



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	Tuscaloosa City Schools
Mailing Address	P.O. Box 038991
Physical Address	1210 21st Avenue
City/Town and Zip Code	Tuscaloosa, Alabama 35403
Superintendent's Name	Mike Daria, Ed.D.
Contact Person	James Darin Pope, Ed.D.
Contact Person Position	Deputy Superintendent
Contact Telephone Number	(205) 759-3530
Contact Email	jpope@tusc.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	\$716,510.00
Total LEA Private School Allocation	\$8,573.96
Total LEA Private School Administrative Costs Set-Aside	\$857.40
Total # of Private Schools Participating	1.00
Total Student Enrollment at the LEA	3,633.00
Total Student Enrollment at ALL Participating Private Schools	44.00

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: \$155,745.93

- 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: Tuscaloosa City Schools have purchased individual hot spots for students in need of wifi services.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$155,745.93
- 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: \$410,602.90

- 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: \$141,587.21

- The LEA will use the allocation above for providing tutoring to students.
- The LEA will **not** use this allocation for providing tutoring to students.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: We have allocated other funds for this purpose and we have received additional grants to support after school learning.

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: \$141,587.21

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?

Four private schools in the Tuscaloosa City School's attendance zone were invited to participate in the GEER funds by our Director of Federal Programs. Only one of the four requested to participate (The Capitol School) in the GEER Funds. The other three refused services due to the limited allowable activities. The Capitol School, located on 2828 6th Street, Tuscaloosa, AL 35401 is a PreK-12 school with a student enrollment of 183. The Capitol School has 44 low income students, thus making their Equitable Services Allocation they receive in the amount of \$7716.56. Our Director of Federal Programs conducted timely and meaningful consultation originally on September 28, 2020 with the private school and then again on October 16, 2020 due to the revised guidance regarding private school participation in light of the court ruling for private school participation. The services that The Capitol School has requested from the GEER funds relates to providing additional academic support to bridge learning and achievement gaps of students. The requested services from The Capitol School include: purchasing Carolina Biological STEM Science Kits (\$7,716.56). Tuscaloosa City Schools will reserve the maximum amount (10%) set aside for administrative cost in the amount of \$857.40. These funds will be used for district purchase order forms, ink for printing reports, copy paper for printing reports, folders to maintain compliance documents, and copier maintenance fees as required in order to support the private schools.

2B. Equipping School Buses with Wi-Fi Capabilities

Provide details as to how the LEA will use GEER funds to connect Wi-Fi to district buses.

NA

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.

NA

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.

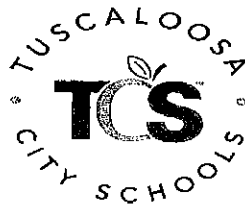
Please see the attached document.

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.

NA



Vulnerable Populations Supports

To support the vulnerable population, a portion of the GEER funds will be used to provide additional tools, support, and resources that will bridge the learning and achievement gaps for students with SRIPs, RtI plans (Tier III), Individualized Education Plans (IEPs), students in foster care, students that are homeless, students that receive services under section 504 of the Rehabilitation Act and ELL students.

Funds will be used to support remote parent engagement activities, reading books, online student portals and digital tools that can help families stay informed and connected to their child's school. Identified tools and strategies will focus on maintaining open and meaningful communication with impactful outcomes for parents especially those parents of ELL students with language barriers.

A portion of the GEER funds will be used for high quality professional development for general education and special education teachers to improve teacher effectiveness that will improve student achievement for the district's vulnerable students.

A portion of the GEER funds will support services for any students whose IEP team determines that there is a loss of a learning skill(s), students who are not successful virtually, students who have RtI plans (Tier III students), students who are deemed homeless, and English Language Learners, services will include, related services such as speech/language therapy, occupational therapy, language acquisition, mental health and behavior counseling for those vulnerable students that require additional services outside of the normal school hours.

K-12 grade students will be provided computer assisted instruction aligned to the reading and math standards. Edgenuity's MyPath and PathBlazer provide students who struggle with personalized instruction at school and at home that focuses on the skills and concepts they have yet to master which is crucial to grade-level attainment and their future success. Results from a Performance Series will immediately identify standards where

students are struggling and provide the targeted instruction in the form of Individual Learning Paths(ILP's) they need to close early learning gaps. MyPath and PathBlazer assist educators with pinpointing specific learning gaps and providing targeted, data-driven instructional pathways to help students catch up, keep up, or get ahead in Math and ELA. In addition, MyPath and PathBlazer will provide students with the targeted instruction they need to move forward while offering clear and easy-to-read data and reporting so teachers can monitor student progress and personalize their learning. Data that PathBlazer collects as students complete their assignments provide teachers the power to monitor learning and adjust instructional practices in their classroom. MyPath empowers educators to monitor student performance at a glance, and quickly step in to offer additional help where needed. As well, parents are able to receive virtual performance reports and track students progress.

After the BoY universal screeners (aimsweb Plus K-3 and Scantron 4-12) were administered the data analysis was conducted. The team created goals and action strategies to increase the number of students in the proficient level. The data revealed a need of extra intervention efforts for students not on grade level. Therefore, a portion of the GEER funds will be used to hire additional coaches, intervention teachers, and tutors to help increase student achievement. The extra support will target students in Tiers II and III. In order to close the academic gap, we must identify the interferences and intervene on those specific goals. Coaches will be hired to work with teachers at Limited Support 1 schools to support teachers with core implementation, providing daily coaching and job embedded professional development as needed. We will utilize the additional coaches to support specific grade levels and specific schools. These supports will be fluid as we closely monitor the data. Additional intervention teachers will be hired to provide low performing students with evidence-based reading and math strategies. We will utilize the intervention teachers to pull Tier III students and extra layer of intervention for reading and math skills. Tutors will be hired to provide one on one support to students with specific skills deficits..

To support core reading and math instruction, GEER funds will be used to purchase materials and manipulatives to be used in combination with multi-sensory strategies as teaching tools to engage students in hands on learning. Research shows multi-sensory strategies are an effective way to solidify the foundational skills of reading and math. We will also use the

GEER funds to purchase reading and math resources for students and teachers to support intervention efforts as we adjust instruction from the data dives.

Funds will be used to provide professional development workshops and training, purchase professional development books and resources, and for attending conferences. Teachers needing additional training and professional development will have opportunities to improve their teacher effectiveness. These funds will be also be needed to cover the cost of substitutes to allow teachers to participate in professional learning opportunities. Due to the limited substitutes, we will provide professional learning opportunities to equip teachers in grades K-12 on instructional strategies that are aligned to meet the needs of students with specific skills deficits.

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: **\$716,510.00**
 (NOTE: Make sure to include Equitable Services in the total)

Provide a detailed budget to explain how GEER funds will be used at the LEA as identified by data, needs assessments, and other areas impacted by the COVID-19 pandemic.

3A. Equitable Services

			Total Section A Allocation	\$8,573.96
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A	9200,479,4900	\$7,716.56	
Private School Admin. Costs	See Detailed Narrative in Section 2A	1100,411,8100	\$857.40	

3B. Equipping School Buses with Wi-Fi Capabilities

			Total Section B Allocation	\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Wi-Fi Equipment			\$0.00	
Indirect Costs				
Other (If applicable)				

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			\$707,936.04
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Coaches, Intervention Teachers, Tutors, Stipends	1100/2215,010/192,1200,8220	\$235,000.00
Benefits (If applicable)	Coaches, Intervention Teachers, Tutors, Stipends	1100/2215,210-250,1200/8220	\$64,937.00
Classroom Supplies (including print materials)	Reading and Math Resources (Print and Digital) Intervention Resources, Materials, Technology and Supplies	1100,411,8100	\$202,000.00
Transportation (If applicable)			
Indirect Costs			
Professional Development	Workshops, Training, PD Books, Conferences, Response to Instruction Professional	2215,383/623,822	\$205,999.04

3D. Before/After School Tutoring			
Total Section D Allocation			\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			\$0.00
Benefits (If applicable)			\$0.00
Classroom Supplies (including print materials)			\$0.00
Transportation (If applicable)			\$0.00
Indirect Costs			\$0.00
Other (If applicable)			\$0.00

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

The data team created goals, action strategies, time-lines with specific measurements of success for each support and each purchase aligned to the respective goal. We have developed a data tool to chart the impact on student learning. Additionally, the LEA strategic plan will include strategies and outcome measures aligned to implementing actions specified in the GEER application. The plan will be monitored for effectiveness on a 14-day basis.

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

Services and assistance to students will begin on Aug 24, 2020 and extend through the 2020-2021 school year and during the summer of 2021. However, 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?

Tuscaloosa City Schools has a non-discrimination policy that ensures that procedures are in place to prevent discrimination from occurring. As well, the district's vision, mission, and belief statements are inclusive of all students, staff, and school stakeholders. Thus, all programs and services are posted and made available to all students teachers and other stakeholders. Specific actions have been taken to address educational inequity and to ensure students have equitable access to educational programs and services to include access to non-cost breakfast and lunch. In addition, the district strategic plan critical initiatives for SY21 provides activities in support of students receiving special education, 504, homeless, foster, and social emotional services and language acquisition services for English language learners.

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

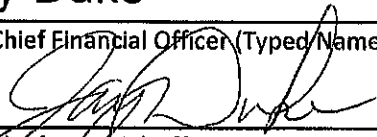
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or 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.

Jay Duke

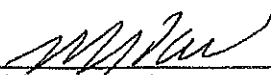
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Mike Daria, Ed.D.

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(205) 759-3557

Telephone Number

10/22/2020

Date

(205) 759-3560

Telephone Number

10/22/2020

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: 10/19/2020

Date ALSDE Approved: 10/27/2020

12-27-2020

Date



State Superintendent and/or Designee Signature

Date GEER Funds Released: _____