



State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Governor's Emergency Education Relief (GEER) Fund
Local Educational Agency (LEA) Application

In order to receive a CARES Act GEER Fund allocation, an LEA must submit this application to the SEA.

GENERAL INFORMATION

1. LEA Information

| | |
|--------------------------|--|
| LEA Name | Florence City Schools |
| Mailing Address | 102 South Court Street |
| Physical Address | 102 South Court Street |
| City/Town and Zip Code | Florence, AL 35631 |
| Superintendent's Name | Dr. Jimmy Shaw Jr. |
| Contact Person | Casey JW Reed |
| Contact Person Position | Director of Instruction: Federal Programs/Transportation/School Safety |
| Contact Telephone Number | (256) 284-0724 |
| Contact Email | cjreed@florencek12.org |

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for GEER funds under the CARES Act. The Governor of Alabama allocated \$48,851,495 to the Alabama State Department of Education. GEER funds can be obligated through 9/30/2022. Pre-award costs to the GEER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Section

The LEA Superintendent or his/her authorized representative assures or certifies that they will use the awarded GEER funds in the following ways (select one option per letter) :

A. Private School Equitable Services Allocation

NOTE: Use the Private School Equitable Services Implementation Form for this section.

- ☐ The LEA has no private schools in their attendance area
☐ The LEA has private schools but ALL declined to participate in CARES Act GEER funding
☒ The LEA has private schools that will participate in CARES Act GEER funding

Complete the section below only if you have private schools that will be participating in GEER funds:

| | |
|---|--------------|
| Total LEA GEER Allocation | \$287,967.00 |
| Total LEA Private School Allocation | \$13,865.38 |
| Total LEA Private School Administrative Costs Set-Aside | \$1,012.38 |
| Total # of Private Schools Participating | 1.00 |
| Total Student Enrollment at the LEA | 988.00 |
| Total Student Enrollment at ALL Participating Private Schools | 36.00 |

B. Equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide within the LEA.

LEA Allocation for Section B: 60,302.36

- ☐ The LEA will use the allocation above for equipping school buses with Wi-Fi capabilities.
☒ The LEA will **not** use this allocation for equipping school buses with Wi-Fi capabilities.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: District utilizes other Wi-Fi access methods

We will transfer this allocation to:

- ☐ Academic Support to Bridge Learning and Achievement Gaps of Students (C)

Amount to be transferred: _____

- ☒ Before and After School Tutoring for Learning and Remediation in Schools (D)

Amount to be transferred: 60,302.36

C. Provide additional academic support to bridge learning and achievement gaps of students within the LEA.

LEA Allocation for Section C: \$158,978.94

- ☒ The LEA will use the allocation above for providing additional academic support to students.
☐ The LEA will **not** use this allocation for providing additional academic support to students.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: _____

We will transfer this allocation to:

- ☐ Equipping School Buses with Wi-Fi Capabilities (B)

Amount to be transferred: _____

- ☒ Before and After School Tutoring for Learning and Remediation in Schools (D)

Amount to be transferred: 148,978.94

D. Provide before and after school tutoring as defined in the Alabama Literacy Act for learning and remediation in schools within the LEA.

LEA Allocation for Section D: 54,820.32

- ☒ The LEA will use the allocation above for providing tutoring to students.
☐ The LEA will **not** use this allocation for providing tutoring to students.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: _____

We will transfer this allocation to:

- ☐ Equipping School Buses with Wi-Fi Capabilities (B)

Amount to be transferred: _____

- ☐ Academic Support to Bridge Learning and Achievement Gaps of Students (C)

Amount to be transferred: _____

NOTE: Only answer the questions below that apply to how the LEA will use GEER funds.

2A. Equitable Services Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
- The LEA will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Provide a brief explanation answering the following questions:

- 1) Were services from private schools accepted or refused in your LEA?
- 2) If services were accepted by private schools, who accepted and what allocation did they receive?
- 3) When did private schools in your LEA receive timely and meaningful consultation?
- 4) What services will each private school receive and when will the services be implemented?
- 5) How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA?
- 6) If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used?

1. Private schools participating in Florence City School district did accept GEER funds.
2. Shoals Christian School (\$9,111.46) accepted funding through Florence City Schools equitable services. Shoals Christian School chose to utilize funds to provide before and after school tutoring as defined in the Alabama Literacy Act for remediation and learning.
3. Consultation took place October 8, 13, 2020, for GEER equitable services took place during the last week of July through the first week of August. Consultation was conducted using person-to-person meetings, email, and phone conversations.
4. Private Schools participating in GEER funding will utilize funding to provide before and after-school tutoring to close achievement gaps. Services will be implemented during the 2020-2021 academic year.

5. Students utilizing remote learning at participating schools will increase their access to instruction and remediation to improve academic achievement and learning gap closure.
6. Administrative set-aside will be utilized to support services for private schools through Florence City Schools. Services include purchasing, accounts payable, and other administrative functions associated with equitable services for participating private schools.

*Amendment: Equitable Services funding for private schools increased (\$12,853.00) and is above the original amount based on a change in the funding formula for private schools, that was implemented by ALSDE. Private schools participating in the GEER equitable services program expended funding based on initial state approval, and the funding value was later decreased to align with funding formula.

2B. Equipping School Buses with Wi-Fi Capabilities

Provide details as to how the LEA will use GEER funds to connect Wi-Fi to district buses.

Not applicable, Florence City Schools will not utilize funds to connect Wi-Fi services to district buses.

2C. Additional Academic Supports to Bridge Learning and Achievement Gaps

Applicable Grade-Level(s) (Check all that apply):

Pre-K ☐ K ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐

Applicable Support(s) (Check all that apply):

- | | | | | |
|-------------------------------------|--|--|--|--|
| <input type="checkbox"/> | Reading/ELA Family Engagement/At-Home Learning Resources | | | |
| <input type="checkbox"/> | Math Family Engagement/At-Home Learning Resources | | | |
| <input type="checkbox"/> | Dyscalculia-Specific Screener | | | |
| <input type="checkbox"/> | Dyslexia-Specific Screener | | | |
| <input checked="" type="checkbox"/> | Vulnerable Populations Resources or Supports | ES <input checked="" type="checkbox"/> | MS <input checked="" type="checkbox"/> | HS <input checked="" type="checkbox"/> |

NOTE: Only answer the questions below that apply to supports selected above by the LEA.

Reading and Math Family Engagement/At-Home Learning Resources

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

Not Applicable

Dyscalculia Screener

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Identifies dyscalculic tendencies in students and is not time intensive to administer;
- Recommends intervention strategies;
- Presents easy to interpret reports and information on a student's strengths and weaknesses;
- Provides diagnostic reports for teachers;
- Provides parent reports and guidance; and
- Provide additional opportunities to screen students beyond grade 3.

Not applicable, Florence City Schools will not utilize GEER funds to develop or employ dyscalculia screener.

Dyslexia-Specific Screener

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to evidence-based science of reading criteria;
- Provides ability and options to universally screen, identify risks, progress monitor, and/or report results in a seamless system;
- Provides recommendations for intervention strategies and/or individualized learning paths to help close achievement gaps; and
- Provides additional opportunities to screen students beyond grade 3 (if applicable).

Not applicable, Florence City Schools will not utilize GEER funds to develop or employ dyslexia screener.

Vulnerable Populations Supports

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Provides streamlined approach to gather, use, and monitor identified vulnerable population data;
- Includes tools or resources to assist with development and/or implementation of individualized plans for specific needs of students;
- Includes communication tools to ensure meaningful communication in a language understood by the parents/guardians;
- Provides evidence-based learning activities that align to students' plans; and
- Provides other related or applicable services specific to vulnerable populations.

Software purchased by Florence City Schools (FCS) will provide opportunities to extend learning and build connections at home for students. Software purchases will increase parent and family engagement in a language understood by the parents and/or guardians. Academic improvement is increased through support from parent and/or guardians in non-school hours. Communication between teachers, parents, and family creates more equitable access to learning for students in remote settings. Increased communication will provide greater opportunity for teachers to monitor progress and address difficulties experienced by students and families in a remote learning setting. Software purchased by Florence City Schools aligns to critical standards and standards found in the Alabama course of studies for ELA. Access to instructional and remedial software provides the student opportunities to practice individualized remediation outside of the typical school day, expanding their ability to close learning gaps, enrich learning, and build connections to standards at home without the limitation of in-person instructional hours. Individualized learning created through instructional software reinforces key concepts for the student through increased guided practice, video components, and gameification of concepts. Student individualized learning plans created through instructional software will provide students with interventions needed for non-mastered concepts as well as enrichment activities beyond current achievement level. Instructional access in the remote setting provides students with more clock hours to remediate and expand their learning. Learning paths generated by and through instructional software provide a clear instructional timeline for instructional activities and standards to improve learning in a remote setting for both students and families.

2D. Before/After School Tutoring

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to *Alabama Literacy Act* requirements for students who are identified with a reading deficiency;
- Provides learning opportunities outside of the traditional school day; and
- Includes description of employee duties/responsibilities aligned to intensive intervention needs.

In accordance with the Alabama Literacy Act, Florence City Schools (FCS) will operate before/after-school tutoring utilizing GEER funding. Tutoring services will be held after-school hours outside of the traditional school day for a focus of K-3. Student participants will be selected based on assessment data in reading. Parents will be notified in regards to student selection for participation in the program. Students will be assessed with a diagnostic tool at both the beginning and end of the program to monitor reading gains. Tutors will be FCS certified employees who are highly effective teachers of reading. Based on student diagnostic data, teachers will align resources such as on-line learning, small group instruction, and individualized support, as needed for student learning. FCS will utilize evidence based reading strategies and programs to provide opportunities for direct explicit and systematic reading intervention, remediation, and enrichment based on student needs.

*Amendment: Increased funding for before/after-school, tutoring to support increased need based on academic evaluation.

3. Budget Development

The LEA Superintendent or his/her authorized representative assures or certifies the following:

The LEA will use GEER funds for activities outlined in the application and allowable under Section 18002(c) of Division B of the CARES Act. The United States Department of Education **does not** expect administrative or executive salaries and benefits for IHEs, SEAs, or the other education related entities referenced at Section 18002(c)(3) to be a lawful purpose for GEER funds.

Total CARES Act - GEER Allocation: **\$287,967.00**
(NOTE: Make sure to include Equitable Services in the total)

Provide a detailed budget to explain how GEER funds will be used at the LEA as identified by data, needs assessments, and other areas impacted by the COVID-19 pandemic.

3A. Equitable Services

| Total Section A Allocation | | | \$13,865.38 |
|--------------------------------|--------------------------------------|---|----------------------------|
| Expense Items | Brief Description of Expense Items | Funding Source (Function - Object - Program) | Estimated Budget Amount |
| Private School Allocation | See Detailed Narrative in Section 2A | 9200-419-4900 9200-399-4900 | \$12,853.00 |
| Private School Admin. Costs | See Detailed Narrative in Section 2A | 9200-910-8690 | \$1,012.38 |

3B. Equipping School Buses with Wi-Fi Capabilities

| Total Section B Allocation | | | 0 |
|----------------------------|------------------------------------|---|----------------------------|
| Expense Items | Brief Description of Expense Items | Funding Source (Function - Object - Program) | Estimated Budget Amount |
| Wi-Fi Equipment | | | |
| Indirect Costs | | | |
| Other (If applicable) | | | |
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3C. Additional Academic Supports to Bridge Learning and Achievement Gaps

| Total Section C Allocation | | | 10,000 |
|---|--|---|----------------------------|
| Expense Items | Brief Description of Expense Items | Funding Source (Function - Object - Program) | Estimated Budget Amount |
| Salaries | | | |
| Benefits (If applicable) | | | |
| Classroom Supplies (including print materials) | | | |
| Transportation (If applicable) | | | |
| Indirect Costs | | | |
| Software | Instructional software: additional academic supports | 1100-414-8100 | \$5,500.00 |
| Parent and Family Engagement | software tools to improve communication for vulnerable populations | 2190-399-8210 | \$4,500.00 |
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3D. Before/After School Tutoring

| Total Section D Allocation | | | \$264,101.62 |
|---|---|---|----------------------------|
| Expense Items | Brief Description of Expense Items | Funding Source (Function - Object - Program) | Estimated Budget Amount |
| Salaries | Salaries for before/after-school programs teachers (off contract) | 9130-010-4800 | \$177,260.00 |
| Benefits (If applicable) | Benefits for above salaries | 9130-220:240-4800 | \$36,146.00 |
| Classroom Supplies (including print materials) | student consumables to support tutoring program | 9130-419-4800 | \$3,091.62 |
| Transportation (If applicable) | transportation to support tutoring program | 9130-392-4800 | \$47,604.00 |
| Indirect Costs | | | |
| Other (If applicable) | | | |
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How will the LEA plan for implementation and measure impact for effectiveness for purchases identified?

Upon release of funds, Florence City Schools will purchase software and begin after-school/summer tutoring programs. The effectiveness of purchases will be based on student academic data collected through assessment results. Data points include student growth, achievement, usage, and student participation. Effectiveness will be evaluated each 9wk grading period.

What is the proposed timeline for providing services and assistance to students and staff?

Based on funding availability, Florence City Schools will provide services and assistance to our students beginning August 2020 and continue through September 30, 2022.

OTHER ASSURANCES AND CERTIFICATIONS

4. Other Assurances and Certifications

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

5. Section 427 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

(a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -

(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.

(b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

(c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.

(d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the

What steps does the LEA propose 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?

Florence City Schools adheres to all regulatory guidance from the Alabama State Department of Education and the United States Department of Education in regard to access and participation. The district will address any barrier to equalize access and participation of beneficiaries in a case-by-case scenario.

6. Section 442 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

(a) Each local educational agency which participates in an applicable program under which Federal funds are made available to such agency through a State agency or board shall submit to such agency or board a general application containing the assurances set forth in subsection (b). The application shall cover the participation by that local educational agency in all such programs.

(b) The general application submitted by a local education agency under subsection (a) shall set forth assurances

(1) that the local educational agency will administer each program by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction -

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the

Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

(c) A general application submitted under this section shall remain in effect for the duration of the program it covers. The State agencies or boards administering the programs covered by the application shall not require the submission or amendment of such application unless required by changes in Federal or State law or by other significant change in the circumstances affecting an assurance in such application.

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq., OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3483, and 18 U.S.C. § 1001, as appropriate.

Mrs. Lisa Guzman

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

(256) 768-3000

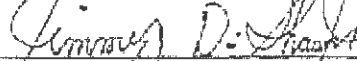
Telephone Number

5/23/22

Date

Dr. Jimmy Shaw Jr.

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(256) 768-3000

Telephone Number

5-23-22

Date

Send completed application to CARESapp@alsde.edu.

Upon approval of the application, funds will be released to the LEA.



Date Application Received: 3/11/2022

Date ALSDE Approved: 5/25/2022



State Superintendent and/or Designee Signature

5/25/22

Date

Date GEER Funds Released: _____