

**Michigan Department of Education  
OFFICE OF FINANCIAL MANAGEMENT  
P.O. Box 30008, Lansing, Michigan 48909**

AUTHORITY: PA 48 of 2021

COMPLETION: Voluntary.

*Direct questions regarding this  
form to MDE-CARES@Michigan.gov*

**2020 - 2021 American Rescue Plan/ESSER III**

**APPLICANT**

NAME OF DISTRICT Morley Stanwood Community Schools	DISTRICT CODE 54040
ADDRESS OF DISTRICT 4700 NORTHLAND DR	
CITY and ZIP CODE MORLEY, 49336-9522	NAME OF COUNTY Mecosta County

**CONTACT**

Name of Contact Person Amanda Nelson	Title Grant Coordinator	Telephone (231) 856-4392
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**PERSON**

Address 4700 NORTHLAND DR	City MORLEY	Zip Code 49336-9522
Email Address anelson@morleystanwood.org	Facsimile (231) 856-4180	Summer Telephone

**American Rescue Plan/ESSER III- Assurances and Certifications**

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**ESTIMATED GRANT AWARDS**

Estimated grant awards are based on federal program estimated funds allocated to Michigan and are for informational purposes. Actual grant awards are contingent upon the Michigan Department of Education (MDE) receiving sufficient federal funding for the program. An estimated award does not constitute any binding agreement on behalf of the MDE. The MDE is not responsible for any costs incurred prior to the start of an expenditure period for an actual or final grant award.

**ASSURANCE TO SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

**ASSURANCE TO SECTION 442 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

**ASSURANCE TO DEVELOP AND IMPLEMENT METHODOLOGY TO ALLOCATE STATE AND LOCAL FUNDS**

The applicant has developed and implemented a methodology to allocate State and local funds to each school receiving Title I, Part A funds that ensures that each school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds. [Section 1118(b)(2)].

**ASSURANCES TO COMPLY WITH REQUIRED FOSTER CARE PROVISIONS FOR SCHOOL STABILITY**

The applicant ensures that children in foster care promptly receive transportation, as necessary, to and from their schools of origin when in their best interest under [Section 1112(c)(5)(B)]. The applicant assures that it has developed and implemented clear written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, and funded for the duration of the time in foster care as described in [Section 1112(c)(5)(B)].

**ASSURANCES REGARDING HOMELESS CHILDREN AND YOUTH**

The applicant assures it has written procedures for accurately identifying homeless children and youth, and has described, in the district plan, the services they will provide children and youth, including services provided with funds reserved under [Section 1113(c)(3)(A)] of Title I, Part A, to support the enrollment, attendance and success of homeless children and youth, in coordination with the services the applicant is providing under the McKinney-Vento Homeless Assistance Act. The applicant assures that it has reserved sufficient funds under [Section 1113(c)(3)(A)] of Title I, Part A to implement the plan as described.

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**ASSURANCES REGARDING ENGLISH LEARNERS AND IMMIGRANT STUDENTS (INCLUDING TITLE III)**

The applicant assures it has written procedures for identifying, reporting, and servicing eligible English Learners (ELs) and Immigrant students and uses general funds to support the Language Assistance Program for ELs before using other State and Federal funds , Section 3115(g). Supplanting may occur if the applicant uses Federal funds to provide services that the applicant is required to make available to ELs under other laws including Title VI of the Civil Rights Act of 1964. The applicant assures that it will inform parents of ELs identified for participation in a Language Assistance Program about the details of that program as outlined in [Section 1112(e) (3)].

**ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it and their grant personnel are prohibited from text messaging while driving during official grant business . Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business , or from using government supplied electronic equipment to text message or email when driving. "Texting" or "Text Messaging" means reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

The applicant or subrecipient assures that it adopts the requirements in the Code of Federal Regulations at 2 CFR 175 as a condition for this grant. A subrecipient and its employees may not --

i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect ; ii. Procure a commercial sex act during the period of time that the award is in effect; or

iii. Use forced labor in the performance of the award or subawards under the award. Under this condition, the Federal awarding agency may unilaterally terminate the grant award, without penalty, if a subrecipient that is a private entity—

(i) Is determined to have violated a prohibition named above; or

(ii) Has an employee who is determined by the agency official authorized to terminate the award to have violated a prohibition named above through conduct that is either—

(A) Associated with performance under this award; or

(B) Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that

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are provided in 2 CFR part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," . [Code of Federal Regulations at 2 CFR 175]

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

If awarded a grant, the grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, Executive Orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee complies with the conditions and the amount disallowed has been recaptured (forfeited), or the issue has been adjudicated. The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report. [MDE Requirement]

**SPECIAL CONDITIONS FOR DISCLOSING FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS** When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing this project or program, funded in whole or in part with federal money, all subrecipients shall clearly state: (1) the percentage of the total costs of the program or project which will be financed with federal money; (2) the dollar amount of federal funds for the project or program; and (3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources. [Public Law 111-117, Title V, Sec. 506]

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

The applicant assures that, if a grant is awarded, the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, presentation materials, brochures, posters, and fliers: These materials were developed under a grant awarded by the Michigan Department of Education and [name of federal agency]. [MDE requirement]

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

A fiscal agency that expends \$750,000 or more of federal funds during its fiscal year is required to have a Single Audit performed for that year. [2 CFR 200.501] The applicant assures that it will provide the Michigan Department of Education, officials of the federal agency, and auditors with access to records and financial statements as necessary for the Michigan Department of Education to meet the requirements of section 200.331, sections 200.300 Statutory and national policy requirements through 200.309 Period of performance, and Subpart F—Audit Requirements of this Part, of 2 CFR 200. [Section 200.331(a)(5)]

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**ASSURANCE TO MAINTAIN A DRUG-FREE WORKPLACE**

The applicant or subrecipient assures that it maintains a drug-free workplace as a condition of receiving any federally funded award. [34 CFR 84.200]

**PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that nonprofit private schools have been invited to participate in the planning and implementing of the activities of this application for applicable program areas. [Elementary and Secondary Education Act, Sections 9501-9504]

**CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant, the applicant shall complete and submit form SF- LLL Disclosure Form to Report Lobbying, in accordance with its instructions.

Grantees shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

[34 CFR Part 82, Appendix A to Part 82 - Certification Regarding Lobbying; 31 U.S.C. 1352 - Limitation on use of appropriated funds to influence certain Federal contracting and financial transactions; 2 CFR 200.450 – Lobbying]

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, EXCLUSION AND DISQUALIFICATION – LOWER TIER COVERED TRANSACTIONS**

An entity who is debarred or suspended shall be excluded from federal financial and nonfinancial assistance and benefits under federal programs and activities. Except to the extent prohibited by law, entities who have been proposed for debarment under 48 CFR part 9, subpart 9.4, debarred or suspended shall be excluded from participating as either participants or principals in all lower tier covered transactions. A lower tier covered transaction includes any transaction between a participant and an entity under a primary covered transaction, such as a grant or cooperative agreement, within restrictions. [7 CFR 2200. 11 and 34 CFR Part 85- Government-wide debarment and suspension (nonprocurement)]

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor any of its principals are presently excluded, disqualified, debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any federal department or agency.

At any time after you enter into a lower tier covered transaction with an entity at a higher tier, you must provide immediate written notice to that person if you learn either that— (a) You failed to disclose information earlier, as required; or (b) Due to changed circumstances, you or any of the principals for the transaction now meet any of the criteria. [2 CFR 180]

Contractors that apply or bid for an award of \$100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352.

Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non- Federal award. [31 U.S.C. 1352 ( Byrd Anti-Lobbying Amendment)]

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it has or will meet the requirement for supplying a Data Universal Numbering System (DUNS) number. As a condition of a subrecipient of a federal grant award, you must supply a DUNS number to MDE. No entity may receive a federal subaward without a DUNS number. MDE will not make a subaward to an entity unless that entity has provided its DUNS number. [OMB 2 CFR Subtitle A, Chapter I, and Part 25, Financial Assistance Use of Universal Identifier and Central Contractor Registration, September 14, 2010: Appendix A to Part 25, B. Requirement for Data Universal Numbering System (DUNS) Numbers]

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**CERTIFICATION REGARDING MANDATORY DISCLOSURES**

The non-Federal entity or applicant for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud,

bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in § 200.338 Remedies for noncompliance, including suspension or debarment. [2 CFR 200. 113]

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERAL AND STATE FUNDED PROGRAMS**

The applicant hereby agrees that it will comply with all Federal and Michigan laws and regulations prohibiting discrimination, and in accordance therewith, shall not discriminate against any person on the basis of religion, race, color, national origin or ancestry, age, sex, height, weight, familial status, or marital status, exclude from participation in, deny the benefits of, or otherwise subject to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from a U.S. Federal Agency or the Michigan Department of Education.

[Michigan Public Act 453 of 1976 (Elliott-Larsen Civil Rights Act)]; [Title VI and Title VII of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4); Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683); Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.)]

**CERTIFICATION REGARDING COMPREHENSIVE CIVIL RIGHTS PROTECTIONS FOR INDIVIDUALS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services provided by State and local government entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." Title III of the ADA covers public accommodations and places of public accommodation (including commercial facilities). Title III requires that, "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation." Title II requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with defined accessibility standards.

In accordance with ADA requirements, the applicant certifies that it is, and will remain, in compliance with the Americans with Disabilities Act.

[Title II, Part A of the Americans with Disabilities Act (A.D.A.), P.L. 101-336, State and Local Government Services (42 U.S.C. 12101-12213); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)]

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**CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT**

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act. Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the U.S. Department of Education shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

DEFINITION - Covered entity means any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

(1) DEFINITION - In this section, the term "youth group" means any group or organization intended to serve young people under the age of 21.

(2) RULE - For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. [Section 9525 of the Elementary and Secondary Education Act of 1965, as amended.]

**CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs**

The Gun-Free Schools Act requires each state that receives funds under the Elementary and Secondary Education Act (ESEA), as amended, to have in effect a state law requiring districts to expel for at least one year any student who brings a gun to school or possesses a gun in school. No funds shall be made available under the ESEA to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

[Title IV, Part A, Section 4141, of the Elementary and Secondary Education Act (ESEA), as amended (Gun-Free Schools Act) and Section 380.1311, Subsection (2), Michigan Revised School Code]

The applicant certifies that it has in effect a policy requiring the expulsion from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of the

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school district, except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. The policy must require referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the district. (The terms "firearm" and "weapon" are defined in Section 921(a) of Title 18, United States Code.)

**American Rescue Plan/ESSER III- Important Information**

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## American Rescue Plan/ESSER III - Amendment Justification

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Amended budget items made were to remove items the district decided to not buy. Cost adjustments were made to a few items. The curriculum director was function was incorrect. Increased indirect costs to account for available funds.

Amendment Justification History:

**Version:** Amanda Nelson - Apr 20 2022 10:35AM

Amended budget lines are generally due to adjustments/corrections in salaries.

**Version:** Amanda Nelson - Mar 15 2023 10:36AM

Amendments made to this grant occurred mainly due to an adjustment in cost on previously approved items due to lower price available. Newly available funds were utilized to pay for a technology assistant and increase indirect costs.

**American Rescue Plan/ESSER III - LEA Plan of Use Assurances/Certifications**

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Please certify that the LEA has engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of the plan.

All items must be checked

• Students

• Families

• School and District Administrators (including Special Education Administrators)

• Teachers, Principals, School Leaders, Other Educators, School Staff, and their Unions

Must select at least one

• Tribes

• Civil Rights Organizations (including disability rights organizations)

• Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

• None of these are present or served within the LEA boundaries

The LEA certifies a Safe Return to In-Person Instruction and Continuity of Services Plan was/will be posted to LEA website within 30 days of funds being allocated.

The LEA certifies it has/will meet the Reservation to Address the Academic Impact of Lost Instructional Time requirement in ARP ESSER III (20 percent of such funds to address learning loss).

The LEA certifies it has/will meet the Maintenance of Equity for High-Poverty Schools requirement in ARP ESSER III, if applicable.

Yes

Exempt from Maintenance of Equity per Statute

**American Rescue Plan/ESSER III - LEA Plan of Use Narrative**

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- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

**Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:**

MSCS leaders have spent a considerable amount of time dedicated to continuously and safely staying open for in-person learning. We will utilize funding for the Superintendent, secretaries and principals to implement procedures and systems to improve the preparedness and response efforts to the COVID-19 virus. Much time is spent in meetings and discussions to identify children and staff whom have contracted or been exposed to the virus. Decisions must then be made to oversee additional cleaning of classrooms, potential outbreaks and ways to safely continue face-to-face learning. Funds will be utilized for our transportation director to ensure that students are wearing masks on buses, tbuses are receiving appropriate cleaning and sanitation, and identifying children whom are possibly exposed to the virus during their bus ride to or from school. Secretaries are performing daily temperature checks and communicating with parents and staff in regards to exposures , confirmed cases, masking requirements and attendance.,

Outdoor seating will be purchased for our elementary school, which will allow children to eat further apart inside and outside during weather-appropriate days to aid in preventing the spread of illness.

Technology will be purchased to connect with students whom are quarantined or ill . This technology will also allow staff to move around the classroom during teacher and limit the migration of students in the classroom to aid in preventing the spread of the virus.

**Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:**

Morley Stanwood Community Schools will be utilizing funding to address the academic impact of lost instructional time through the implementation of new curriculum, summer school and salaries for staff. The district will hire a Director of Curriculum Instruction and Assessment. This staff member will be responsible for the adoption of new curriculum within the district, evaluating and documenting teacher instructional practices and assisting in monitoring student academic progress and achievement along with identifying learning loss and additional needs of students.

New curriculums will be purchased for elementary social studies, high school science, elementary and middle school Spanish, and special education categorical classrooms. Additional funds will be spent to purchase hands on STEAM manipulatives for all district grade levels.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

Morley Stanwood Community Schools conducted a community survey to assist in determining stakeholder interest for their children and students. The two highest areas of concern were retaining staff and providing visual and hands on instruction for students. To support this concern, funding will be utilized to retain staff at all building levels to maintain the continuity of services for our students. Additional funds will be spent to purchase

**American Rescue Plan/ESSER III - LEA Plan of Use Narrative**

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adaptive equipment to enhance the teaching process for all students, such as stand up desks for teachers, which will allow staff to see the entire class and identify when a student has a question or need . (Please see question number four to note how additional funds will be spent in effort to alleviate repetitive writing .)

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

MSCS conducted a community survey, and families indicated the following indicators: 6.3% English language learners; 7.6% experiencing homelessness; 9% in foster care; 26.9% students with disabilities; 11% 504 plan; and 37.2% low income. Responses ranked retaining staff, visual and hands on instruction of high importance, and suggestions were made to invest in the arts and elective "specials" classes. The district will purchase technology, gym equipment, band equipment, art materials, access to more reading materials (online and in-person), and hands on experience learning devices. All of these items will be available at school for students from low income families to obtain experiences they may not otherwise have at home or in the community. The district will also be purchasing alternative/flexible seating options in classrooms and social worker offices , better lighting for reading, adaptive equipment (marker boards, graph marker boards, Surface Pro 7) to provide more interaction between students and teachers, large TVs to aid in visuals, golf simulator/gym equipment, Open e-readers, and kindle paperwites. These items will assist with academics, social/emotional and mental health needs for all students, including English language learners, students with disabilities, students of color, students experiencing homelessness, migratory students and those in foster care.

**American Rescue Plan/ESSER III - Program Description**

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How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

Funds will support salaries and benefits for district administrators to implement procedures and systems to improve the preparedness and response efforts to the COVID-19 virus and for our transportation director to ensure that students are wearing masks on buses, buses are receiving appropriate cleaning and sanitation. Secretaries will perform daily temperature checks and communicate exposures, confirmed cases, masking requirements and attendance.

How will the use of ESSER III Funds promote equity?

The district will purchase a multitude of technology and equipment to increase hands on learning experiences. All of these items will be available at school for students from low income families to obtain experiences they may not otherwise have at home or in the community. We will also purchase alternative/flexible seating options in classrooms and social worker offices and adaptive equipment to promote equity in academics, social/emotional and mental health needs for every student.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Evidence-based programming will be selected that address each student group's needs. Programs will be purchased or developed after assessments are completed to find out the learning needs of the students impacted by Covid-19. Staff training will be implemented to insure all students needs are met and that our school is trained to provide the educational environment needed to support students impacted by Covid-19.

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Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

All evidence-based programs that are implemented are disaggregated by the identified groups within our student management system (Skyward) when appropriate. Other local collection supports are managed by the specific service provider. After the collection of data is complete the programs are evaluated by the appropriate personnel. Evaluation begins with the primary service provider and followed up by the appropriate building level administration.

How will the user of ESSER III Funds support returning students to the classroom?

Curriculum and Technology will be purchased that will help students overcome learning loss due to being out of the classroom. Staff will be adjusted to meet the needs of returning students and their educational needs such as extra sections of courses needs or social emotional support. Classrooms will be updated that improve through the educational environment students participate in through improved seating and classroom arrangement or additional room supports for learning.

**ARP/ESSER III  
Budget Summary  
For Morley Stanwood Community Schools**

Recipient Code	Grant Number	Project Number	CFDA Number	Starting Date	Ending Date	Fiscal Year
54040	213713	2122	84.425U	03/13/2020	09/30/2024	2021

Function Codes	FunctionTitles	Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Capital Outlay (6000)	Other Expenditures (7000)	Total
110	Basic Programs	\$939,902	\$815,642	\$49,583	\$461,128	\$38,300		\$2,304,555
120	Instruction - Added Needs							\$0
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$151,422	\$107,932		\$11,500			\$270,854
220	Instructional Staff Services	\$202,718	\$151,494					\$354,212
230	Support Services – General Administration	\$78,500	\$68,479					\$146,979
240	Office of the Principal	\$308,532	\$258,378					\$566,910
250	Business Support Services							\$0
260	Operations and Maintenance							\$0
270	Pupil Transportation Services	\$44,860	\$39,633					\$84,493
280	Central Support Services	\$81,901	\$74,749			\$23,600		\$180,250
290	Support Services – Other							\$0
310	Community Services – Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non–Public School Pupils							\$0
390	Other Community Services							\$0
	<b>SUBTOTAL</b>	<b>\$1,807,835</b>	<b>\$1,516,307</b>	<b>\$49,583</b>	<b>\$472,628</b>	<b>\$61,900</b>		<b>\$3,908,253</b>
450	Facilities Acquisition, Construction, and Improvements Indirect Costs						\$65,393	\$65,393
	<b>TOTAL</b>	<b>\$1,807,835</b>	<b>\$1,516,307</b>	<b>\$49,583</b>	<b>\$472,628</b>	<b>\$61,900</b>	<b>\$65,393</b>	<b>\$3,973,646</b>
	Total Allocation Amount							\$3,973,646

**Contact Information**

Business Office Representative

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Project Contact Person

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## ARP/ESSER III Budget Detail

ISD/Agency: Morley Stanwood Community Schools

District Code: 54040

Func. Code	Description	FTE / Hours(h)	Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Capital Outlay (6000)	Other Expenditures (7000)	Total
<b>110</b>	<b>Basic Programs</b>								
112	Promethean ActivePanel Nickel interactive whiteboards for classrooms grades 6-8 (3 wall mounted, 3 mobile)	0/0					\$32,004		\$32,004
113	85" Promethean Board for STEM Classroom - Includes installation	0/0					\$6,296		\$6,296
110	Sub-Total	0/0					\$38,300		\$38,300
<b>280</b>	<b>Central Support Services</b>								
284	Network servers	0/0					\$23,600		\$23,600
280	Sub-Total	0/0					\$23,600		\$23,600
	<b>Develop &amp; Implement Procedures and Systems to Improve Preparedness/Response efforts</b>								
<b>210</b>	<b>Pupil Support Services</b>								
212	Guidance Counselor to develop procedures to continue assisting juniors and seniors with college and career planning throughout the pandemic.	1/0	\$26,000	\$2,000					\$28,000
210	Sub-Total	1/0	\$26,000	\$2,000					\$28,000
<b>220</b>	<b>Instructional Staff Services</b>								
221	Technology Integration Coach to implement procedures for supporting staff with integration and implementation of advanced technological skills to increase student engagement and achievement in response to the pandemic, both in-person and virtually.	1/0	\$78,507	\$49,652					\$128,159
220	Sub-Total	1/0	\$78,507	\$49,652					\$128,159
<b>230</b>	<b>Support Services – General Administration</b>								
232	Administrative Assistant implement procedures and systems to improve the preparedness and response efforts of the school district.	0.5/0	\$23,500	\$25,152					\$48,652
232	Superintendent to develop and implement procedures and systems to improve the preparedness and response efforts of the school district.	0.5/0	\$55,000	\$43,327					\$98,327
230	Sub-Total	1/0	\$78,500	\$68,479					\$146,979
<b>240</b>	<b>Office of the Principal</b>								
241	Elementary Principal to implement procedures and systems to improve the preparedness and response efforts of the school district.	1/0	\$85,000	\$72,230					\$157,230
241	High School Principal to implement procedures and systems to improve the preparedness and response efforts of the school district.	1/0	\$83,640	\$72,368					\$156,008
241	Middle School Principal to implement procedures and systems to improve the preparedness and response efforts of the school district.	1/0	\$83,436	\$50,089					\$133,525
241	Elementary Secretary to perform daily temp checks and monitor students whom have been exposed to COVID.	1/0	\$39,124	\$42,096					\$81,220
241	High school Secretary to perform daily temp checks and monitor students whom have been exposed to COVID.	0.5/0	\$17,332	\$21,595					\$38,927
240	Sub-Total	4.5/0	\$308,532	\$258,378					\$566,910
<b>280</b>	<b>Central Support Services</b>								
284	Tech Director to create and implement procedures for managing the direction, coordination and integration of technology across the district in compliance with local, state and federal regulations and requirements in response to COVID.	1/0	\$65,650	\$60,836					\$126,486

280	Sub-Total	1/0	\$65,650	\$60,836		\$126,486
	Develop & Implement Procedures and Systems to Improve Preparedness/Response efforts	8.5/0	\$557,189	\$439,345		\$996,534
	Sub-Total					
	<b>Purchase of Educational Technology for Students Served by the LEA</b>					
<b>110</b>	<b>Basic Programs</b>					
111	Mystery Science 1 year subscription for teachers and students grades K-5 to have access to hands-on, common core science videos, lessons, assessments and digital handouts to assist with virtual and in-person learning. \$1199	0/0		\$1,199		\$1,199
111	Promethean ActivePanel Nickel interactive whiteboards for classrooms K-5 to increase student engagement, promote collaboration, and improve virtual and face-to-face learning. Each board \$4265 x 29 Total \$86182	0/0		\$86,182		\$86,182
111	Chromebox 4, surge protector and 100' extension cord for PE cart to utilize audio/video during gym class to enhance teaching and learning. Total \$322	0/0		\$322		\$322
111	Subscriptions/digital resources for K-5 staff to support curriculum subjects & increase achievement. Screencastify, Pear Deck, EdPuzzle and Gimkit Total \$5128	0/0		\$5,128		\$5,128
111	Purchase 20 I pads for use in kindergarten classrooms. \$300 x 20 \$6,000	0/0		\$6,000		\$6,000
112	Subscriptions/digital resources for grades 6-8 staff to support curriculum subjects & increase achievement. Screencastify, Pear Deck, EdPuzzle and Gimkit Total \$5128	0/0		\$5,128		\$5,128
112	Kindle Paperwhite without ads (18 x \$160 each) for grades 6-8 reading centers additional reading options. Total \$2880	0/0		\$2,880		\$2,880
112	C-Pen reader classroom set for struggling students to hear individual words and lines of text read aloud. \$2980	0/0		\$2,980		\$2,980
112	Kensington Presenter Expert to control presentations from any location in the classroom, creating mobility for staff. 12 x \$60 each. Total \$720	0/0		\$720		\$720
112	E-Glass (5 x \$1578) for middle school classrooms to help implement activities during long-term closures and increase engagement for face-to-face students. Total \$7890	0/0		\$7,890		\$7,890
113	E-Glass (5 x \$1578) for high school classrooms to help implement activities during long-term closures and increase engagement for face-to-face students. Total \$7890	0/0		\$7,890		\$7,890
113	Pilot X (5 x \$3600) for high school classrooms to help implement activities during long-term closures and increase engagement for face-to-face students. Total \$18,000	0/0		\$16,125		\$16,125
113	Educational technology to promote student interactions & create learning environments that connect students/teachers. Low income/students with disabilities will have access to materials not available outside of school. (See educational technology supply list doc in grant attachments.) Total \$2220	0/0		\$2,220		\$2,220
113	Hands on substantive educational activities to promote interactions between students/teachers and technological instruction to connect low income/students with disabilities to their peers. (See interactive technology supply list doc in grant attachments.) Total \$9145	0/0		\$9,145		\$9,145
113	Subscriptions/digital resources for grades 9-12 staff to support curriculum subjects & increase achievement. Screencastify, Pear Deck, EdPuzzle and Gimkit Total \$5128	0/0		\$5,128		\$5,128
113	Surface Pro 7 package with wireless connection for LCD projector for grades 9-12 classrooms to provide an interactive learning format and demonstrate how to solve problems while students can see each step. 4 sets x \$1000 each Total \$4000	0/0		\$4,000		\$4,000
110	Sub-Total	0/0		\$16,583	\$146,354	\$162,937
	Purchase of Educational Technology for Students Served by the LEA	0/0		\$16,583	\$146,354	\$162,937
	Sub-Total					
	<b>Providing Mental Health Services and Supports</b>					

210 Pupil Support Services						
216	Supplies and fidgets for elementary school social workers to utilize during student services \$2500	0/0			\$2,500	\$2,500
216	Supplies and fidgets for middle school social workers to utilize during student services \$4500	0/0			\$4,500	\$4,500
216	Supplies and fidgets for high school social workers to utilize during student services \$4500	0/0			\$4,500	\$4,500
216	High school social worker to support students with depression, anxiety and mental health issues due to the pandemic. Salary \$63,321 Benefits \$59,475 Total \$122,796	1/0	\$66,522	\$63,899		\$130,421
210	Sub-Total	1/0	\$66,522	\$63,899	\$11,500	\$141,921
	Providing Mental Health Services and Supports	1/0	\$66,522	\$63,899	\$11,500	\$141,921
	Sub-Total					
Other Activities Necessary to Maintain the Operation/Continuity of Services in the LEA						
110 Basic Programs						
111	Elementary teacher to maintain continuity of services	1/0	\$71,657	\$60,704		\$132,361
111	Elementary music teacher to maintain continuity of services	0.65/0	\$30,404	\$34,647		\$65,051
111	Elementary teacher to maintain continuity of services	1/0	\$69,961	\$60,191		\$130,152
111	Lego Education Spike Essential Kids (60 x \$275 each) and Lego BricQ Motion (60 x \$100) for students grades K-5 to explore STEAM hands-on concepts and acquire skills for problem-solving, perseverance, communication and group collaboration. Total \$13618	0/0			\$13,618	\$13,618
111	Magnetic whiteboards 4x8 (27 x \$645 each) to be utilized in PK-5th grade classrooms for communicating information, modeling learning and more. Students will use individually, in pairs and/or small groups to read and comprehend material and practice/demonstrate learning. Total \$18,000	0/0			\$18,000	\$18,000
111	Elementary art teacher to maintain continuity of services	0.65/0	\$48,786	\$44,512		\$93,298
111	Elementary gym teacher to maintain continuity of services	0.65/0	\$43,321	\$41,580		\$84,901
111	Elementary Spanish teacher to maintain continuity of services	0.65/0	\$52,295	\$46,396		\$98,691
112	Middle school art teacher to maintain continuity of services	0.35/0	\$26,269	\$23,968		\$50,237
112	Middle school Spanish teacher to maintain continuity of services	0.35/0	\$28,159	\$24,982		\$53,141
112	Middle school gym teacher to maintain continuity of services	0.35/0	\$23,327	\$22,389		\$45,716
112	Hands on science items for students grades 6-8 (and special education) including: erosion table, rockets, wind socks, mass kit, gliders and fog machine. Multiple kits total \$9800	0/0			\$9,800	\$9,800
112	Science books for middle school (50 x \$10 each)	0/0			\$500	\$500
112	Flexible seating for two full middle school classrooms. Total \$17924	0/0			\$17,924	\$17,924
112	Flexible furniture tables for special education. 18 x \$275 each Total \$4950	0/0			\$4,950	\$4,950
112	Manipulatives for social studies grades 6-8 including: gloves, national geographics magazines, atlases. etc. Total \$1650	0/0			\$1,650	\$1,650
112	Swooper Stools to utilize as flex seating for students grades 6-8. Two stools x \$750 each Total \$1500	0/0			\$1,500	\$1,500
112	Power strips for grades 6-8 classrooms for chromebooks charging. 14 x \$25 each Total \$350	0/0			\$350	\$350
112	Ukelele set and case for grades 6-8 music class. Set of 30. Total \$1901	0/0			\$1,901	\$1,901
112	Playground balls to be utilized for learning in grades 6-8 music class. 6 x \$30 Total \$150	0/0			\$150	\$150
112	Whiteboards/marker boards for students grades 6-8 to use in small group activities and aid in regular substantive educational interaction between students and their teachers. 250 x \$4 each Total \$1000	0/0			\$1,000	\$1,000
112	Teacher Pay Teacher Resources for middle school staff to enhance student lessons. \$250/teacher Total \$1000	0/0			\$1,000	\$1,000

112	Microscopes for middle school science students 30 x \$125 each Total \$4050	0/0				\$4,050		\$4,050
112	iMAC computer to be used in middle school staff workroom to run Cricut machine and for middle school Principal to have a secondary work area. \$3000	0/0				\$3,000		\$3,000
112	Math manipulatives for grades 6-8 and special education \$500/classroom Total \$1061	0/0				\$1,061		\$1,061
112	Lego STEM sets for grades 6-8 classrooms and additional sets for special education/CAT classrooms. 41 sets, Total \$13,000	0/0				\$13,000		\$13,000
112	Reading centers (including books and shelving) for grades 6-8 classrooms and special education classroom.	0/0				\$12,000		\$12,000
112	Additional 6th grade teacher for two semesters @ \$16,500/semester	0/0		\$33,000				\$33,000
112	IntelliScanner Classic for use in reading centers to track, search, check in and check out books. 4 x \$100 each Total \$400	0/0				\$400		\$400
112	Middle school music teacher to maintain continuity of services	0.35/0	\$16,371	\$18,657				\$35,028
112	Active learning stools for students in grades 6-8 (20 x \$165 each) to use as alternative seating with options to rock, wobble and tilt for needed movement during class. Total \$3300	0/0				\$3,300		\$3,300
113	Keyboard system x 2 (\$4,800), Music cart stand/chair movers (\$2,722), and double podium (\$1,302) to allow for band education to be more hands on and appropriate for all learners. Total \$6034	0/0				\$6,034		\$6,034
113	2x3 whiteboards/marker boards for students grades 9-12 to use in small group activities and aid in regular substantive educational interaction between students and their teachers. 40 x \$8 each Total \$300	0/0				\$300		\$300
113	Graph marker boards to practice graphine lines and provide educational interaction in grades 9-12 math classrooms. 3 boards x \$200 each Total \$600	0/0				\$600		\$600
113	Pottery wheels for grades 9-12 art students for hands on projects and unique experiences. 4 wheels x \$2000 Total \$8000	0/0				\$8,000		\$8,000
113	FlinnPREP Inquiry Lab Kits for Physics to provide hands on activities in grades 9-12 classroom and combine benefits of classroom, laboratory and digital learning. Total \$2045	0/0				\$2,045		\$2,045
113	Assorted supplies to provide hands on activities in grades 9-12 science classroom and combine benefits of classroom, laboratory and digital learning. (See Physics supply list document in grant attachments.)Total \$2657	0/0				\$2,657		\$2,657
113	Assorted supplies for grades 9-12 gym class to address physical needs of students with disabilities and low income families to learn sports and importance of a healthy, active lifestyle. (See phys ed supply list document in grant attachments). Total \$21195	0/0				\$21,195		\$21,195
113	Supplies and materials for academic success coach to assist students with future planning Total \$1,500	0/0				\$1,500		\$1,500
113	High school gym teacher to maintain continuity of services	1/0	\$53,376	\$34,800				\$88,176
113	High school band teacher to maintain continuity of services	1/0	\$76,257	\$69,126				\$145,383
113	High school STEM teacher to maintain continuity of services	1/0	\$76,257	\$69,126				\$145,383
113	High school art teacher to maintain continuity of services	1/0	\$58,205	\$59,438				\$117,643
113	High school Spanish teacher to maintain continuity of services	1/0	\$47,775	\$35,528				\$83,303
110	Sub-Total	11/0	\$722,420	\$646,044	\$33,000	\$151,485		\$1,552,949
<b>270</b>	<b>Pupil Transportation Services</b>							
271	Transportation Director to maintain continuity of services.	1/0	\$44,860	\$39,633				\$84,493
270	Sub-Total	1/0	\$44,860	\$39,633				\$84,493
<b>280</b>	<b>Central Support Services</b>							
284	Tech Asst to assist with coordination of technology	1/0	\$16,251	\$13,913				\$30,164
280	Sub-Total	1/0	\$16,251	\$13,913				\$30,164
	Other Activities Necessary to Maintain the Operation/Continuity of Services in the	13/0	\$783,531	\$699,590	\$33,000	\$151,485		\$1,667,606

LEA  
Sub-Total

Addressing Learning Loss Among Students						
<b>110</b>	<b>Basic Programs</b>					
113	Virtual summer school teachers (2 x \$3500) for extended learning opportunities for students experiencing learning loss to help regain credits towards graduation. Stipend \$7000 Benefits \$2636 Total \$9636	0/42	\$7,000	\$2,636		\$9,636
113	Purchase 90 chromebooks for 9th grade 1:1 computing to enhance tech availability for instruction/assessment & to supplement interventions with online tools to raise achievement. \$400 x 90 = \$36000	0/0			\$36,000	\$36,000
110	Sub-Total	0/42	\$7,000	\$2,636	\$36,000	\$45,636
	Addressing Learning Loss Among Students Sub-Total	0/42	\$7,000	\$2,636	\$36,000	\$45,636
Implementing Evidence-Based Activities						
<b>110</b>	<b>Basic Programs</b>					
111	K-5 Social Studies Curriculum (to be determined by committee) to give students an understanding of the real world around them. Students learn about places, cultures, and events around the world, what conspired to make them the way they are, and can make inferences about how the rest of the world works. Est cost of full K-5 curriculum \$65,000	0/0			\$65,000	\$65,000
113	AMEND Science curriculum for grades 9-12 - SAVVAS Learning Science curriculum is aligned with Next Generation Science Standards (NGSS) and STEM learning. Savvas Science materials, instruction and assessments engage students in real-world, natural phenomena. Students build scientific knowledge by applying Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts through inquiry-based learning.	0/0			\$59,189	\$59,189
110	Sub-Total	0/0			\$124,189	\$124,189
	Implementing Evidence-Based Activities Sub-Total	0/0			\$124,189	\$124,189
Providing Information and Assistance to Parents and Families						
<b>110</b>	<b>Basic Programs</b>					
111	Virtual learning support elementary paraprofessional to work with remote-learning students during pandemic.	0/1	\$17,115	\$21,385		\$38,500
110	Sub-Total	0/1	\$17,115	\$21,385		\$38,500
<b>220</b>	<b>Instructional Staff Services</b>					
222	Virtual learning support paraprofessional to work with middle and high school remote-learning students during pandemic. Salary \$19,748 and Benefits \$16,518 Total \$36,266	1/0	\$20,364	\$18,759		\$39,123
220	Sub-Total	1/0	\$20,364	\$18,759		\$39,123
	Providing Information and Assistance to Parents and Families Sub-Total	1/1	\$37,479	\$40,144		\$77,623
School Facility Repairs and Improvements to Reduce Risk of Virus Transmission						
<b>110</b>	<b>Basic Programs</b>					
112	Science tables and stools for middle school science classrooms. 4 tables x \$400 each \$1600; 10 stools x \$150 each \$1500. Total \$3100	0/0			\$3,100	\$3,100
110	Sub-Total	0/0			\$3,100	\$3,100
	School Facility Repairs and Improvements to Reduce Risk of Virus Transmission Sub-Total	0/0			\$3,100	\$3,100
Monitor Student Academic Progress to Identify Students Who Need More Help						
<b>110</b>	<b>Basic Programs</b>					
113	At-risk math teacher to monitor academic progress, identify students who need more help to ensure students demonstrate proficiency for career and college readiness.	1/0	\$47,775	\$47,749		\$95,524

113	At-risk English teacher to monitor student progress and identify students who need more help to ensure students demonstrate proficiency for career and college readiness.	1/0	\$47,775	\$35,529					\$83,304
113	At-risk English teacher to identify students who need more help and ensure students demonstrate proficiency for career and college readiness.	1/0	\$40,000	\$3,069					\$43,069
113	At-risk math teacher to identify students who need more help and ensure students demonstrate proficiency for career and college readiness.	1/0	\$57,817	\$59,230					\$117,047
110	Sub-Total	4/0	\$193,367	\$145,577					\$338,944
<b>210</b>	<b>Pupil Support Services</b>								
212	Academic Success Coach to assist with monitoring student academic, career & college progress by identifying/reducing barriers to future goals while working with families, teachers, staff, colleges and community-based resources.	1/0	\$58,900	\$42,033					\$100,933
210	Sub-Total	1/0	\$58,900	\$42,033					\$100,933
<b>220</b>	<b>Instructional Staff Services</b>								
221	AMEND Curriculum Director to monitor student academic progress and identify students needing more help.	1/0	\$103,847	\$83,083					\$186,930
220	Sub-Total	1/0	\$103,847	\$83,083					\$186,930
	Monitor Student Academic Progress to Identify Students Who Need More Help	6/0	\$356,114	\$270,693					\$626,807
	Sub-Total								
	Indirect Costs \$							\$65,393	\$65,393
	<b>Grand Total</b>	<b>29.5/43</b>	<b>\$1,807,835</b>	<b>\$1,516,307</b>	<b>\$49,583</b>	<b>\$472,628</b>	<b>\$61,900</b>	<b>\$65,393</b>	<b>\$3,973,646</b>
	Allocation								\$3,973,646