



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	Roanoke City Schools
Mailing Address	P. O. Box 1367
Physical Address	557 Main Street
City/Town and Zip Code	Roanoke, AL 36274
Superintendent's Name	Mr. Chuck Marcum
Contact Person	Mr. Chuck Marcum
Contact Person Position	Superintendent
Contact Telephone Number	(334) 539-5170
Contact Email	cmarcum@roanokecityschools.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?

The LEA determined the most important needs through needs assessments completed by our faculty, staff and parents. These survey instruments were analyzed and the most important educational needs have been determined to be as follows: cleaning supplies (safeguard chemicals, janitorial equipment); classroom supplies and postage for schools to mail class schedules, midterm reports, report cards, etc as a way of communicating with parents; hands free outdoor dismissal system for our middle school; software and devices to improve learning as infrastructure and hotspots to improve wifi abilities and boost internet connectivity for learning; professional development and stipends for teachers as they learn and implement a new LMS; and temperature kiosks for our schools.

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

The LEA intends to assess and address student learning gaps resulting from the disruption in educational services through diagnostic and formative assessments. Diagnostic and formative assessments may be the most useful tools to respond to gaps in the opportunity to learn as these assessments put useful, actionable student performance information in educators' hands to help them address individual and classroom learning needs. Assessment strategies that address individual learning needs will necessarily differ from summative assessments. For example, these assessments would be focused on lower learning targets, explicitly linked to curriculum, and able to quickly provide feedback at a smaller "grain size."

Identification of these smaller grain learning targets will begin with an evaluation of the curriculum topics that were being taught at the time schools were closed and include those that were expected to be covered throughout the period of school closure and were covered by teachers via virtual learning. Findings will help guide the kinds of focused assessment practices that will be most useful in identifying where each student might be struggling due to the extreme circumstances that have forced our schools to close.

Student learning gaps will be addressed in the following ways:

1. Teachers will utilize evidence based instruction.
2. Provide a rigorous curriculum featuring balanced instruction, emphasizing basic skills for increasing comprehension.
3. Students with learning gaps resulting from the disruption in educational services will be provided with more instructional time coupled with an increased intensity of instruction in small groups and more repetitions or doses of instruction.
4. Supplemental instruction will be provided to fill in students' learning gaps as quickly as possible and return them to core instruction.
5. Teachers will monitor student progress on a regular and consistent basis.
6. Teachers will motivate and engage students through the use of games, technology, choice, differentiation, etc.
7. The LEA will support professional development through a well-designed and clearly communicated teacher development process. Professional development is essential for driving measurable and lasting learning for students.
8. We will bring home and school to the best of our abilities as close cooperation between schools, parents, and the community is one of the keys to closing achievement gaps.

Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)	
<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input checked="" type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
<input checked="" type="checkbox"/>	Activities authorized by subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of the individual schools.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input checked="" type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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
1100	411	8100	\$10,944.00	instructional classroom supplies
1100	495	8100	\$94,959.00	devices/infrastructure/hands free outdoor dismissal system/improve wifi abilities
1100	414	8100	\$11,825.00	software to support student learning
3200	441	8300	\$1,000,000.00	cleaning supplies/janitorial equipment/safeguard chemicals
2215	312	8220	\$20,000.00	professional development for teachers
2215	192	8,220	\$20,000.00	stipends for teachers (train the trainer for new Learning Management System & facilitate PD)
1100	399	1100	\$10,000.00	OT/PT Compensatory Services/Psychometrist
1100	191	8100	\$36,783.00	extended school year/short & long term subs/ remediation services
2190	326	8210	\$7,758.00	temperature kiosks for schools
1100	491	8100	\$3,469.00	system to boost Internet connectivity
1100	364	8100	\$3,000.00	postage (\$1000 per school)

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

The LEA's proposed timeline for providing services and assistance to students and staff is from July 2020 to September 2022.

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

The LEA will use ESSER funds to promote remote learning in the following ways:

1. Provide a learning management system, hardware, and software for educators and students
2. Provide customizable, robust, comprehensive curriculum aligned with the Alabama Course of Study with instruction optimized for virtual learning (to include but not limited to the following: literacy, math, enrichment, and family support)
3. Provide counseling and family engagement
4. Provide coaching and professional development for educators
5. Provide virtual intervention programs to help to ensure continuity of academic services and supports 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 services have been offered to be used by the private school within our attendance area. As of 6/9/2020, the administrator (Dennis Hollis) of the private school in our attendance area (Faith Christian School) indicated by checking and signing the CARES Act Section 18005-Services to Non Public Schools Outreach Log that "I do not wish to participate in the CARES Act services." A copy of this completed form is located in e-gap and in the Federal Program Director's office.

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?

The LEA proposes to take the following steps to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, the program:

- *all students, teachers, and other program beneficiaries will be provided with a laptop with internet access
- *provide bridging and/or tutoring with hotspots to students, teachers, and other program beneficiaries for equal access to, or participation in, the educational program (if internet access is not readily available)
- *LEA will adopt a new Learning Management System at all three schools
- *Teacher trainers in all three schools for new Learning Management System
- *online tutorials, eLearning, webinar and personalized support for new Learning Management System
- *ongoing, embedded professional development for teachers
- *effort to support educational program
- *access to support through a list of contact details and online resource links all program beneficiaries can use to improve their comprehension of the educational program
- *online instruction and/or videos for parents and students
- *plan and coordinate (if long-term closure) guidance for carrying out requirements under IDEA
- *plan and coordinate activities, including outreach and service delivery (if long-term closure) guidance for homeless, foster care youth, EL, low-income, special needs students, racial and ethnic minorities
- *compile and maintain an accurate and evolving list of economically impacted families
- *plan and coordinate (if long-term closure) how to provide meals to students
- *extended school year (summer learning) during summer months online or in person (as allowed by Alabama Public Health)

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.

Pam Mitchum

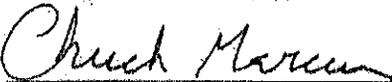
LEA Chief School Financial Officer (Typed Name)



LEA Chief School Financial Officer Signature

Chuck Marcum

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(334) 539-5170

Telephone Number

06/16/2020

Date (mm/dd/yyyy)

(334) 539-5170

Telephone Number

06/16/2020

Date (mm/dd/yyyy)

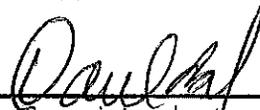
Send completed application to CARESapp@alsde.edu.

Upon approval of the application, funds will be released to the LEA.

ALSDE Internal Use Only

Date Application Received: 6/16/20

Date ALSDE Approved: 6/18/20


State Superintendent and/or Designee Signature

06/18/2020
Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____