00
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD Math				\$920.00

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	\$1,753.00
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BUDGET – UNFINISHED LEARNING SUPPORTS

High-Quality Tools for Supporting Unfinished Learning Supports

Assessments, Inclusive of Screeners

Which assessments (formative, diagnostic, interim, etc.), inclusive of screeners will be used in each category?

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Readiness				
K-3 Vetted Reading Assessment- Additional components	mClass Amplify site license for up to 250 students			\$9,500.00
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments	STAR Math and Reading	\$10,800.00		
CTE CRI Pre-Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SEL				
Other	IXL			\$17,089.00
Total Need for Assessments, Inclusive of Screeners				\$26,589.00

BUDGET – UNFINISHED LEARNING SUPPORTS

Transitions

Which transitions for subject and or skills readiness will be used for each? Refer to Road to Recovery Additional Resource Guide for specific descriptions.

Category	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School				
SPED Transitional Services				
Other				
Other				
Total Need for Transitions				0

BUDGET – UNFINISHED LEARNING SUPPORTS

Remediation/Intervention Programs

Describe remediation/intervention strategies and/or programs that will be used. When calculating costs, consider salaries, supplies, transportation, and so on. Refer to Road to Recovery Additional Resource Guide for specific descriptions.

Category	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring				
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP				
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
School Nurses	2 School Nurses	\$58,364.00		\$58,364.00
Other	Summer Learning Camps			\$50,182.00
Total Need for Remediation/Intervention Programs				\$108,546.00

BUDGET - UNFINISHED LEARNING SUPPORTS

Family Support Resources

Describe resources/programs to engage families in supporting recovery. Refer to Road to Recovery Additional Resource Guide for specific descriptions.

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools	Blackboard website/mass notification system			\$9,170.00
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other				
Other				
Total Need for Family Support Resources				\$9,170.00

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	2 SPED Teachers			\$119,397.00
Other	1 SPED Paraprofessional			\$36,470.00
Other	2 Instructional Aides			\$72,941.00
Other	2 Counselors	\$78,256.00		\$64,682.00
Other				
Other				
Total Need for Other Tools Supporting Unfinished Learning				\$293,490.00

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	\$437,795.00
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BUDGET – FACILITIES

Facility Renovations

Describe facility needs that are directly aligned to improving the quality of your classroom environments impacted as a result of this pandemic.

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC				
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE & Supplies				
Custodial				
Staffing				
Nurse's Station				
Other				
Total estimated Budget Need for Facility Renovations				0

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	\$53,400.00
Budget – High-Quality Professional Development	\$1,753.00
Budget – Unfinished Learning Supports	\$437,795.00
Budget – Facilities	0
Total ESSER 2 Funds*	\$492,948.00

*This application must be accompanied by a copy of rubrics used to vet materials or resources not already presumed approved.

CERTIFICATION & SIGNATURE

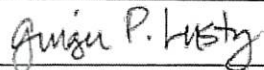
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result 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 USC § 1001, as appropriate.

Ginger Lusty

LEA Chief School Financial Officer Name

828-557-0899

Telephone Number



LEA Chief School Financial Officer Signature

6/25/2021

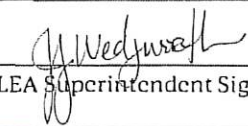
Date

J.J. Wedgworth

LEA Superintendent Name

205-652-5459

Telephone Number



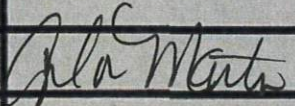
LEA Superintendent Signature

6/25/2021

Date

Send completed application to ESSERround1@alsde.edu by June 1, 2021.
Upon arrival of the application, funds will be made available to the LEA.

ALSDE INTERNAL USE ONLY

Date Application Received		Date ALSDE Approved	
State Superintendent and/or Designee Signature		Date Signed	7/8/2021
Date ESSER 2 Funds Released			

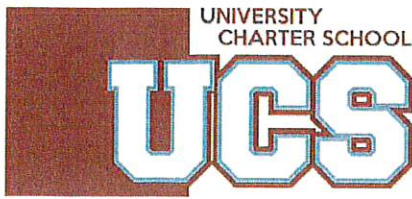


ESSER II Additional Information Addendum I

Application Page Number	Section Question	Detailed Explanation
5	English Language Arts – Funding/Materials	<p>ELA Curriculum Materials:</p> <p>K-5: Eureka Math</p> <p>6-8: A+ College Ready Curriculum, Eureka Math supplement</p> <p>9-12: A+ College Ready Curriculum</p> <p>Diagnostics of IXL will be used in addition to the built in formative assessments of the Math curriculum. Interventionists will use the data to determine student academic needs.</p>
6	Math – Funding/Materials	<p>Math Curriculum Materials:</p> <p>K-5: Core Knowledge Language Arts, 2nd Edition</p> <p>6-8: A+ College Ready Curriculum, CKLA supplement</p> <p>9-12: A+ College Ready Curriculum</p> <p>Diagnostics of IXL will be used in addition to the built in formative assessments of the ELA curriculum. Interventionists will use the data to determine student academic needs.</p>
7	English Language Arts – HQPD Funding	<p>University Charter School will offer the following ELA HQPD opportunities to teachers:</p> <ul style="list-style-type: none"> 6-8 ELA E3 Training (A+ College Ready): Summer 2021 and Summer 2022 to include two teachers. <p>Travel for A+ College Ready Training for two teachers for \$833.00: Lodging = \$200.00 per night x 4 nights = \$800.00 Mileage = \$33.00</p>
8	Math – HQPD Funding	<p>University Charter School will offer the following HQPD opportunities to teachers:</p> <ul style="list-style-type: none"> E3 Training (A+ College Ready) -- Summer 2021-Fall 2023. Summer 2021 and Summer 2022 to include two teachers. <p>Travel for A+ College Ready Training for two teachers for \$920.00: Lodging = \$200.00 per night x 4 nights = \$800.00 Meals = \$100.00 Mileage = \$20.00</p>
9	Assessments	<p>K-3 Vetted Reading Assessment -- Additional components: mClass Amplify -- site license for up</p>

		<p>to 250 students. University Charter School utilizes the mClass Amplify Reading platform with elementary students to support on-grade level reading through the individualized design of this computer-adapted platform. Students work independently through learning quests based on pre-assessment data that customizes the student experience throughout their time on the platform, providing ongoing progress monitoring information with students working on targeted skills to bring them closer to grade-level expectations.</p> <p>Interim Assessments: STAR Math and STAR Reading that University Charter School already receives funding for these.</p> <p>Other: University Charter School utilizes the IXL platform to support student mastery of academic standards in reading, mathematics, and science through the IXL platform. Students participate in formative assessments to provide targeted standards-based data to assist teachers with customizing student learning in pursuit of grade-level learning.</p>
11	Remediation/Intervention – School Nurses	<p>Currently, University Charter School is allocated state funding for 1 school nurse. University Charter School would use ESSER II funds to hire an additional nurse. Job description attached.</p> <p>Funding for 1 FTE Nurse for one year of service = \$58,364.00: Salary \$40,575.00 State Insurance \$9,600.00 State Retirement \$4,869.00 Social Security \$2,516.00 Medicare \$588.00 Unemployment \$216.00</p>
11	Remediation/Intervention - Other	<p>ESSER II funds will be used to support Summer Learning Camps during the summer of 2022 to include 20 days of instruction. These camps will be coordinated with ARI Summer Literacy Camps and high school learning experiences to address learning loss. ESSER II funds will provide stipends for up to 20 instructors and supplies needed for a total of \$50,182.00.</p> <p>Salary \$41,006.00 State Insurance \$4,786.00 Social Security \$2542.00 Medicare \$595.00</p>

		Supplies \$1,253.00 SPIRE Intensive Reading Intervention Sets. The \$1,253.00 will offset a portion of the total costs for SPIRE.
12	Family Support Resources – Communication Tools	University Charter School will use Blackboard’s services for website access and mass notification to communicate with parents.
12	Other Tools Supporting Unfinished Learning - Other	<p>ESSER II funds will be used to support efforts to address learning loss and the continuity of services by hiring two SPED Teachers, one SPED Paraprofessional, two Instructional Aides, and one Elementary Counselor during the funding period. Employing this additional staff through this initiative will help facilitate student-teacher engagement and provide more individualized support during Tier I instruction. Total = \$293,490 for a total of 6 Personnel and/or 6 FTEs for one year of service each.</p> <p>2 SPED Teachers, 2 FTEs, one year of service: Salary = \$83,381; Benefits = \$36,016</p> <p>1 SPED Paraprofessional, 1 FTE, one year of service: Salary = \$22,277; Benefits = \$14,193</p> <p>2 Instructional Aides, 2 FTEs, one year of service: Salary = \$44,554; Benefits = \$28,387</p> <p>1 Elementary Counselor, 1 FTE, one year of service: Salary = \$45,855; Benefits = \$18,827</p> <p>Job descriptions attached for all positions.</p>



School Nurse Position

Reports to: Principal

Roles and Responsibilities

- Responsible for developing and carrying out the University Charter School School Nursing Program, including policies and protocols directly related to COVID_19 and other infectious diseases
- Schedules and conducts screening and assessments to detect problems in vision, hearing and scoliosis
- Documents and refers students with deficiencies in accordance with ALSDE regulations
- Establishes and maintains contact with community agencies and clinics responsible for providing health care for students; learns and stays familiar with their policies and procedures
- Investigates referrals regarding individual health problems and refers to appropriate agency for treatment; follows-up and submits any required reports
- Schedules and conducts home visits when appropriate
- Works with principal and teachers to plan and carry out first aid and safety education programs
- Trains and works with volunteers assisting in the UCS Health Program.
- Prepares and makes presentations regarding the School Nursing Program to school and community organizations such as PTA, Clubs, Civic Organizations, and the UCS Faculty and Staff, etc.
- Participates in school in-service training programs as requested
- Advises and assists teachers in obtaining materials and resources to enhance school health education programs
- Assists in carrying out policies and procedures for control of communicable diseases within assigned schools
- Maintains required records and compiles and submits periodic reports and evaluations regarding status of programs within UCS
- Administers medication to students
- Establish a positive relationship with parents, co-workers, volunteers and other visitors
- Work collaboratively with colleagues and community partners
- Attend and participate in planning sessions and professional development as directed
- Develop meaningful and supportive relationships with students through a positive youth development lens
- Develop and maintain positive relationships and communication with parents and families
- Performs other related duties as assigned and deemed necessary by the Principal to meet the needs of the UCS community
- Bring your "A game" and have fun. It's what we do at University Charter School

Qualifications

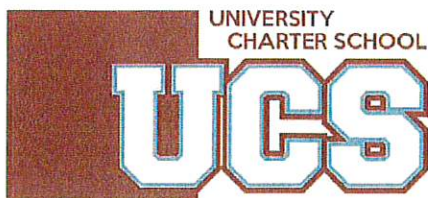
The strongest candidates will have the following certifications, skills, and experiences:

- Degree from an accredited School of Nursing
- Licensed as an Licensed Practical Nurse (LPN) or Registered Nurse (RN) in Alabama
- Bachelor's Degree from an accredited college or university if preferred but not required

Salary and benefits

UCS offers a competitive salary dependent upon degree and experience and comprehensive benefits package including health insurance and retirement.

le for employment.



Special Education Teacher Position

Reports to: Principals

Roles and responsibilities

- Provide individualized academic instruction and life process skills to students with special needs due to developmental delays or other impairments.
- Instruct special needs students using a variety of techniques to reinforce learning.
- Develop or implement strategies to meet the needs of students with a variety of disabilities.
- Develop individual educational plans (IEPs) designed to promote students' educational, physical, or social development and confer with parents, administrators, testing specialists, social workers, or other professionals to develop individual education plans (IEPs).
- Work collaboratively with colleagues and community partners in a co-taught, interdisciplinary instructional setting, to design high quality, purposeful and meaningful learning experiences for students through a project-based, place-based and problem-based approach
- Attend and participate in curriculum design and planning sessions and professional development
- Develop meaningful and supportive relationships with students through a positive youth development lens
- Develop and maintain positive relationships and communication with parents and families
- Monitor students' progress towards performance outcomes and personal learning goals
- Other duties as deemed necessary by the principal to support and strengthen the community

Qualifications

Minimum Required Qualifications and Certifications:

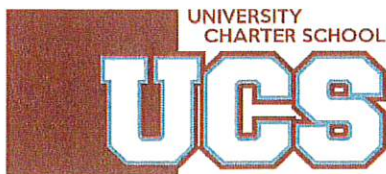
- Master's degree in special education and at least six months experience in educational and physical instruction with special needs children
- Applicant must possess a Class A State of Alabama teaching certificate

Highly Preferred Qualifications:

- Education Specialist in Special Education Master's degree
- Two to three years' experience with educational and physical instruction with special needs children
- Experience working in an educationally and/or economically disadvantaged community
Demonstrated success in raising the achievement levels of traditionally under-served students

Salary and benefits

UCS offers a competitive salary dependent upon degree, licensure and experience and comprehensive benefits package including health insurance and retirement.



Paraprofessional (Special Education) Position

Reports to: Principal

Roles and responsibilities

- Provide teacher support for planning and implementing classroom instruction
- Provide students with academic support in the classroom setting under the guidance and planning of the teacher. Support may include the completion of an assignment or additional practice with a particular skill identified by the teacher as an area of need
- Conduct individualized or small group learning sessions planned by the teacher to assist students in meeting academic goals
- Assist in monitoring student behavior across all school settings (i.e. hallway, lunchroom, recess, etc.)
- Provide classroom coverage when deemed necessary for the purpose of planning, parent-teacher conferring, or professional learning communities
- Prepare instructional materials for the teacher in response to classroom or student needs
- Complete proper training specific to the classroom or grade-level where student assistance is needed
- Assist in special/unique needs of the exceptional student as written in the students' individual educational plans/developmental programs
- Assist in the behavior management of students assigned to special education classes
- Attends to the physical and emotional needs of students through instruction in personal hygiene and self-help and through assisting in lifting and positioning of students
- Assist in personal physical care of students
- Depending on particular assignments, may be required to complete and utilize restraint training in order to protect students
- Perform other such duties as assigned or required by the principal or teacher
- These duties may vary depending on the specific paraprofessional assignment.
- Develop meaningful and supportive relationships with students through a positive youth development lens
- Develop and maintain positive relationships and communication with parents and families
- Performs other related duties as assigned and deemed necessary by the Principal to meet the needs of the UCS community
- Bring your "A game" and have fun. It's what we do at University Charter School

Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- Educational Requirements:
 - Successful completion of at least two years (48 semester hours) of study at an

- institution of higher education, **OR**
- An Associate's Degree documented on an official transcript from an accredited institution of higher education, **OR**
- Minimum of Level 3 scores on WorkKeys Assessment in Applied Math, Work Place Documents, and Business Writing
- Must be able to lift up to fifty (50) pounds
- Good physical and emotional health, including
- Ability to lift as well as to implement a behavioral management program with students of varying ages and sizes.
- Effective interpersonal communication skills.
- Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable

Salary and benefits

UCS offers a competitive salary dependent upon degree, licensure and experience and comprehensive benefits package including health insurance and retirement.



Instructional Aide Position

Reports to: Principal

Roles and responsibilities

The Instructional Aide provides support to the instructional program within the assigned classroom with specific responsibility for working with individual and/or small groups of students; and providing clerical support to teacher/s. Instructional Aides must enter data into school software programs for individual students. They indulge in adapting classroom activities for the purpose of reinforcing classroom goals and objectives. The Instructional Aide must assist with weekly planning of instruction. Instructional Aides receive their daily instructions from teachers, and they assist teachers in handling individual students and groups of students by imparting lessons. They assist young students with assignments and manage student behavior within a classroom and on the playground. It is also the duty of an Instructional Aide to handle ancillary work such as creating materials for class instruction. They also help Lead teachers in managing students during activities such as sports, and field trips.

- Adapts classroom activities, assignments and/or materials under the direction of a supervising teacher (e.g. reinforcement of individualized education program (IEP) goals and objectives, etc.) for the purpose of supporting and reinforcing classroom objectives as well as providing an opportunity for all students receiving special services to participate in classroom activities.
- Provides progress monitoring services and Tiered intervention services to students under the guidance of the supervising teacher and the RTI plan.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. math groups, science experiments, reading, behavioral skills, daily living skills, writing, verbal skills, sensory room activities, social skills training, etc.) for the purpose of reinforcing instructional objectives; implementing individual plans; and enhancing opportunities for all students to succeed.
- Supports teachers in the administration of tests as well as completion or review of school work.
- Assists medically fragile students with physical disabilities for the purpose of maintaining students' personal hygiene.
- Assists students with special needs in the areas of grooming, community accessibility and other appropriate areas (that is feeding, brushing teeth, toileting, diapering, transferring students using wheelchairs to and from bus and activities incorporated in the daily routine as assigned by the supervising teacher) for the purpose of assisting students with their individual needs.
- Attends meetings and in-service presentations (e.g. emergency procedures, training modules, system & local professional development, etc.) for the purpose of gaining information relative to job functions.
- Collaborates with supervising teacher(s) or other staff as assigned for the purpose of communicating information, resolving issues, and providing services in compliance with established guidelines.

- Confers with teachers (special education and/or inclusion teacher) on a regular basis for the purpose of accountability and assisting in evaluating student progress and/or implementing IEP objectives.
- Implements, under the supervision of assigned teacher, behavioral intervention plans (BIP) for the purpose of presenting and/or reinforcing learning skills, concepts, strategies, etc.
- Maintains materials for the purpose of ensuring students are prepared for instruction.
- Monitors students with special needs across all settings (e.g. classroom, field trips, lunchroom, playground, during life enrichment activities, etc.) for the purpose of providing a safe and positive learning environment.
- Performs record keeping, data collection and clerical functions (e.g. checking papers, maintaining daily logs, etc.) for the purpose of supporting the teacher in providing necessary records/materials.
- Responds to emergency situations (e.g. students that are: running, fighting, displaying inappropriate behavior, etc.) for the purpose of resolving immediate safety concerns.
- Maintain confidentiality.
- Be regular and punctual in attendance.
- Maintain proper and professional relationships with students and other employees.
- Perform duties in a manner that will promote good public relations.
- Assume other duties as assigned by supervisor.
- Establish a positive relationship with parents, co-workers, volunteers and other visitors.
- Work collaboratively with colleagues and community partners in a co-taught, interdisciplinary instructional setting.
- Attend and participate in planning sessions and professional development.
- Develop meaningful and supportive relationships with students through a positive youth development lens.
- Develop and maintain positive relationships and communication with parents and families
- Performs other related duties as assigned and deemed necessary by the Principal to meet the needs of the UCS community.
- Bring your "A game" and have fun. It's what we do at University Charter School

Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- Educational Requirements:
 - Must hold an Associate's Degree (or)
 - Have completed a minimum of 48 semester hours of study at a regionally accredited institution of higher education (or)
 - Have successfully completed the Alabama State Board of Education approved WORKKEYS test.
- Good physical and emotional health, including
- Ability to lift as well as to implement a behavioral management program with students of varying ages and sizes.
- Effective interpersonal communication skills.
- Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable

Salary and benefits

UCS offers a competitive salary dependent upon degree and experience and comprehensive benefits package including health insurance and retirement.



Elementary Counselor Position

Reports to: Principal

Roles and responsibilities

- Develops, implements, and evaluates an annual **local school guidance and counseling plan** in accordance with standards set forth by the state plan and commensurate with the local system plan
- Provides **individual and group counseling** and guidance in an effort to help students develop socially, emotionally, academically, and psychologically
- Assists with **orientation programs** for students, parents/guardians, and faculty
- Provides students with an **opportunity to talk** about their educational, vocational, and personal/social concerns
- Serves as the school-wide **Family Engagement Coordinator**
- In collaboration with administrators, Secondary Guidance Counselor and the Mental Health Services Coordinator, reviews and collects data from students and families to drive programming as it relates to **Family Engagement, Character Education and SEL** at UCS.
- Ensures **confidentiality** of counseling sessions, conferences, student's records, etc
- **Consults** with parents/guardians, teachers, and staff about the special needs of students and makes appropriate referrals
- **Assists students** in building self-esteem and developing decision-making, problem-solving, and positive human relationship skills.
- Creation of the **master schedule** in collaboration with other Administration
- Responsible for monitoring student progress and overall **"report card" or "reports of progress" distribution**
- Organizes and facilitates **annual "honors day" and "awards day" celebrations**
- Maintains all **cumulative records** for students in collaborating with the Registrar including school records, transcripts, grades, test labels and student demographics in iNow/Powerschool in compliance with state laws and rules and regulations of the Alabama Department of Education.
- In collaboration with the Registrar, conducts **pre-registration of prospective students** to determine placement needs, grade level, guardianship, and locations/dates of school attendance to ensure that all records for enrollment are available.
- Collaborates with the Registrar by recommending appropriate **class/grade level placement** for students.
- Helps identify students in need of **special services**, placement, motivation, support, etc. Makes referrals to school resource personnel or community agencies.
- Serves as **interventionist in Student Behavior referral system** and plans with teachers, principal, parents/guardians, and student's next steps for modifying student behavior
- Utilizes **community resources** in addressing the needs of students
- Develops **personal professional growth plan** and demonstrates professional ethics and leadership.
- Exhibits **positive human relationship building skills**
- Serves as **resource for and liaison between** schools, community agencies, teachers, students and parents and takes an active part in interpreting the school's objectives to parents and the community at large
- Demonstrates proficiency in **written and oral communication**
- Complies with **local, state, and federal policies**, regulations, and laws affecting area of responsibility as well as the American and Alabama School Counselor Associations
- Oversight and implementation of the **UCS Character Education** program including daily announcements, monthly classroom instruction time in each elementary classroom (PK-6), organization

of monthly character education celebrations, and collaboration with teachers and the committee working to implement the house system.

- Responsible for facilitating and submitting the **state and national school of character designation applications** in collaboration with the character education committee.
- Assumes responsibility to perform any work which is **assigned by an administrator**, including the immediate supervisor

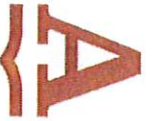
Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- An undeniable enthusiasm for and commitment to authentically engaging youth
- Excellent verbal and written communication skills
- Exceptional organizational and planning skills
- Evidence of excellence in teaching in a student-centered and rigorous environment
- Experience in a project-based learning environment is strongly preferred, but not required
- AL Educator Licensure/Endorsements or equivalent Out-of-State Licensure/Endorsements (If hired, out-of-state candidates must obtain necessary AL licensure (preferred, not required))
- Willingness to learn, explore, experiment, question, create, critique, and enhance as we **RETHINK RURAL EDUCATION**.

Salary and benefits

UCS offers a competitive salary dependent upon degree and experience and comprehensive benefits package including State health insurance and retirement.



Alabama State Department of Education

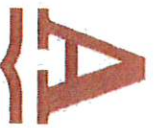
Alabama High-Quality Professional Development Rubric

Professional Development Self-Assessment Workbook

CKLA PD for
ELA

Directions: Using the score descriptors in the rubric to rate alignment and to evaluate the professional development program or course for each non-negotiable. It is recommended that you record notes and upload evidence for all ratings of 3.

HQPD Non-Negotiable		Rating (Choose One for Each Non-Negotiable)			Notes and Evidence
Content		0	1	2	
Goals and Objectives		0	1	2	
Priorities		0	1	2	
CONTENT TOTAL SCORE		5			
Process		0	1	2	
Data		0	1	2	
Assessment and Evaluation		0	1	2	
Collaboration		0	1	2	
Application		0	1	2	
Models of Effective Practice		0	1	2	
Adult Learning		0	1	2	
Resources/Coaching		0	1	2	
PROCESS TOTAL SCORE		21			
Context		0	1	2	
Facilitators		0	1	2	
Sustainability		0	1	2	
CONTEXT TOTAL SCORE		6			
GRAND TOTAL (Highlighted Values)		33			



Alabama State Department of Education

Alabama High-Quality Professional Development Rubric

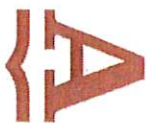
Professional Development Self-Assessment Workbook

Professional Development Model Questionnaire

Approach to Training: Describe your Professional Development Model

Directions: Please draft a brief response in the Response column for each topic. This will expedite the review and ensure reviewers have a deeper understanding of your professional development offerings. Reviewers will provide feedback on submissions in these areas.

Alignment	<ul style="list-style-type: none">Describe how your professional development model aligns to and supports the Alabama Professional Development Framework.Does the professional development emphasize the engagement of all students in core instruction and accelerating the progress of diverse learners (ELs, SPED, students who are struggling)?	Response: The professional development provided supports teachers in understanding the intricate design of the curriculum so that they are able to successfully support students in reaching the rigorous expectations set forth in the standards. Yes, the professional development supports teachers in meeting diverse student needs.
Customization	Describe to what extent and in what ways training can be customized to meet LEAs' specific needs.	Response: The PD can be customized to help teachers continue to dive deeper into understanding and adapting the curriculum to student needs.
Effectiveness	<ul style="list-style-type: none">How will your organization measure, monitor and evaluate the effectiveness of your training/support?What indicators will be used to measure and evaluate effectiveness?	Response: The training comes with teacher surveys to solicit feedback and to support next steps. Debriefing with teachers based on their feedback to support next steps and any needs.
Capacity	Describe your capacity to service a large local education agency or multiple agencies simultaneously (e.g. include the number of qualified trainers and plans to build local capacity).	Response: UCS is a single site. This professional development will support vertical implementation of the curriculum in all applicable classrooms during teacher in-service days and/or in the summer.
Sustainability	<ul style="list-style-type: none">What type of follow up support and/or resources does your organization provide to ensure the longevity of effective implementation?	Response: We release students at 1:00 every Wednesday to work with teachers on any professional development needs. This would be applicable to any continued need after the conclusion of this professional development.



Alabama State Department of Education

Alabama High-Quality Professional Development Rubric

Professional Development Self-Assessment Workbook

- Does the professional development adequately support teachers in long-term implementation?

Quality of Materials Submitted

- Is the syllabus of course offerings adequate?
- Are the training objectives clearly noted AND met by the end of the training?
- Do the activities balance time among theory, experience, application, and reflection to ensure quality professional learning?
- Are sample training decks, webinars, materials, and resources available as a part of the submission? Are these sufficient in support of the PD?

Response: Yes.

Coaching and Design

- Are there multiple/adequate coaching options available to districts?
- Are there opportunities for teachers to create plans, practice and receive feedback on their new learning?
- Does the vendor offer professional development for instructional leaders?
- If so, does the professional development adequately prepare leaders to support teachers in implementing new learning and practices?

Response: Yes.

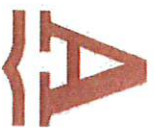


Alabama State Department of Education
Alabama High-Quality Professional Development Rubric
Professional Development Self-Assessment Workbook

*Eureka Math PD
for Math*

Directions: Using the score descriptors in the rubric to rate alignment and to evaluate the professional development program or course for each non-negotiable. It is recommended that you record notes and upload evidence for all ratings of 3.

HQPD Non-Negotiable		Rating (Choose One for Each Non-Negotiable)			Notes and Evidence
		0	1	2	
Content					
Goals and Objectives	0	1	2	3	
Priorities	0	1	2	3	
CONTENT TOTAL SCORE		6			
Process					
Data	0	1	2	3	
Assessment and Evaluation	0	1	2	3	
Collaboration	0	1	2	3	
Application	0	1	2	3	
Models of Effective Practice	0	1	2	3	
Adult Learning	0	1	2	3	
Resources/Coaching	0	1	2	3	
PROCESS TOTAL SCORE		21			
Context					
Facilitators	0	1	2	3	
Sustainability	0	1	2	3	
CONTEXT TOTAL SCORE		6			
GRAND TOTAL (Highlighted Values)		33			



Alabama State Department of Education

Alabama High-Quality Professional Development Rubric

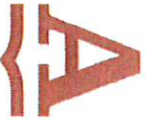
Professional Development Self-Assessment Workbook

Professional Development Model Questionnaire

Approach to Training: Describe your Professional Development Model

Directions: Please draft a brief response in the *Response* column for each topic. This will expedite the review and ensure reviewers have a deeper understanding of your professional development offerings. Reviewers will provide feedback on submissions in these areas.

Alignment	
<ul style="list-style-type: none">Describe how your professional development model aligns to and supports the Alabama Professional Development Framework.Does the professional development emphasize the engagement of all students in core instruction and accelerating the progress of diverse learners (ELs, SPED, students who are struggling)?	Response: The professional development provided supports teachers in understanding the intricate design of the curriculum so that they are able to successfully support students in reaching the rigorous expectations set forth in the standards. Yes, the professional development supports teachers in meeting diverse student needs.
Customization	
Describe to what extent and in what ways training can be customized to meet LEAs' specific needs.	Response: The PD can be customized to help teachers continue to dive deeper into understanding and adapting the curriculum to student needs.
Effectiveness	
<ul style="list-style-type: none">How will your organization measure, monitor and evaluate the effectiveness of your training/support?What indicators will be used to measure and evaluate effectiveness?	Response: The training comes with teacher surveys to solicit feedback and to support next steps. Debriefing with teachers based on their feedback to support next steps and any needs.
Capacity	
Describe your capacity to service a large local education agency or multiple agencies simultaneously (e.g. include the number of qualified trainers and plans to build local capacity).	Response: UCS is a single site. This professional development will support vertical implementation of the curriculum in all applicable classrooms during teacher in-service days and/or in the summer.
Sustainability	
<ul style="list-style-type: none">What type of follow up support and/or resources does your organization provide to ensure the longevity of effective implementation?	Response: We release students at 1:00 every Wednesday to work with teachers on any professional development needs. This would be applicable to any continued need after the conclusion of this professional development.



Alabama State Department of Education

Alabama High-Quality Professional Development Rubric

Professional Development Self-Assessment Workbook

- Does the professional development adequately support teachers in long-term implementation?

Quality of Materials Submitted

- Is the syllabus of course offerings adequate?
- Are the training objectives clearly noted AND met by the end of the training?
- Do the activities balance time among theory, experience, application, and reflection to ensure quality professional learning?
- Are sample training decks, webinars, materials, and resources available as a part of the submission? Are these sufficient in support of the PD?

Response: Yes.

Coaching and Design

- Are there multiple/adequate coaching options available to districts?
- Are there opportunities for teachers to create plans, practice and receive feedback on their new learning?
- Does the vendor offer professional development for instructional leaders?
 - If so, does the professional development adequately prepare leaders to support teachers in implementing new learning and practices?

Response: Yes.

Isaacs Jason

From: Searcy Logan
Sent: Friday, June 11, 2021 11:26 AM
To: Wedgworth Jessica; Lusty Ginger
Subject: ESSER II
Attachments: Alabama High Quality Professional Development Rubric Fillable FINAL.pdf

Hi Ginger and JJ,

Thank you for submitting the ESSER II application for University Charter School. The application has been reviewed and additional information is requested. Please provide an addendum with the information below on letterhead as an attachment.

Page Number	Item	Question
5	Budget – High Quality Instructional Materials – ELA	Sufficient evidence has been provided.
6	Budget – High Quality Instructional Materials – Math	Sufficient evidence has been provided.
7	Budget – High Quality Professional Development – ELA	<p>Professional Development Timeline – Provide a High Quality Professional Development rubric for the CKLA Training.</p> <p>Subs and/or Stipends – Provide a description including the # of subs, when the professional development will take place (must be off-contracted time), and a salary/benefit breakdown of the costs.</p> <p>Travel – Provide an itemization of the costs that will be purchased with ESSER II funds.</p>
8	Budget – High Quality Professional Development – Math	<p>Professional Development Timeline – Provide a High Quality Professional Development rubric for the Eureka Math Training.</p> <p>Subs and/or Stipends – Provide a description including the # of subs, when the professional development will take place (must be off-contracted time), and a salary/benefit breakdown of the costs.</p> <p>Travel – Provide an itemization of the costs that will be purchased with ESSER II funds.</p>

9	Budget – Unfinished Learning Support – Assessments	Sufficient evidence has been provided.
10	Budget – Unfinished Learning Supports – Transitions	No ESSER II funds are indicated on the application. Please put '0' or N/A.
11	Budget – Unfinished Learning Supports: Remediation/ Intervention Programs	<p>School Nurses: Provide the following information for salaries provided with ESSER II funds:</p> <ul style="list-style-type: none"> • Total # of Personnel • FTEs • Salary and Benefits Breakdown • # of years of service <p>Summer Learning Camps: Provide an itemization of the supplies to be purchased with ESSER II funds.</p> <p>Summer Learning Camps: Provide a salary and benefit breakdown for the teachers and counselor separately.</p>
12	Budget- Unfinished Learning Supports: Family Support Resources	Sufficient evidence has been provided.
12	Budget- Unfinished Learning Supports: Other Tools Supporting Unfinished Learning	<p>SPED Teachers, SPED Paraprofessionals, Instructional Aides, and Counselors: Provide the following information for salaries provided with ESSER II funds:</p> <ul style="list-style-type: none"> • Total # of Personnel • FTEs • # of years of service
13	Budget Facilities: Facility Renovations	No ESSER II funds are indicated on the application. Please put '0' or N/A.
14	Total ESSER 2 Funding (LEA Portion Only)	The budget with the included funds on page 14 is \$22,637.00 overbudget. The ESSER II State Reserve should not be included on pages 5-13.

Once completed, please resend your application to the same email address (ESSERroundII@alsde.edu). The revised application will be reviewed for approval.

Please contact me with any questions or concerns. I look forward to working with you.

Respectfully,

Logan Searcy
Education Administrator
Alabama State Department of Education

lsearcy@alsde.edu

334-694-4908

334-375-3107