State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Elementary and Secondary School Emergency Relief Fund (ESSER)
Local Educational Agency (LEA) Application

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

GENERAL INFORMATION

1. LEA Information	
LEA Name	Lauderdale County Board of Education
Mailing Address	P.O. Box 278
Physical Address	355 County Road 61
City/Town and Zip Code	Florence, AL 35631-0278 (mailing) Florence, AL 35634 (physical)
Superintendent's Name	Jon Hatton
Contact Person	Tim Tubbs
Contact Person Position	Assistant Superintendent of Operations
Contact Telephone Number	(256) 760-1300
Contact Email	tim.tubbs@lcschools.org

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for ESSER funds under the CARES Act. The availability of funds is from 4/29/2020 to 4/29/2021. LEAs will be allowed to expend funds until 9/30/2022. Pre-award costs to the ESSER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Assurance

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

The LEA will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act. The United States Department of Education **does not** consider the following to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

How will the LEA determine the most important educational needs as a result of COVID-19?

School and personal safety needs (PPE, masks, sanitizers, gloves, etc.), technology equipment and software/licensing needs related to remote teaching and learning (hot spot, computers, renewals, programs), staff salaries for virtual course development, summer camp for at-risk and under-served populations due to school closures, sanitizing machines, and glassless apparatus.

How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?

When school opens in August, student learning will be accessed using a variety of standards measurements, and modified timelines for meeting all learning standards will be evaluated. Additionally, academic summer camps were conducted to lesson a learning gap. Expanded technology capabilities will enable teachers and students more access to maximize options.

Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)	
✓	Activities authorized by the Every Student Succeeds Act (ESSA).
✓	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
	Activities authorized by the Adult Education and Family Literacy Act.
	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
	Activities authorized by subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
	Coordination of preparedness and response efforts of local education agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
✓	Providing principals and other school leaders with the resources necessary to address the needs of the individual schools.
	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
✓	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
✓	Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
✓	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
	Providing mental health services and supports.
✓	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
✓	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Provide a detailed budget to explain how ESSER funds will be used in your LEA.

CARES Act ESSER Funds
FUND SOURCE CODE 4290

Function	Object	Program	Amount	Brief Description of Expenditure
2140	489	8210	$506,700.00	PPE included masks, sanitizers, gloves, and other items deemed necessary
1100	495	8100	$203,267.00	Hot spots, computers to aid in remote teaching and learning
1100	414	8100	$219,000.00	Software renewal, remote learning software
9130	199220250	4800	$170,000.00	Development of virtual courses for remote learning
1100	199,220,250	8100	$78,000.00	Summer camp for at-risk and under-served students due to school closures
2140	499	8,210	$18,500.00	Sanitizing machines 20 @ $925 each
2140	589	8210	$16,000.00	Sanitizing machines 2 @ $8,000 each
2140	399	8210	$8,105.24	Plexiglass (glassless) to aid in preventing spread of COVID-19
9200	414489495	4900	$6,471.76	Private school -- computers, software, and PPE
			$1,226,044.00	TOTAL ITEMS

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

The proposed timeline is immediate. The Board of Education has already purchased/paid for PPE in anticipation of students returning to school in August. Development of virtual courses has been ongoing throughout the spring and summer to be ready and in place for the start of school for students and professional development for teachers/staff.

How will the LEA use ESSER funds to promote remote learning?

ESSER funds will be used to promote remote learning through the development of virtual courses, the purchase of software, the purchase of computers, and the purchase of hot spots to enable better access to wi-fi for students.

3. Equitable Services Assurances

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

- The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools as required under Section 18005 of Division B of the CARES Act.
- The LEA receiving ESSER 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 it will maintain control of funds for the services and assistance provided to a non-public school
- The LEA will ensure that it will have title to materials, equipment, and property purchased with ESSER funds.
- The LEA will ensure that services to a non-public school with ESSER funds will be provided by the LEA directly, or through contract with, another public or private entity.

Provide a brief explanation of the following: How will equitable service funds be used by the private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for services and assistance to be implemented by private schools?

Equitable service funds will be used by the private school for sanitizing equipment and purchasing computers and software. The LCSS Title I Director has corresponded with the principal of the private school via telephone, email, and talked face-to-face. Service and assistance will be implemented to the private school as soon as an application is approved.

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 ESSER funds will, to the greatest extent practicable, continue to compensate 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. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- The LEA will request technical assistance on the use of ESSER funds for remote learning, which includes both distance education as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
- The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will use ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

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

- The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in both public and non-public schools, the uses of funds and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
- 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 comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 81, 82, 84, 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 Guidance in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

5. 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.

6. Section 427 of the General Education Provisions Act Assurances

(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 laws cited in section 400(d) of this Act.

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?

Learning barriers occur in cases of poverty, isolation, illness, and other personal family situations. By providing equitable access and expanded opportunities for under-served populations, students gain greater access to learning through more tools, better understanding, and necessary equipment. Residents in rural counties like Lauderdale experience intermittent or no affordable or even available internet capabilities. Purchasing equipment will expand the reach of learning to our students, families, and staff.

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.

Mike Hall
LEA Chief School Financial Officer (Typed Name)

(256) 760-1322
Telephone Number

Mike Hall
LEA Chief School Financial Officer Signature

7/8/2020
Date (mm/dd/yyyy)

Jon Hatton
LEA Superintendent (Typed Name)

Telephone Number

Jon Hatton
LEA Superintendent Signature

7/8/2020
Date (mm/dd/yyyy)

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: 7/8/2020

Date ALSDE Approved: 7/9/2020

State Superintendent and/or Designee Signature

07/09/2020
Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____

State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Elementary and Secondary School Emergency Relief Fund (ESSER)
Local Educational Agency (LEA) Application

Lauderdale County School System
P.O. Box 278
Florence, AL 35631-0278
355 County Road 61
Florence, AL 35634
Jon Hatton, Superintendent

LCSS Responses (fillable):

2. Allowable Service(s) Assurance – p. 1 of Application PDF

Q: How will the LEA determine the most important educational needs as a result of COVID-19?

R: School and personal safety needs (PPE, masks, sanitizers, gloves, etc.), technology equipment and software/licensing needs related to remote teaching and learning (hot spot, computers, renewals, programs), staff salaries for virtual course development, summer camp for at-risk and under-served populations due to school closures, sanitizing machines, and glassless apparatus.

Q: How does the LEAD intend to assess and address student learning gaps resulting from the disruption in educational services?

R: When school opens in August, student learning will be accessed using a variety of standards measurements, and modified timelines for meeting all learning standards will be evaluated. Additionally, academic summer camps were conducted to lesson a learning gap. Expanded technology capabilities will enable teachers and students more access to maximize options.

p.2 of 5 of Application PDF (This is a revised response to the application originally submitted)

Q: What is the LEA's proposed timeline for providing services and assistance to students and staff?

Revised Response: The proposed timeline is immediate. The Board of Education has already purchased/paid for PPE in anticipation of students returning to school in August. Development of virtual courses has been ongoing throughout the spring and summer to be ready and in place for the start of school for students and professional development for teachers/staff. All services provided by this Grant will be completed and monies expended no later than September 30, 2022.

Q: How will the LEA use ESSER funds to promote remote learning?

R: ESSER funds will be used to promote remote learning through the development of virtual courses, the purchase of software, the purchase of computers, and the purchase of hot spots to enable better access to wi-fi for students.

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3. Equitable Services Assurances

Q: Provide a brief explanation of the following: How will equitable service funds be used by the private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for services and assistance to be implemented by private schools?

Revised Response: Equitable service funds will be used by the private school for sanitizing equipment and purchasing computers and software. The LCSS Title I Director has corresponded with the principal of the private school via telephone, email, and talked face-to-face. Service and assistance will be implemented to the private school as soon as an application is approved. Services and assistance provided by this Grant will be completed and monies expended no later than September 30, 2022.

p.5 of 5 of Application PDF (This is a revised response to the application originally submitted)

6. Section 427 of the General Education Provisions Act Assurances

Q: 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 original, disability, and age) that impede equal access to, or participation in, the program?

Revised Response: Learning barriers occur in cases of poverty, isolation, illness, and other personal family situations. By providing equitable access and expanded opportunities for under-served populations, students gain greater access to learning through more tools, better understanding, and necessary equipment. Residents in rural counties like Lauderdale experience intermittent or no affordable or even available internet capabilities. Purchasing equipment will expand the reach of learning to our students, families, and staff. When barriers arise, the service need will be addressed as quickly as possible seeking solutions to meet student needs.