



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 | Eufaula City Schools |
| Mailing Address | 333 State Docks Road |
| Physical Address | 333 State Docks Road |
| City/Town and Zip Code | Eufaula, Alabama 36027 |
| Superintendent's Name | Mr. Patrick J. Brannan, Jr |
| Contact Person | Dr. Alicia Lyles |
| Contact Person Position | Federal Programs Coordinator |
| Contact Telephone Number | (334) 887-1100 |
| Contact Email | alicia.lyles@ecksk12.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 | \$419,519.00 |
| Total LEA Private School Allocation | \$24,925.58 |
| Total LEA Private School Administrative Costs Set-Aside | \$2,492.56 |
| Total # of Private Schools Participating | 2.00 |
| Total Student Enrollment at the LEA | 5,335.00 |
| Total Student Enrollment at ALL Participating Private Schools | 337.00 |

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: \$86,810.55

- ☒ 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: Only need \$38,000 to complete installation of WiFi on Buses

We will transfer this allocation to:

- ☒ Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$48,810.55
☐ 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: \$228,864.19

- ☒ 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: \$78,918.68

- ☐ 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 have available ESSER funds for before and after school tutoring to cover our needs

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: \$78,918.68

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.) Accepted
- 2.) The Lakeside School accepted an allocation of \$ 17,507.08 and Parkview Christian School accepted an allocation of \$4,925.95
- 3.) Met with both Private Schools (Lakeside & Parkview) on July 21, 2020, July 29, 2020, and August 10, 2020.
- 4.) Services will be implemented once the funding is approved. Services provided to each school are listed below:
The Lakeside School
 1. Wi-Fi installation on their bus, to include internet service.
 2. Provide At-Home Success Kits for grades K-5
Parkview
 1. Provide web-based educational software for Reading and Mathematics grades K-8
- 5.) Each Private School will be using the GEER funds to promote remote learning via bus Wi-Fi or through web-based educational software usage.
- 6.) The Administrative set-aside in the amount of \$2,492.56 will be taken for salary/benefits and materials/supplies to effectively maintain oversight of the Private Schools participation. The administrative personnel that will have oversight responsibilities for the participating private schools will receive a supplement. **The stipend is for work conducted beyond the normal contract work hours and responsibilities for the GEER funds for 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.

Eufaula City Schools will be equipping all current route and activity buses, with Cradlepoint 1700 routers for Wi-Fi usage. The Cradlepoint 1700 router will provide increased speeds and coverage for our students during the COVID-19 virtual learning option. Several of our buses will be getting an upgrade to their Wi-Fi router. In addition, we will be installing power switches to turn off and on the devices without the bus having to remain running or idling.

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 checked="" type="checkbox"/> | Reading/ELA Family Engagement/At-Home Learning Resources | | | |
| <input checked="" type="checkbox"/> | Math Family Engagement/At-Home Learning Resources | | | |
| <input type="checkbox"/> | Dyscalculia-Specific Screener | | | |
| <input checked="" 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.

Each student K-5 will be provided with a grade specific take home learning kit for Reading and Math. These kits will be used to reinforce key concepts for the Alabama Course of Studies in English Language Arts and Mathematics. Students will be provided with manipulatives that are specific to their grade level in teaching key concepts. These kits will include items such as counters, decodable readers, dry erase boards, letter tiles, Elkonin boxes, and other resources that will aid in learning for students. Students will use these kits while participating in virtual learning as well as when they participate in intervention or enrichment activities specific to their grade level. Parents will be provided suggestions on how to use these kits at home with their learners.

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.

N/A

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).

NWEA Map Assessment will be used for teachers to administer for dyslexia specific tendencies. This assessment addresses the following elements of the Science of Reading: phonemic awareness, phonological awareness, comprehension, fluency, vocabulary and encoding and grade specific phonics. This assessment will be used as a screener for all K-5 students. The results of the screener will be used by teachers to identify student strengths and weaknesses in the area of reading. NWEA Map provides targeted intervention steps for each student based on their strengths and weaknesses. Teachers will be able to provide progress monitoring options within this assessment system. The diagnostic reports provide teachers with recommendations for instruction for their students. Reports will be sent home to parents to provide guidance for reinforcing activities at home.

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.

Educational software will be used to gather and monitor identified vulnerable population, such as special needs, EL, and Tier 2, Tier 3 students. The educational software is interactive with students, teachers, and parents. Per student's IEPs//L-IEPs/504s the following tools/resources will be used to meet the identified individualized needs of the student. See section 3C for list of tools/resources to meet the needs of identified students and meaningful communication in a language understood by the parent/guardians. Reading Horizons software will be used with our Tier 2 and Tier 3, EL, and Special Education students according to their RTI plans, IEPs, L-IEPs, 504s plans. We will provide evidence-based learning through an Alternative Learning Program to address our At-Risk students. ECS will provide a summer program for secondary students who are performing below grade level. This program will run for two terms during the summer. Students will be provided individual student opportunities for intervention and credit recovery as enrichment and credit advancement in an effort to close the achievement gap. Parents will be given a calendar of all events and activities during all summer programs. An EL Parent Liaison will be hired to establish and maintain relations with our Hispanic community in Eufaula City Schools. The will bridge the communication gap between the schools/teachers and the parents. Their duties/responsibilities for our Hispanic families will be, but not limited to: conducting workshops; answering questions; providing resources available in the community; providing tours of our school to new Hispanic families; facilitating communication and guidance between teachers and parents; conducting home visits; assisting with parent/ teacher conferences. ECS will provide a summer program for students who are performing below grade level. This program will run for 5 weeks, 4 days a week, in an effort to meet the requirements sent out by the Alabama Literacy Act. Students will be provided individual opportunities for intervention and enrichment in an effort to close the achievement gap.

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.

Not Applicable

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: **\$419,519.00**
(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 | | | \$24,925.58 |
|--------------------------------|--------------------------------------|--|----------------------------|
| Expense Items | Brief Description of Expense Items | Funding Source (Function - Object - Program) | Estimated Budget Amount |
| Private School Allocation | See Detailed Narrative in Section 2A | 9200-411-4900 9200-414-4900 9200-115-4900 | \$22,433.02 |
| Private School Admin. Costs | See Detailed Narrative in Section 2A | 9200-191-4900 9200-(220-250)-4900 9200-474-4900 | \$2,492.56 |

3B. Equipping School Buses with Wi-Fi Capabilities

| Total Section B Allocation | | | \$38,000.00 |
|----------------------------|--|---|----------------------------|
| Expense Items | Brief Description of Expense Items | Funding Source (Function - Object - Program) | Estimated Budget Amount |
| Wi-Fi Equipment | Cradlepoint 1700 Routers, External Antenna | 1100-495-8100 | \$38,000.00 |
| Indirect Costs | n/a | n/a | n/a |
| Other (If applicable) | | | |
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3C. Additional Academic Supports to Bridge Learning and Achievement Gaps

| Total Section C Allocation | | | \$356,593.42 |
|---|--|---|----------------------------|
| Expense Items | Brief Description of Expense Items | Funding Source (Function - Object - Program) | Estimated Budget Amount |
| Salaries | Summer School Teachers & Bus Drivers off contract | 1100/4188-191-4300 | \$92,361.00 |
| Benefits (if applicable) | Summer School Teachers & Bus Drivers off contract | 1100/4188-(220-250)-4300 | \$18,338.29 |
| Classroom Supplies (including print materials) | At-Home Kits/Resources for students and parents – See 2C for list of items | 1100-411-8100 | \$38,767.33 |
| Transportation (if applicable) | Fuel | 4188-391-4300 | \$1,467.62 |
| Indirect Costs | n/a | n/a | \$0.00 |
| Other Student Support | EL Parent Liaison | 2190-109-5100 2190-(210-250)- 5100 | \$24,125.43 \$14,083.75 |
| Tools/Resources | Talking Calculators | 1100-411-8100 | \$1,850.00 |
| Tools/Resources | Headsets w/mics | 1100-411-8100 | \$2,500.00 |
| Tools/Resources | Earbuds | 1100-411-8100 | \$400.00 |
| Tools/Resources | Magnifying Devices | 1100-411-8100 | \$10,000.00 |
| Educational Software | Teach Town, N2Y, Reading Horizons, Dyslex | 1100-414-8100 | \$95,000.00 * |
| Computer Hardware | Large Screen MacBooks | 1100-495-8100 | \$7,500.00 |
| Tools/Resources | Braille Keyboard Overlays | 1100-411-8100 | \$200.00 |
| Tools/Resources | Electronic Brailier | 1100-419-8100 | \$5,000.00 |
| Digital Resources | Remote Learning-Digital: Science / Math | 1100-421-8100 | \$45,000.00 |

3D. Before/After School Tutoring

[illegible]

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

Eufaula City Schools will develop an implementation plan for the resources through multiple meetings at the district and school level. Identified personnel will be responsible for implementation of the programs and resources. We will use the following data to measure effectiveness: Wi-Fi connectivity reports, usage reports for various software, formative assessment data, student participation in programs, teacher observation, and inventory will be monitored for effectiveness.

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

Once the funds have been approved, Eufaula City Schools will begin to provide services. We will continue to provide services throughout the 2020-2021 school year and through the Summer of 2021. Any unused funds will be reviewed for use in the 2021-2022 school year. All services will conclude by 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?

NOTICE OF NON-DISCRIMINATION: The Eufaula City Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

EQUAL EDUCATIONAL OPPORTUNITIES: No student will be unlawfully excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity offered or sponsored by the Board on the basis of race, ethnicity, color, disability, creed, national origin, sex, immigrant or migrant status, non-English speaking ability, or homeless status. All career and technical education opportunities are offered to all students regardless of race, color, national origin, sex, or disability. The district also provides equal access to the Boy Scouts and other designated youth groups

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.

Angie Ellis

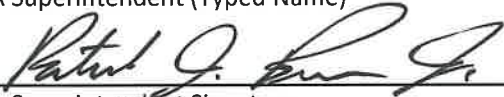
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Patrick J. Brannan, Jr.

LEA Superintendent (Typed Name)



LEA Superintendent Signature

34-687-1101

Telephone Number

3-15-2022

Date

34-687-1101

Telephone Number

3-15-2022

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: _____