



**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 | DOTHAN CITY SCHOOLS |
| Mailing Address | 1665 HONEYSUCKLE ROAD |
| Physical Address | 1665 HONEYSUCKLE ROAD |
| City/Town and Zip Code | DOTHAN AL 36305 |
| Superintendent's Name | DR. DENNIS COE |
| Contact Person | MRS. LEE JACOBS |
| Contact Person Position | ASSISTANT SUPERINTENDENT |
| Contact Telephone Number | (334) 793-1397 |
| Contact Email | JUJACOBS@DOTHAN.K12.AL.US |

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 | \$0.00 |
| Total LEA Private School Allocation | \$0.00 |
| Total LEA Private School Administrative Costs Set-Aside | \$0.00 |
| Total # of Private Schools Participating | 0.00 |
| Total Student Enrollment at the LEA | 0.00 |
| Total Student Enrollment at ALL Participating Private Schools | 0.00 |

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: \$130,909.00

- 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: This is not a need at this time.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$130,909.00
- 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: \$476,033.00

- 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: \$119,009.00

- 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?

Private school services were declined/Proper documentation is attached.

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.

The allocation of \$130,909.00 for Wi-Fi district buses will be transferred to academic support to bridge learning and achievement gaps of students within LEA.

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 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.

Dothan City Schools plans to utilize these funds to provide an evidence-based program and materials aligned with Alabama's challenging state standards. The District Leadership Team (DLT) plans to spend the funds to purchase seven full time (FTE6.25) virtual teachers and instructional materials and supplies.

The teachers and materials purchased will provide remediation, accommodations, and enrichment as determined by baseline data. Detailed reporting on student progress, attendance, and formative feedback for students and parents/guardians will be included. The teachers will use our on-line platform, Edgenuity, in utilizing data and customizing curricula to meet each learner's needs and pace. Teachers will assist in promoting parent/family engagement and communication through the use of the program and materials.

Teachers will work with students most at risk for failure based on fall testing data and individualized plans to include 504, IDEA, and ESL plans. Intervention in both reading and math will be provided in small groups or one on one to include face to face and/or remote students. Teachers will communicate with parents/guardians and provide updates to the problem solving team to determine next steps for goal setting. Our vulnerable populations will be closely monitored and provided additional instructional time to compensate for the spring and summer slide due to COVID shut down.

Professional development will be provided to ensure all measures are being taken for children to experience success and bridge any gaps.

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.

NA

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).

NA

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.

All students will have the opportunity to participate or utilize the program and/or materials. These services will include students from low socioeconomic status, special education students, English language learners (ELs), At-Risk, Homeless, Foster Children, Section 504 and any student demonstrating significant gaps in their learning. Students will be placed appropriately based on current data sources and evidenced-based instructional programs, practices, and resources will be utilized. Our vulnerable populations will be closely monitored and provided additional instructional time to compensate for the spring and summer slide due to COVID shut down.

Before and after school tutoring will be available if needed by students who fall into a vulnerable situation. Timely parents/guardians communication will occur through weekly folders, parent-friendly reports, parent/guardian conferences, and parent/guardian nights.

All teachers will receive professional development on DCS intervention and support materials. In addition, teachers will receive training from SREB on remote/virtual instruction and on-line communication tools. They will be trained to use the RtI Rails documentation system to set goals and progress monitor.

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.

Students will be provided the opportunity to attend a Before or After School Tutorial session based on fall MAP benchmark scores and dyslexia screening protocols. Sessions will run Monday through Thursday for one and a half hours per session. Students scoring in the bottom two quintiles in reading will be the initial targeted group for tutorial sessions. Tutorial sessions will be available for students in the Remote Learning option. Transportation will be provided for face to face tutorial sessions.

All tutors will receive professional development by a LETRS trained specialist on DCS intervention and support materials. Tutors used to work with remote students will receive SREB turn around training for using on-line platforms. Tutors will also be trained to implement students' individualized action plans specifically written for each student as outlined in the Alabama Literacy Act. Documentation on progress and interventions will be kept in RTI Rails. Adjustments will be made as needed through collaboration with the classroom teacher, problem solving team, and parent.

Administrators and teachers will work with families to communicate the importance of the after school services, document attendance, monitor progress, report frequently to parents/guardians, as well as compare the results to the child's reading plan. Any other students that need before or after school tutoring will be provided the opportunity to participate and close learning gaps identified through formal and informal assessments. All teachers offering these services will be certified, document attendance, and report all progress to the building level administrators, counselors, homeroom teachers, and parents/guardians.

The amended application represents a few minor changes:

1. Our virtual teachers increased from 6 (FTE 6.0) to 7 (6.25) in special use code 0016.
2. Instead of hiring 6 elementary virtual teachers we hired 5 elementary (5.0 FTE) and 2 secondary (1.25 FTE) teachers.
3. What we originally budgeted in salaries and benefits in special use codes 0016 and 0017 was too much based on the individuals that have been hired. This overage has been reallocated in supplies and materials. Please see the chart below specific line-item changes. All of these changes are reflected on page 8 of the application.

| 0016 | | |
|--|-----------------------------|--------------------|
| Description | Original Application | Amendment 1 |
| Salaries (1100/010/1200 &1500) | 345,048.00 | 332,947.31 |
| Benefits (1100/210-250,270/1200 &1500) | 127,069.18 | 127,818.84 |
| Supplies & Materials (1100/010/1200) | 3,915.82 | 15,266.85 |
| TOTAL | 476,033.00 | 467,033.00 |
| 0017 | | |
| Salaries (9130/199/4800) | 97,200.00 | 91,800.00 |
| Benefits (9130/210-250,270/4800) | 19,521.00 | 18,424.26 |
| Supplies & Materials (9130/419/4800) | 2,288.00 | 8,784.74 |
| TOTAL | 119,009.00 | 119,009.00 |

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

All proper DCSBOE policy will be followed in hiring individuals for identified jobs. Effectiveness will be measured by student achievement data as well as ease in implementation of the remote learning platform. Data growth reports and attendance logs will demonstrate measurable growth for students who receive these services.

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

The district will begin the implementation of the GEER plan as soon as the application is approved. We will begin by advertising for six additional virtual teachers and recommending 18 teachers for additional employment for before and after school tutoring. All services will be concluded 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?

Dothan City Schools has administered a needs assessment survey to parents/guardians. Devices and Internet connectivity will be made available as needed. In addition, DCS has created an Equity Plan that will address how to better meet the needs of ALL students regardless of gender, race, color, national origin, disability, and age. The Equity Plan was created over the course of the 2019-2020 school year by a committee and is based on research and district data. The goal of the plan is to close gaps among subgroups. Each school will participate in addressing the goals and action steps in DCS Equity Plan. The English Language and Special Education departments will provide services for IEPs and LEPs in alignment with the Equity Plan devised by the District.

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.

Stephanie Walker

LEA Chief Financial Officer (Typed Name)

Stephanie Walker

LEA Chief Financial Officer Signature

Dr. Dennis Coe

LEA Superintendent (Typed Name)

Dennis Coe

LEA Superintendent Signature

(334) 793-1397

Telephone Number

01/12/2021

Date

(334) 793-1397

Telephone Number

01/12/2021

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: 1/14/2021

Date ALSDE Approved: 1/20/2021

01-20-21

Date

[Handwritten Signature]

State Superintendent and/or Designee Signature

Date GEER Funds Released: _____