













**ARP ESSER - Budget**

Magic City Acceptance Academy, American Rescue Plan (ARP) ESSER - Fiscal Year

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	Salaries (010 199)	Employee Benefits (200 299)	Purchased Services (300 399)	Materials + Supplies (400 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 929)	Other Fund Uses (931 999)	Total	
<b>Instruction (1100)</b>	98,918.00	6,600.00	0.00	26,804.40	0.00	0.00		0.00	0.00	132,322.40	<b>Instruct (1100)</b>
<b>Attendance Services (2110)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Attendat Services</b>
<b>Guidance and Counseling Services (2120)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Guidanc Counseli Services</b>
<b>Testing Services (2130)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Testing (2130)</b>
<b>Health Services (2140)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Health S (2140)</b>
<b>Social Services (2150)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Social S (2150)</b>
<b>Work Study Services (2160)</b>										0.00	<b>Work St Services</b>
<b>Psychological Services (2170)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Psycholo Services</b>
<b>Speech Pathology and Audiology Services (2180)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Speech Patholog Audiolog Services</b>
<b>Other Student Support Services (2190)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Other St Support (2190)</b>
<b>Instructional Improvement and Curriculum Development</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Instruct Improve and Curri Develop</b>
<b>Instructional Staff Development Services (2215)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Instruct Staff Develop Services</b>
<b>Educational Media Services (2220)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Educatio Media S (2220)</b>
<b>Other Instructional Staff Services (2290)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Other Instruct Staff Ser (2290)</b>

School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Adminis (2300-2
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security (3100)
Operations and Maintenance (3200 - 3900)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operatic Mainten: (3200 - 3
Student Transportation (4100 - 4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transpo (4100 - 4
Food Services (4200-4299)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Food Sei (4200-4
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	General Adminis (6000-6
Capital Outlay - Real Property (7000-7999)					0.00					0.00	Capital C Real Pro (7000-7
Debt Service - Long Term (8000-8999)										0.00	Debt Ser Long Ter (8000-8
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Ed (9110)
Community Education (9120)										0.00	Commur Educatio (9120)
Extended Day/Dependent Care (9130)	16,000.00	3,243.20	12,337.40	2,000.00	0.00	0.00		0.00	0.00	33,580.60	Extende Day/Dep Care (91
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Prescho (9140)
Other Adult/Continuing Education Programs (9150 - 9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/C Educatio Program (9199)
NonPublic School Programs (9200)										0.00	NonPubl Program
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Commur Services (9399)
<b>Total</b>	<b>114,918.00</b>	<b>9,843.20</b>	<b>12,337.40</b>	<b>28,804.40</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>165,903.00</b>	<b>Total</b>
<b>Adjusted Allocation</b>										<b>132,322.40</b>	
<b>Remaining</b>										<b>(33,580.60)</b>	

**SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE**

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

3.) Challenging Curricula

## ARP ESSER - Application Details

Magic City Acceptance Academy, American Rescue Plan (ARP) ESSER - Fiscal Year 2022 (Rev 1)

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### Cover Page

#### Superintendent of Schools

Name \*

#### ARP ESSER Point of Contact

Name \*

Role \*

Phone \*

Ext

### Required Narratives

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

#### Required Narratives

Select an Option \*  ▼

How does the LEA plan to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning?

MCAA has implemented the following Prevention and mitigation strategies in order to contiguously and safely operate and reduce the transmission of covid in person learning:

\*digital instructional resources to support remote academic learning for any students who may not be able to attend school in-person for health reason.

\*purchasing hand sanitizer stands for students and staff to have access

\*masks, cleaning solutions for our sprayers, hand sanitizer, antibacterial soap, and other cleaning supplies as needed to keep students and employees safe

\*Teacher unit to Reduce the class size

The district will continue to monitor all guidelines provided by health and education agencies to employ the most up to date prevention and mitigation strategies.

How will the LEA ensure that the evidence-based interventions will address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care) and those who are particularly impacted disproportionately by the COVID-19 pandemic?

ARP ESSER III funds will be used to provide interventions that respond to the academic, social, emotional, and mental health needs of all students. Data will be reviewed bi-weekly and data meetings will be held every 6

weeks to discuss classroom data. MTSS/RTI meetings will also be held each month to discuss individual student data and needs. We will continue to use NWEA Map assessment to drive instructional decisions. FY 22 Funds will be used to purchase Nearpod/Flocabulary to give teachers a real-time insight into student understanding through interactive lessons, interactive videos, gamification, and activities. Teachers & instructional leaders will receive professional training to implement Nearpod integrated instruction.

Nearpod will support the following ACIP strategic themes/initiative:

\*Student social emotional needs: implementation of restorative practices

\*Parent engagement: lessons designed to teach parents instructional concepts to support their child's academic progress

How will the LEA comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a)?

The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER program.

MCAA does not discriminate on the basis of gender, race, color, national origin, disability or age as evidenced by the students that participate in our programs. We serve all students equitably. To ensure that all students are protected from COVID 19, the following mitigation measures will be followed: Information will be posted on our website and put on through social media that masks are recommended but not mandated. Cleaning supplies, masks, sanitizing wipes, hand sanitizer, tissues, and liquid hand soap will be provided to all faculty and staff in the district.

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

Expenditure reports will be submitted. Superintendent will sign all POs issued by our system. All of our financial statements will be accessible to all stakeholders upon request.

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

To support MCAA's strategic goals/initiatives to improve academic growth, professional development, & school climate/culture. MCAA recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. will focus on developing effective partnership with parents, students to successfully identify student's most impacted by Covid-19.

Data sources:

1.) School Engagement initiative: The launch of the "Together We R.I.S.E." campaign will increase family & community engagement in students learning journey. This initiative will foster an open and communicative environment with parents & form a link between the classroom and the home by providing various opportunities for the families and community stakeholders to actively engage in addressing our student's academic and social emotional needs. The more engaged & involved parents are will significantly increase their ability to providing accurate and effective feedback on the academic and social emotional needs of their student.

2.) Parent & Teacher Surveys: POSSIP Student Comprehensive Needs Assessments, parents, & teachers will complete monthly surveys to POSSIP is a multi-lingual engagement platform used to gather real time feedback from parents, teachers, and students. School leaders will utilize the data to identify at risk students and make informed decisions on best practices to close the achievement gaps.

3.) Student Feedback: Students will participate in monthly comprehensive-needs assessments from the Kelvin interactive platform. This data will help leadership identify with details on students comprehensive needs assessment, to continuously survey the culture, climate, and needs of all students. This data will be used to improve the climate/culture, student achievement, and increase prosocial behaviors/attitudes towards school. As a result, the stress and depression rates among students will decline creating a safe learning environment for all students to learn.

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

<https://www.magiccityacceptanceacademy.org/intent-to-return>

### **LEA Reservation to Address Loss of Instructional Time**

LEAs must reserve at least 20 percent of funds to address loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Addressing the Loss of Instructional Time can occur before the school day, during the school day, after the school day, on weekends, or during the summer. All items budgeted in this section must be addressing the loss of instructional time. In order to address the loss of instructional time, a student must be gaining missed instruction while not losing out on current year instruction.

For the 20% reservation to address the loss of instructional time, the following interventions are allowable:

- A. Summer Learning & Summer Enrichment Programs
- B. Extended Day Programs
- C. Comprehensive After-School Programs
- D. Extended School Year Programs
- E. Other

**Budget Amount & Details for 20% Reservation**

* 20% Reservation Budgeted in FY21 Application	20% Reservation Expended in FY21 (Amount Not Included in Carryover)	20% Reservation Required in FY22
\$0.00	0.00	\$0.00

**Intervention A (Summer Learning & Summer Enrichment Programs)**

Provide the following information for the for Intervention A (Summer Learning & Summer Enrichment Programs):

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

MCAA will allocate 20% of ARP funds

to implement and facilitate an evidence-based summer learning and enrichment programming will focus on the academic and non-academic barriers for students in grades 6-8 most impacted by the COVID-19 pandemic, and will operate 4 days a week for 4 hours each day for a duration of four weeks. For four weeks during the summer, students will engage in project based learning activities that support reading & writing literacy, math numeracy, math related science, and integrated art content 4 days a week for 5 hours a day.

MCAA's summer enrichment program, Full S.T.E.A.M. Ahead, will be an integrated approach to learning specifically designed to expand the instructional access of underserved student groups by making connections between standards, assessment, and lesson design/implementation. It will incorporate Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking while helping students identify their achievement gaps. The main outcome is to provide students with the necessary tools to think critically, and have a design approach towards real-world problems while building on their math, ELA, and science base.

A partnership has been formed with "The March Quilts", a community-based art organizations, to facilitate a community art project with students once a week to shed light on themes of human and civil rights through the medium of quilting.

Student will participate in enriching field trips that will contribute to their development into young adults who possess more knowledge about art, have stronger critical-thinking skills, exhibit increased historical empathy, display higher levels of tolerance, and have a greater taste for consuming art and culture. The community partnerships with the Birmingham Museum of Art, McWane Center, and Birmingham Museum of Flight will offer in-field learning opportunities that extend students learning in a more unstructured learning environment.

This enrichment program will be lead by a program coordinator who will integrate professional training, technical assistance, and build capacity and support quality improvements and support the data collection and evaluation of out-of-school time initiatives.

Funds will cover salaries and benefits for Enrichment Instructors (4 FTEs) to provide remediation/intervention/acceleration instruction to students during the summer school program. The instructors will implement personalized learning experiences that will enhance learning and improve academic achievement for underrepresented student subgroups impacted by Covid-19. Material and supplies will include, but not limited to, student journals, supplies to conduct hands on learning experiments and to fund student admissions for off site enrichment opportunities that are aligned with the curriculum and standards.

Summer FY 2022-(9130/400-499) Material & Supplies \$500

Summer FY 2023: (9130/010-199) Summer enrichment Instructor Salaries \$5500.00; (9130/200-299) Benefits \$1114.85; (9130/300-399) Purchased services \$ 3000;

(9130/400-499) Material & Supplies \$500

Summer FY 2024 (9130/010-199) Summer Enrichment instructors Salaries \$5500; 9130(200-299) Benefits \$ 1114.85; (9130/300-399) Purchased Services \$3000;

Total \$20,229.70 - (9130 (010-199) \$11,000; 9130(200-299) \$2,229.70; 9130(300-399) \$6000; 9130(400-499) \$1000

Total FTEs-4

### **Intervention B (Extended Day Programs)**

Provide the following information for the for Intervention B (Extended Day Programs):

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

N/A

### **Intervention C (Comprehensive After-School Programs)**

Provide the following information for the for Intervention C (Comprehensive After-School Programs):

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

MCAA will allocate the 2021-22 ARP ESSER State Reserve funds to implement and facilitate the Academic Boot Camp after school enrichment program. This program is an -

-based comprehensive program that will provide before and after school personalized enrichment support that will address the disproportionate impact of COVID-19 on various student groups, to include but not limited to, \*Students performing below grade level proficiency in ELA and Math \*Students from low-income families \*Students from underserved student groups by race and ethnicity \*Gender Student who Identify with LGBTQ+ \*English learners \*Children with disabilities \* Students experiencing homelessness \*Students in foster care \*Migratory students \*Students involved in the criminal justice system \*Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years \*Students who did not consistently participate in remote instruction when offered during school building closures.

MCAA's Academic Boot Camp will operate during the Spring 2022 and will provide 60 minutes of instructional support 5 days a week for 6-8 grade students. This comprehensive program will focus on the academic and non-academic barriers for students most impacted by the COVID-19 pandemic. The Academic Boot Camp will provide ELA and Math enrichment opportunities that respond to students' academic, social, emotional, and mental health needs. Teachers will facilitate and support students by using various instructional strategies, such as, manipulatives, digital learning platforms, and modeling to help students comprehend abstract ideas. The intended outcome is to build students confidence by giving them useful tools to solve problems independently and feel more successful in whole group instruction with their peers.

These ARP funds will support the salaries and benefits for 5 tutors. The tutors will effectively enhance students learning experience and improve student academic achievement, funds will purchase general & academic supplies to include, but not limited to: pencils, notebooks, glue, color pencils, copy paper, instructional manipulatives.

FY 23: (9130/010-199) 5 After school Tutor Salaries \$2500; 9130(200-299) Tutor Benefits \$ 506.75; 9130(400-499) Material and Supplies \$500;

FY 24 (9130/010-199) 5 After school Tutor Salaries \$2500; 9130(200-299) Tutor Benefits \$ 506.75; 9130(400-499) Material and Supplies \$500;

Total \$14,350.90 9130(010-199) \$5000; 9130(200-299) \$1013.50; (400-499) \$1000

Total FTes-5

### **Intervention D (Extended School Year Programs)**

Provide the following information for the for Intervention D (Extended School Year Programs):

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

N/A

### **Intervention E (Other)**

Provide the following information for the for Intervention E (Other):

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

## Remaining ARP ESSER Fund Uses

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

### Budget Amount & Details for Additional Uses

ARP ESSER Carryover Allocation for FY22	20% Reservation Required in FY22	Amount Remaining for ARP Additional Uses
\$0.00	\$0.00	<b>\$0.00</b>

#### Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

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

For Fy 22, Funds will be used to pay the salaries and benefits for 2 ELA teachers (2.0 FTEs) to meet the instructional needs of students needing academic support in English Language Arts.

FY 22 Two ELA teacher salaries 1100(010-199) \$98,918.00 Benefits (\$6,600.00)=Total \$105,518.00

#### Category 2 (Technology & Online Subscriptions)

Provide the following information for Category 2 (Technology & Online Subscriptions):

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

In Fy 22, Funds will be used to purchase an online subscription to Nearpod which will help reduce the achievement gaps caused by loss of learning time during Covid by giving students an opportunity to understand academic content through interactive lessons and gamification. Included formative assessments will enable teachers to rapidly identify student deficits and provide intensive intervention and remediation strategies aligned to student needs. In addition, the Nearpod system will also give teachers and opportunity to provide differentiated lessons via the online platform.

FY 22 1100 (400-499) NEARPOD Online Subscription-Total \$26,804.00

#### Category 3 (Facility Improvements)

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

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

N/A

#### Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):

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

N/A

#### Category 5 (Curriculum Materials & Assessments)

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

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)



5) Itemized Budget using Function & Object Codes (must match Budget Grid)

Purchased services for digital resources that provide academic enrichment services to support at risk students to meet state academic standards. Services may included but are not limited to... Studies Weekly is a standards based curriculum resource that integrates Reading Informational and language content with Social Studies, Science and Social Emotional Learning in a periodical format aligned to state standards and frameworks, provides Consumable and Hands-On student practice opportunities organized through themes that are culturally relevant.

Fy 23-(9130/300-399) Purchased services \$3168.70

FY 24-(9130/300-399) Purchased services \$3168.70

Total-\$6337.40

**Category 6 (Parent & Family Engagement Activities)**

Provide the following information for Category 6 (Parent & Family Engagement Activities):

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

N/A

**Category 7 (Other)**

Provide the following information for Category 7 (Other):

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

N/A

**Category 8 (Other)**

Provide the following information for Category 8 (Other):

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

N/A

**Category 9 (Other)**

Provide the following information for Category 9 (Other):

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

N/A

**Category 10 (Other)**

Provide the following information for Category 10 (Other):

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

N/A

**Category 11 (Other)**

Provide the following information for Category 11 (Other):

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

N/A



**Category 12 (Other)**

Provide the following information for Category 12 (Other):

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

N/A

**Administrative Costs**

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

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

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

N/A

**Indirect Costs**

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

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

% - Unrestricted Indirect Cost Rate for LEA

Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid  
N/A











Amount Budgeted for Indirect Costs on FY22 Application

## Related Documents

Magic City Acceptance Academy, American Rescue Plan (ARP) ESSER - Fiscal Year 2022 (Rev 1)

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\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for 20% Reservation (ALL Federally Paid Personnel)	<a href="#">Afterschool Enrichment Tutors</a>
 	Job Descriptions for Remaining ARP ESSER Fund Uses (ALL Federally Paid Personnel)	<a href="#">ELA Job Descriptions</a>
 	Evidence-based Supporting Documentation for 20% Reservation	<a href="#">Nearpod</a>
 	Supporting Documentation #1	<a href="#">20% Reserve Summer School Teacher</a>
 	Supporting Documentation #2	<a href="#">Studies Weekly</a>

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**ARP ESSER State Reserve - Budget**

Magic City Acceptance Academy, American Rescue Plan (ARP) ESSER - Fiscal Year

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	Salaries (010 199)	Employee Benefits (200 299)	Purchased Services (300 399)	Materials + Supplies (400 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 929)	Other Fund Uses (931 999)	Total	
<b>Instruction (1100)</b>	46,002.00	9,324.60	0.00	5,542.20	0.00	0.00		0.00	0.00	60,868.80	<b>Instruct (1100)</b>
<b>Attendance Services (2110)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Attendat Services</b>
<b>Guidance and Counseling Services (2120)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Guidanc Counseli Services</b>
<b>Testing Services (2130)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Testing (2130)</b>
<b>Health Services (2140)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Health S (2140)</b>
<b>Social Services (2150)</b>	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	<b>Social S (2150)</b>
<b>Work Study Services (2160)</b>										0.00	<b>Work St Services</b>
<b>Psychological Services (2170)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Psycholo Services</b>
<b>Speech Pathology and Audiology Services (2180)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Speech Patholog Audiolog Services</b>
<b>Other Student Support Services (2190)</b>	2,000.00	405.40	0.00	2,640.00	0.00	0.00		0.00	0.00	5,045.40	<b>Other St Support (2190)</b>
<b>Instructional Improvement and Curriculum Development</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Instruct Improve and Curri Developi</b>
<b>Instructional Staff Development Services (2215)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Instruct Staff Developi Services</b>
<b>Educational Media Services (2220)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Educatio Media S (2220)</b>
<b>Other Instructional Staff Services (2290)</b>	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	<b>Other Instruct Staff Sei (2290)</b>

School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Adminis (2300-2
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security (3100)
Operations and Maintenance (3200 - 3900)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operatic Mainten: (3200 - 3
Student Transportation (4100 - 4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transpo (4100 - 4
Food Services (4200-4299)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Food Sei (4200-4
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Adminis (6000-6
Capital Outlay - Real Property (7000-7999)										0.00	Capital C Real Pro (7000-7
Debt Service - Long Term (8000-8999)										0.00	Debt Ser Long Ter (8000-8
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Ed (9110)
Community Education (9120)										0.00	Commur Educatio (9120)
Extended Day/Dependent Care (9130)	24,500.00	4,966.15	10,696.10	2,616.55	0.00	0.00		0.00	0.00	42,778.80	Extende Day/Dep Care (91
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Prescho (9140)
Other Adult/Continuing Education Programs (9150 - 9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Ci Educatio Program (9199)
NonPublic School Programs (9200)										0.00	NonPubl Program
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Commur Services (9399)
<b>Total</b>	<b>72,502.00</b>	<b>14,696.15</b>	<b>10,696.10</b>	<b>10,798.75</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>108,693.00</b>	<b>Total</b>
<b>Adjusted Allocation</b>										<b>21,524.49</b>	
<b>Remaining</b>										<b>(87,168.51)</b>	

**SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE**

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## ARP ESSER State Reserve - Application Details

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### Required Narratives

LEAs are required to choose one of the options from the drop down box in this section. If an LEA chooses to make changes to the required narratives approved from the FY21 application, the LEA must include an updated required narrative from the approved FY21 application, the LEA is assuring that all of the information provided in the required narratives from the FY21 application is still true and correct for FY22.

#### Required Narratives

Select an Option

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve and how the LEA will address them from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

The Magic City Acceptance Academy is a Birmingham-based public charter school whose doors opened on August 2021 serving students 6-12 grade. MCAA students engage in personalized instruction and social-emotional education, achieve individual success, and take ownership of their future in a brave, LGBTQ-affirming learning environment. Our 3 foundational pillars include: trauma-informed practices, social-emotional learning,

The LEA is committed to continuous growth and improvement and will focus on 3 strategic themes for the 2021-22 school year: student academic growth, positive school culture/climate, and professional development. We address the cumulative impact of Covid-19 pandemic on students' academic achievement & mental health. Students experienced learning loss due to being separated from traditional learning environments and the prior learning environments lacked a school climate in which diverse needs affirmed their cultural, socioeconomic, gender, and other lifestyle differences. They experienced trauma, isolation, and rejection which may

MCAA will utilize the ARP ESSER State Reserve funds to close the achievement gap of all students performing below grade-level proficiency due to the impact of Covid-19. We intend to increase academic outcomes through a one-size-fits-all approach doesn't effectively support the diverse needs of our students or educators. Each and every child has unique unfinished learning and has experienced different learning models throughout their lives. Formative & summative assessments and survey screeners will be administered to provide real-time data that will be used to inform decisions school-wide.

- 1.) Three major priorities to support all student groups are: \*Accelerate Learning: Identifying unfinished learning and barriers to learning; 2. Personalize Supports: Personalizing supports for students, educators, and families; 3. Address Learning Loss: Identifying underserved groups disproportionately impacted by pandemic. Students from low-income families, students from underserved student groups by race and ethnicity, gender, student who are migratory students, students involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not complete school.
- 3.) All Student Groups
  - Critical Initiatives: \*High-quality, Aligned Curriculum that allows for culturally-responsive adaptations; \*Project Based Learning; \*Parent Engagement Campaign; \*MTSS/Data Analysis; \*Social-Emotional Learning; \*Community Based Partnerships: Magic City Wellness Center youth & adolescent mental health service; Birmingham AIDS Outreach (BAO) wrap-around resources for students & educators; New Schools
- 4.) Underserved Student Groups
  - Critical Initiatives: Evidence-based Summer Learning & Enrichment; After-school Tutoring; Mentoring Program; Alternative Learning; Access Credit Recovery; In-home Technology Access (hot spots); Community Based Partnerships: \*Virtual Access; \*Mentoring Program; \*T-mobile; \*Apollo Cares; \*The March Quilts, Birmingham Museum of Art, Birmingham Southern Museum of Flight, McWane Center

Indicate the data sources the LEA used to identify the students most in need of the program(s) and the extent to which the LEA will evaluate the impact of the program(s).

To support MCAA's strategic goals/initiatives to improve academic growth, professional development, & school climate/culture, MCAA recognizes that seeking input from diverse stakeholders is essential to developing effective partnerships with parents, students to successfully identify students most impacted by Covid-19.

Data sources:

- 1.) School Engagement Initiative: The launch of the Together We Rise campaign will increase family & community engagement in students' learning journey. This initiative will foster an open and communicative relationship between families and community stakeholders to actively engage in addressing our students' academic and social-emotional needs. The more engaged & involved parents are, they will significantly increase their ability to provide support and resources for their children.
- 2.) Parent & Teacher Surveys: POSSIP Student Comprehensive Needs Assessments: parents & teachers will complete monthly surveys to POSSIP, a multi-lingual engagement platform used to gather real-time informed decisions on best practices to close the achievement gaps.
- 2.) Student Feedback: Students will participate in monthly comprehensive needs assessments from the Kelvin interactive platform. This data will help leadership identify, with details on students' comprehensive climate/culture, student achievement, and increase prosocial behaviors/attitudes towards school. As a result, the stress and depression rates among students will decline, creating a safe learning environment for all.

3.) NWEA MAP Growth Assessment provides universal screening, progress monitoring, and goal setting data to move every student forward in Reading & Math. This platform will allow MCAA to review student per Growths formative & summative will drive daily instruction allowing teachers to provide more indiv dualized learning paths that will target student's specif c needs.

4.) Eureka Math and Engage New York will enable us to determine students' standard mastery and deficits. Data teams will use data to provide multi-tiered support and individualized learning plans for all student

5.) The PowerSchool platform will prov de a data driven approach by tracking student attendance daily. We will use this data to qu ckly address issues related to student absences and attendance. Reviewing this d positive impact on student academ c growth, emotional wellness as well as cultivating student teacher partnerships.

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage

- 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- 2) students who d d not consistently participate in remote instruction when offered during school building closures.

Since the 2021-22 school year is MCAA's inaugural year of operation, the LEA lacks sufficient data to identify students who inconsistently participated in remote instruction and/or who were chronically absent during

1.) PowerSchool Attendance: For students

Parent & Teacher Surveys: POSSIP Student Comprehensive Needs Assessments, parents, & teachers will complete monthly surveys to POSSIP is a multi-lingual engagement platform used to gather real time feedba decisions on best practices to close the achievement gaps.

parent feedback on the Possip platform and student feedback on the Kelvin platform to identify students who missed the most in-person & lacked participation during remote instruction during Covid related school have missed 3 or more days each week by submitting attendance Google Form. Parents will be contacted.

MCAA will engage the identified students by referring students to following programs/partnerships:

\*\*\*Use of the PBIS and Restorative practice discipline reports & referrals rates will be used to refer students to programs such as Big Brother, Big Sister, Mag c C ty Acceptance Academy and services provided by ou Daily tracking of student attendance will help identify students who are at risk of learning gaps due to poor attendance.

Thriveway Peer Helper Program- Peer Helpers is an ev dence-based program that takes a comprehensive, two-tiered approach to promoting the mental health of our youth, as well as reducing youth violence and su skills to help them identify, commun cate with, and support their at-risk classmates. The program covers many of the issues that affect our youth today, such as: bullying, divorce, family illness, body image, grief a prevention and support program. Students will be empowered to be academically, socially, and emot onally successful. This program will also help students recognize and resolve conflict at home and at school; to v

MCAA's Comprehensive Wellness suite will provide students with additional social-emot onal and academ c support.

MCAA will use Esser funds to prov de add t onal hotspots for Mobile Internet Usage & Data that will enhance students' learning environment at home. MCAA will use surveys to identify students and families in need a

P & A University (parent and allies) workshops and seminars to enable our parents to provide academ c, as well as social emotional wellness support to their child(ren). This forum will give our faculty, staff and fan pertaining to academic content, testing, career readiness, college preparedness, trauma, diversity and other topics pertaining to the needs of our students will be presented.

### **ARP ESSER State Reserve Allocation to Address Loss of Instructional Time**

The ALSDE is prov ding a State Reserve allocat on to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to student subgroups.

For the ARP ESSER State Reserve allocation, the following is required:

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

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

#### **Budget Amount & Details for Summer Enrichment Programs**

<b>Summer Enrichment Programs Budgeted in FY21 Application</b>	<b>Summer Enrichment Programs Expended in FY21 (Amount Not Included in Carryover)</b>	<b>Summer Enrichment Programs Re</b>
\$18,984.00	0.00	<b>\$18,984.0</b>

Provide the following informat on for Summer Enrichment Camps:

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

\* MCAA will allocate the ARP ESSER State Reserve funds to implement and facil tate an evidence-based summer learning and enrichment programming will focus on the academic and non-academ c barriers for stude duration of four weeks For four weeks during the summer students will engage in project based learning activities that support reading & wr ting l tery math numeracy math related science and integrated art

MCAA's summer enr chment program will be an integrated approach to learning specifically designed to expand the instructional access of underserved student groups by making connect ons between standards, a use of Science and Social Studies platforms which will serve as access points for guiding student inquiry dialogue and crt cal thinking while helping students identify their achievement gaps The main outcome is t building on their math, ELA, and science base.

A partnership has been formed with The March Quilts a community based art organizations to facil tate a community art project w th students once a week to shed light on themes of human and civil rights thro

Student will participate in enriching field trips that will contribute to their development into young adults who possess more knowledge about art, have stronger critical-thinking skills, exhibit increased historical er community partnerships with the Birmingham Museum of Art McWane Center and Birmingham Museum of Flight will offer in field learning opportunities that extend students learning in a more unstructured learn

This enrichment program will be lead by a program coordinator who will integrate professional training, technical assistance, and build capacity and support quality improvements and support the data collection a

Funds will cover salaries and benefits for Enrichment Instructors (4 FTEs) to provide remediation/intervention/acceleration instruction to students during the summer school program The instructors will implement student subgroups impacted by Covid-19. Material and supplies will include, but not limited to, student journals, supplies to conduct hands on learning experiments and to fund student admissions for off site enrichment

Summer FY 2022 (9130/010 199) Summer enrichment Instructor Salaries \$8000.00 (9130/200 299) Benefits \$1621.60 (9130/300 399) Purchased services \$496.10

(9130/400-499) Material & Supplies \$600 Paraprofessional (1 FTE)-1100(010-199)- Salary=\$23,001.00 Benefits 1100(200-299)=\$4662.30

Summer FY 2023 (9130/010 199) Summer Enrichment instructors Salaries \$2500 9130(200 299) Benefits \$ 506.75 (9130/300 399) Purchased Services \$600 (9130/400 499) Material & Supplies \$526.40

Summer FY 2024 (9130/010-199) Summer enrichment instructors Salaries \$2500; 9130(200-299) Benefits \$ 506.75; (9130/300-399) Purchased Services \$600; (9130/400-499) Material & Supplies \$526.40

Total 9130 (010 199) \$13,000.00 9130(200 299) \$2,635.10 9130(300 399) \$1,696.10 9130(400 499) \$1,652.80

Total FTEs-4

**Budget Amount & Details for Comprehensive After-School Programs**

Comprehensive After-School Programs Budgeted in FY21 Application	Comprehensive After-School Programs Expended in FY21 (Amount Not Included in Carryover)	Comprehensive A
\$18,984.00	0.00	

Provide the following information for Comprehensive After-School Programs:

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

\* MCAA will allocate the 2021-22 ARP ESSER State Reserve funds to implement and facilitate the Academic Boot Camp after school enrichment program. This program is an evidence-based comprehensive program to COVID-19 on various student groups to include but not limited to Students performing below grade level proficiency in ELA and Math Students from low income families Students from underserved student groups Students experiencing homelessness \*Students in foster care \*Migratory students \*Students involved in the criminal justice system \*Students who have missed the most in-person instruction during the 2019-20 school building closures

MCAA's Academic Boot Camp will operate during the Spring 2022 and will provide 60 minutes of instructional support 5 days a week for 6-8 grade students. This comprehensive program will focus on the academic ELA Writing Math integrated with Science and Social Studies based platforms that provide enrichment opportunities that respond to students' academic, social, emotional, and mental health needs. Teachers will facilitate modeling to help students comprehend abstract ideas. The intended outcome is to build students' confidence by giving them useful tools to solve problems independently and feel more successful in whole group in

These ARP funds will support the salaries and benefits for 5 tutors. The tutors will effectively enhance students' learning experience and improve student academic achievement. Funds will purchase general and academic purchased services for digital resources that provide academic enrichment services to support at-risk students to meet state academic standards. Services may include but are not limited to: Studies Weekly is a platform and frameworks provides consumable and hands-on practice opportunities for students organized through themes.

FY 22 (9130/010 199) 5 Extended Day Tutor Salaries \$2500 9130(200 299) Tutor Benefits \$ 506.75 9130(400 499) Material and Supplies \$321.24 (9130/300 399) Purchased Services \$2946.00

FY 23 (9130/010-199) 5 Extended Day Tutor Salaries \$2500; 9130(200-299) Tutor Benefits \$ 506.75; 9130(400-499) Material and Supplies \$321.24; (9130/300-399) Purchased Services \$3054.00

FY 24 (9130/010 199) 5 Extended Day Tutor Salaries \$2500 9130(200 299) Tutor Benefits \$ 506.75 9130(400 499) Material and Supplies \$321.24 (9130/300 399) Purchased Services \$3000.00

Total-9130(010-199) \$7,500.00; 9130(200-299) \$1,520.25; 9130(300-399) \$9,000.00; 9130(400-499) \$963.72

Total FTEs 5

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

Learning Loss (K-3 Literacy Programs) Budgeted in FY21 Application	Learning Loss (K-3 Literacy Programs) Expended in FY21 (Amount Not Included in Carryover)	Learning Loss (K-
\$70,725.00	0.00	

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

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



\* MCAA will allocate ARP ESSER State Reserve funds to address students literacy learning loss. Funds will be used to pay the salaries and benefits for 1 paraprofessional (1 FTE) for FY23 and FY24. The paraprofessional will be used to support students struggling to master the state standards. Additionally, funds will be used to pay a supplement to a teacher to serve as the Extended Day Instructional Interventionist (1 FTE) for FY22, FY23, and FY24. The paraprofessional will also be used to support students in extended day and the afterschool and summer programs. A Supplement will also be paid to a teacher to serve as the MTSS Intervention Facilitator that will provide academic and behavioral support to students in such as practice books, teacher instructional resource books, classroom library books, pencils, manipulatives, instructional and non-instructional software and other supplies needed to be utilized to provide evidence.

FY 22: Extended Day Instructional Interventionist Supplement (1 FTE)-Total \$2,405.40 (Salary-9130(010-199) \$2,000; benefits-9130(-299) \$405.40); Materials and Supplies 1100 (400-499) \$1363.70; Non-instructional Software 2190(400-499) \$1363.70

FY 23- Paraprofessional (1 FTE)-1100(010-199)- Salary=\$23,001.00 Benefits 1100(200-299)=\$4662.30; MTSS Intervention Facilitator (1 FTE) Supplement-Total \$2405.40 (Salary-2190 (010-199) \$2000.00; Benefits-9130(010-199) \$1,000; benefits-9130(200-299) \$202.70); Materials and Supplies-1100 (400-499) \$1363.70; Non-instructional Software 2190(400-499)-\$1363.70

FY 24-Paraprofessional (1 FTE)-1100(010-199)- Salary=\$23,001.00 Benefits 1100(200-299)=\$4662.30; Extended Day Instructional Interventionist Supplement (1 FTE)-Total \$1202.70 Salary-9130(010-199) \$1,000; benefits-9130(200-299) \$202.70

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#### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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









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## Related Documents

Magic City Acceptance Academy, American Rescue Plan (ARP) ESSER - Fiscal Year 2022 (Rev 1)

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\* = Required

Related Documents		
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 	Job Descriptions for ARP ESSER State Reserve (ALL Federally Paid Personnel)	<a href="#">Summer Enrichment Instructors</a>
 	Evidence-based Supporting Documentation for ARP ESSER State Reserve	<a href="#">Studies Weekly</a>
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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