



**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	Troy City Board of Education
Mailing Address	P.O. Box 529, Troy, AL 36081
Physical Address	358 Elba Highway
City/Town and Zip Code	Troy, AL 36079
Superintendent's Name	Mrs. Cynthia G. Thomas
Contact Person	Mrs. Tricia Norman
Contact Person Position	CSFO
Contact Telephone Number	(334) 566-3741
Contact Email	pnorman@troyschools.net

**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	\$124,467.00
Total LEA Private School Allocation	\$10,791.29
Total LEA Private School Administrative Costs Set-Aside	\$1,079.13
Total # of Private Schools Participating	2.00
Total Student Enrollment at the LEA	1,148.00
Total Student Enrollment at ALL Participating Private Schools	109.00

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: \$25,008.65

- 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: Troy City Schools do not utilize school buses to transport students to our city school system.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$25,008.65  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \_\_\_\_\_

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

LEA Allocation for Section C: \$65,931.91

- 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: \_\_\_\_\_

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: \$22,735.14

- 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: \$22,735.14

**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?

Services from private schools were accepted in our LEA. The following private schools accepted services from Troy City Schools: Pike Liberal Arts School and New Life Christian Academy. Pike Liberal Arts allocation is \$4,010.27 and New Life Christian Academy's allocation is \$5,703.50. Pike Liberal Arts School received timely and meaningful consultation on August 3, 2020. New Life Christian Academy received received timely and meaningful consultation on August 3, 2020. The services each private school will receive are the following: Pike Liberal Arts School will receive tutoring services and instructional supplies. New Life Christian Academy will also receive tutoring services and instructional supplies to close achievement gaps. All services will be implemented the 2020-2021 fiscal year and will be exhausted by September 30, 2022. GEER funds will be used the following ways to improve remote learning services and support technical capacity and access at private schools within Troy City Schools jurisdiction: the tutorial services and instructional supplies will be used to close achievement gaps. The private school administrative set-aside taken will be \$1,079.31 and it will be used to cover supplies for providing resources to the private schools.

**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.

Troy City Schools do not utilize school buses to transport students to our city school system, therefore, Troy City Schools will not use GEER funds to connect Wi-Fi 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):

- Reading/ELA Family Engagement/At-Home Learning Resources
  - Math Family Engagement/At-Home Learning Resources
  - Dyscalculia-Specific Screener
  - Dyslexia-Specific Screener
  - Vulnerable Populations Resources or Supports
- ES  MS  HS

**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.

### 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.

### 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).

### 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.

The GEER funds will be maximized through the purchase of resources, tools, and other supports. Troy City Schools will provide a streamlined approach to gather, use, and monitor identified vulnerable population data by using highly qualified staff to review live data to include baseline academic data. This data will be gathered, used, and monitored by Troy City Schools highly qualified staff and ensure the ELA and/or Math Course of Study Standards will be addressed to provide instructional supplies to target key academic skills to address intervention and instructional software that will address the needs of at-risk students. The provision of both instructional supplies and instructional software will be used to close academic gaps in learning.

Our teachers and paraprofessionals will collect data on a regular basis to help support the needs of our students.

Documentation of communications with parents/guardians will be maintained. Avenues of communication include phone calls, text messages, emails, Remind, social media, etc.

This will be budgeted to cover fringe benefits and salary for tutors.

Troy City Schools will use GEER funds to employ staff to host after-school tutoring programs and to purchase resources aligned with the Alabama Literacy Act. The afternoon tutoring program will employ 5 teachers who will work with students in K-3 who are demonstrating difficulties in the classroom. All highly effective teachers will work with classroom teachers and use any individualized plans in place to support and reinforce classroom interventions and strategies. After-school teachers will utilize science of reading strategies as well as be provided job-embedded professional development opportunities.

In addition, Troy City Schools will purchase Letter Tiles Materials for Multisensory Literacy at TES, purchase intervention program materials for reading and math for grades K-12, provide a Literacy Act Summer Camp tutors and supplies for grades K-3, and provide Literacy Act After School Tutoring during January-March 2021 for grades K-3. The evidence-based programs that will be purchased include the Spire Multisensory Program for grades K-3, Do the Math intervention program for 1st grade, Souday Reading Intervention System for grades 4-6 and 7-8, VMath math intervention program for grades 2-6 and 7-8, Read180Universal reading intervention program for grades 9-12, and Inside Algebra Math Intervention Program for grades 9-12. These evidence-based programs provide emergent readers with reading practice and evidence-based intervention using the principles behind the science of reading. Every reading session provides teachers with rich insights that help them to stay connected with students. The program provide access to formative data for evaluation purposes. Lastly, the reading and math intervention programs will help provide additional academic support to bridge learning and achievement gaps within our school system.

### 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.

**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: **\$124,467.00**  
 (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			\$10,791.29
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-(199-250, 411)-4900	<b>\$9,712.16</b>
Private School Admin. Costs	See Detailed Narrative in Section 2A	2215-381-8220 2190-411-8210	<b>\$1,079.13</b>

**3B. Equipping School Buses with Wi-Fi Capabilities**

Total Section B Allocation			\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Wi-Fi Equipment	N/A		
Indirect Costs	N/A		
Other (If applicable)			



**How will the LEA plan for implementation and measure impact for effectiveness for purchases identified?**

Troy City Board of Education plans for implementation by conducting workshops and trainings for staff to ensure they are and will measure the impact for effectiveness for purchases identified.

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

The proposed timeline for providing services and assistance to students and staff will be from October 1, 2020, to 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?**

The Troy City Board of Education will make available all reasonable accommodations to insure equitable access to students, teachers, and program beneficiaries. Students identified as demonstrating reading difficulties or deficiencies will be eligible to participate in after school tutoring led by highly effective teachers who will utilize science of reading strategies as well as be provided job-embedded professional development opportunities to provide support and intervention strategies to struggling readers.

## 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 3485; and 18 U.S.C. § 1001, as appropriate.

**Mrs. Tricia Norman**

LEA Chief Financial Officer (Typed Name)

*Tricia Norman*

LEA Chief Financial Officer Signature

(334) 566-3741

Telephone Number

11/20/2020

Date

**Mrs. Cynthia G. Thomas**

LEA Superintendent (Typed Name)

*Cynthia Thomas*

LEA Superintendent Signature

(334) 566-3741

Telephone Number

11/20/2020

Date

**Send completed application to CARESapp@alsde.edu.  
Upon approval of the application, funds will be released to the LEA.**

**ALSDE Internal Use Only**

Date Application Received: \_\_\_\_\_

Date ALSDE Approved: \_\_\_\_\_

\_\_\_\_\_  
State Superintendent and/or Designee Signature

\_\_\_\_\_  
Date

Date GEER Funds Released: \_\_\_\_\_