



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	Tallapoosa City Schools
Mailing Address	308 King Street Tallapoosa AL 36078
Physical Address	308 King Street
City/Town and Zip Code	Tallapoosa AL 36078
Superintendent's Name	Joshua Brock Nolin
Contact Person	Tessie Williams
Contact Person Position	Deputy Superintendent
Contact Telephone Number	334 283-6864
Contact Email	tessie.williams@tcschools.com

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	114,226.00
Total LEA Private School Allocation	0
Total LEA Private School Administrative Costs Set-Aside	0
Total # of Private Schools Participating	0
Total Student Enrollment at the LEA	1,679
Total Student Enrollment at ALL Participating Private Schools	0

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: \$25,130.00

- 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: _____

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: _____

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

LEA Allocation for Section C: \$66,251.00

- 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: \$22,845.00

- 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?

Not Applicable to Tallassee City 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.

GEER funds will be used to connect Wi-Fi to district buses. The attendance zone for Tallassee City Schools extends through rural parts of Elmore and Tallapoosa Counties. Alocated GEER funds will allow Tallassee City Schools students in rural areas to have access to Wi-Fi. The access will ensure continuity of resources beyond the school day.

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.

Alignment: *Reading Horizons Discovery: ELA K-3 Curriculum to address foundational reading and spelling strategies. Reading Horizons Elevate: ELA 4+ Curriculum to address reading and dyslexia strategies. Reading Horizons aligns to Alabama ELA course of study standards.

*Edgenuity Middlebury: Middlebury Interactive Languages will be used to support EL students 4th -12th grade. The Middlebury platform is a customizable online resource.

*Edequity Concept Coaching: Concept Coaching will be utilized to provide just in time online academic support. Students will have access to online expert tutors seven days a week.

Extended Learning: Reading Horizons, Middlebury, and Concept Coaching and Do The Math all online platforms (with print material) to extend learning and build connections at home.

Grade level concepts with interventions and enrichment activies are integrated in each platform. Each platform has the capacity to assign activities. Home visits provided to ensure students and parents remain engaged and aware of grade level requirements. As well as to provide social emotional learning supports.

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).

Reading Horizons Discovery provide strategies for students which align to the science of reading as noted in the Alabama Literacy Act. Reading Horizons provide the opportunity to universally screen all students, identify risks, as well progress monitor students using in person as well as online software. Teachers and instructional assistants are notified of recommendations for intervention within the software. Students gain personalized learning paths and opportunities to practice skills utilizing the online software (Club House). Strategies to close achievement gaps include but not limited to the following: Students who need to fill in gaps and make connections to increase their accuracy and fluency to ensure reading success. Also, struggling students who need explicit, intensive, multisensory instruction in core reading to make connections to the language centers. Reading Horizons provide additional opportunities beyond grade 3 with the Reading Horizons Elevate. Within Reading Horizons are components to provide: multisensory language instruction including oral language development, phonological awareness, phonics instruction which includes decoding and encoding fluency, writing, vocabulary spelling and comprehension.

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.

This purchase will allow digital resources to gather, use and monitor vulnerable populations. The Middlebury platform is equipped with the capability to select a student's native language. The resource promotes an opportunity for EL students to participate in writing, speaking and listening activities with real world examples. Text maybe translated in multiple languages allowing appropriate communication for students and parents. The activities within the platform are aligned to student's EL plan. The identified facilitators for this content are ELs teachers who support students during daily scheduled sessions. Facilitators will utilized LEA provided communication tools such as SchoolCast and SchoolStatus to communicate with parents regarding students progress on a regular basis. In addition to Middlebury, Reading Horizons is another resource which will be implemented to support vulnerable populations. Reading Horizons is evidence-based resource used to engage students in phonological awareness. Teachers as well as parental involvement liaisons will provide at home activities utilizing the software for parents and students. Home visits to ensure social and emotional learning supports are provided to students of vulnerable populations will be completed.

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.

Reading Horizons Discovery and Elevate programs align to Alabama Literacy Act requirements. This resource will provide student support for requisite reading skills such as phonemic awareness, phonics, fluency, vocabulary and comprehension. This program will be used in one on one, small-group, face to face and or online tutoring sessions. Learning opportunities outside of the traditional school day will be extended to all students with an emphasis on students who have chosen the virtual option. Tutoring facilitators will be required to attend Reading Horizons training and professional development offerings regarding the use of technology as an instructional tool. Managing traditional tutoring sessions as well as virtual sessions is an expectation of the LEA. Tutors will be responsible for facilitating sessions Monday - Friday. A running log of students who accessed the platform as well as a parental contact log will be managed by tutors. Data analysis of student performance and written communication of performance and academic recommendations to administrators is required. Also, consistent communication with parents regarding student performance is a responsibility of the employees as well. DotheMath intervention support platform will be used K -5. Data analysis will provide ongoing dialogue for teachers and parents to support students.

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:

(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	
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A		0
Private School Admin. Costs	See Detailed Narrative in Section 2A		0

3B. Equipping School Buses with Wi-Fi Capabilities

		Total Section B Allocation	
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Wi-Fi Equipment	7 Cadlepoint Portable WiFi Solutions -	1100-499-8100	25,130.00
Indirect Costs			0
Other (If applicable)			

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
			Total Section C Allocation
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Home visits, tutoring - vulnerable populations	1100-010-8100	15,000
Benefits (if applicable)	Retirement, Social Security, and Medicare	1100-220-8100 1100-230-8100 1100-240-8100	3,000
Classroom Supplies (including print materials)	K-8 book sets, dry erase boards,/markers, print material, DoThe Math print material	1100-411-8100	13,251.00
Transportation (if applicable)			0
Indirect Costs			0
Other (if applicable)			0
Resources	Concept Coaching- Edgenuity 6th -12th	1100-414-8100	5,000.00
	Middlebury EL Site License 4th -12th	1100-414-8100	5,000.00
	Reading Horizons P. D. Implementation	2215-389-8100	25,000.00

3D. Before/After School Tutoring			
			Total Section D Allocation
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Facilitation- before and after school	1100-010-8100	15,000.00
Benefits (if applicable)	Retirement, Social Security, and Medicare	1100-220-8100 1100-230-8100 1100-240-8100	3,000.00
Classroom Supplies (including print materials)	(60) - 20 per campus Webcams -Virtual tutoring before and after school K-12. Classroom supplies	1100-499-8100	4,845.00
Transportation (if applicable)			0
Indirect Costs			0
Other (if applicable)			

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

Teachers will attend learning sessions regarding the implementation of Reading Horizons, Middlebury, and the effective use of webcams to facilitate instructional videos for before and after school tutoring. Also, EL teachers will meet with counselors and Helping Family agent to obtain resources for social emotional learning during home visits. The LEA will compile student use reports to assess platform usage. Data collected from the Cadlepoint WiFi dashboard will be analyzed in conjunction with student online platforms. Benchmark assessments will be analyzed to measure impact for effectiveness. Reading Horizons use for Tier II as well as Tier III intervention blocks will be analyzed via progress in the platform and formal/informal walkthroughs. Home visit/contact logs will be monitored and analyzed for appropriate support(s).

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

Ongoing professional learning opportunities will be provided beginning August, 2020 with follow up sessions scheduled as needed throughout the 2020-2021 school term. Students and parents will be notified of services provided beginning September 8, 2020. On going weekly-monthly notifications of services will be deployed to students and parents via the LEA's website/school's website, social media, Board of Education meetings, as well as Schoolcast and School Status communication tools.

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?

Tallassee City Schools proposes to provide equitable access to all students, teachers, and other program beneficiaries to overcome barriers. Participants will be provided an awareness of resources through various modes such as: District website, School websites, Tallassee City Social Media links, Local Board Meetings, local radio stations, and local newspaper. In providing information regarding available resources and the implementation of such resources, the district minimizes barriers to access of program and or participation in programs.

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.

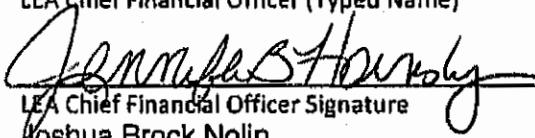
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 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.

Jennifer Hornsby

334 283-6864

LEA Chief Financial Officer (Typed Name)

Telephone Number
12.21.2020

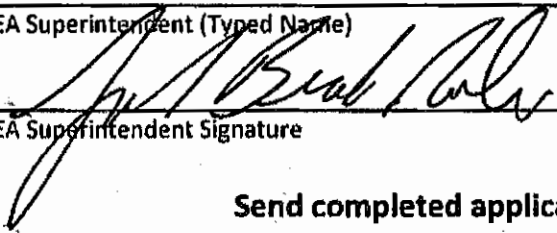


Date
334 283-6864

LEA Chief Financial Officer Signature
Joshua Brock Nolin

LEA Superintendent (Typed Name)

Telephone Number
12.21.2020



Date

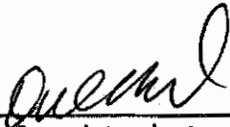
LEA Superintendent Signature

**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: 12/21/2020

Date ALSDE Approved: 1/25/2021



1-25-21
Date

State Superintendent and/or Designee Signature

Date GEER Funds Released: _____