



**Elementary and Secondary School Emergency Relief (ESSER) Fund under the  
Coronavirus Aid, Relief, and Economic Security (CARES) Act**

**CARES Act Toolkit**

*The United States Department of Education USED has approved the application from the State of Florida for ESSER funds under the CARES Act. LEAs will be allowed to expend funds until September 30, 2022. Pre-award costs will be allowed for allowable costs incurred on or after March 13, 2020.*

***Orange***

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
  - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)

The district has budgeted for salaries or other operational expenditures based on projected budget shortfalls relating to loss of revenue as a result of COVID-19. Prior to drawdown of funds for any such expenditures, the local educational agency shall provide the evidence of the loss of revenue to the Department by submission to Vice-Chancellor, Melissa Ramsey at [Melissa.Ramsey@fldoe.org](mailto:Melissa.Ramsey@fldoe.org) and Assistant Deputy Commissioner, Miki Presley at [Mari.Presley@fldoe.org](mailto:Mari.Presley@fldoe.org) for review and approval.

Award conditions for transportation/ official expenditures due to projected budget shortfalls in athletic revenue: The request for \$1,591,250 for funds for transportation and officials can only be paid once the LEA provides evidence that the revenue generated for sporting events does not pay the actual cost of the transportation and officials.
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

# FLORIDA DEPARTMENT OF EDUCATION

## PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  Elementary and Secondary School Emergency Relief (ESSER) Fund under the Coronavirus Aid, Relief and Economic Security (CARES) Act Fiscal Year 2020-2021  <b>TAPS NUMBER: 21A149</b>	<b>DOE USE ONLY</b>  Date Received  July 15, 2020						
<b>B) Name and Address of Eligible Applicant:</b>  Orange County Public Schools 445 W. Amelia Street Orlando, Florida 32801		<b>Project Number (DOE Assigned)</b> 480-1240A-1C001						
<b>C) Total Funds Requested:</b>  \$ 55,446,693.53  <hr style="width: 20%; margin: 10px auto;"/> <div style="text-align: center;"> <b>DOE USE ONLY</b>   <b>Total Approved Project:</b>           \$ 55,446,693.53       </div>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name:</b>            Frenchie Porter, Senior Manager, Grants  <b>Fiscal Contact Name:</b>            Kimberly Gilbert, Director, Federal Programs         </td> <td style="width: 40%;"> <b>Telephone Numbers:</b>            407-317-3200 Ext. 2002326             407-317-3200 Ext. 2002855         </td> </tr> <tr> <td> <b>Mailing Address:</b>            445 W. Amelia Street            Orlando, Florida 32801         </td> <td> <b>E-mail Addresses:</b>            Frenchie.Porter@ocps.net            Kimberly.Gilbert@ocps.net         </td> </tr> <tr> <td> <b>Physical/Facility Address:</b>            445 W. Amelia Street            Orlando, Florida 32801         </td> <td> <b>DUNS number:</b> 190414359   <b>FEIN number:</b> 59-6000771         </td> </tr> </table>		<b>Contact Name:</b> Frenchie Porter, Senior Manager, Grants <b>Fiscal Contact Name:</b> Kimberly Gilbert, Director, Federal Programs	<b>Telephone Numbers:</b> 407-317-3200 Ext. 2002326  407-317-3200 Ext. 2002855	<b>Mailing Address:</b> 445 W. Amelia Street Orlando, Florida 32801	<b>E-mail Addresses:</b> Frenchie.Porter@ocps.net Kimberly.Gilbert@ocps.net	<b>Physical/Facility Address:</b> 445 W. Amelia Street Orlando, Florida 32801	<b>DUNS number:</b> 190414359  <b>FEIN number:</b> 59-6000771
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<b>CERTIFICATION</b>  <p>I, <u>Barbara M. Jenkins</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 30%;"> <b>E)</b>              Signature of Agency Head         </div> <div style="width: 30%; text-align: center;">           Superintendent            Title         </div> <div style="width: 30%; text-align: right;"> <div style="font-size: 2em; margin-bottom: 5px;">6-16-2020</div>           Date         </div> </div>								

## Federal Requirements

In order to request funding, LEAs must agree to the following assurances.

**Assurance 1, Allowable Activities:** The LEA will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act.

The U.S. Department of Education generally 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.

**Assurance 2, Equitable Services:** The LEA will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act.

**Assurance 3, Equitable Services:** The LEA 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 ESSER Fund.

The LEA will ensure that a public agency 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 a public agency directly, or through contract with, another public or private entity.

**Assurance 4, Charter School Allocation:** *(For school district LEAs)* The LEA will provide an allocation to all charter schools within its district. Unless otherwise agreed between the district and the charter school(s), the charter school allocation shall be not less than the pro-rata share of the district's total allocation, after calculation of equitable services, based on the district's total unweighted FTE and the charter school's total unweighted FTE reported in the 2019-20 survey 3. LEAs will make preliminary allocations for charter schools that are new or significantly expanding in 2020-21 based on the best available projected enrollment data, and will adjust the allocation based on actual enrollments as reported in 2020-21 Survey 2.

**Assurance 5, Employee and Contractor Compensation:** The LEA and any other entity that receives ESSER funds through the subgrant awarded hereunder 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, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. 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.

**Assurance 6, Comply with all Reporting Requirements:** The LEA will comply with all reporting requirements, and submit required quarterly reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require. The department may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities 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.

**Assurance 7, Cooperate with Examination of Records:** 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 available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

☒ **By checking this box, I hereby certify that the LEA agrees to all the assurances, and will abide by all**

**Please proceed to Part II: LEA Plan on the next tab.**

**The LEA will describe the plan for the following:****1. Assessing student learning gaps resulting from disruption in educational services caused by COVID-19.**

The District Plan for Progress Monitoring details expectations for schools to gather re-entrance instructional data and continue monitoring student progress at specific points throughout the school year. A combination of existing progress monitoring assessment tools will be used to measure performance of students in various grade levels, curriculum groups, and subgroups as specified by the Every Student Succeeds Act (ESSA). All tools offer the reporting of results at the level of instructional standards and/or learning concept, allowing identification of content-specific instructional gaps for individual students. Student-matched progress monitoring data from mid- and end-of-year administrations during the 2019-20 school year will serve as a point of comparison to determine learning gaps experienced during the disruption in educational services.

i-Ready The i-Ready Diagnostic and Growth Monitoring assessments will be used to measure performance in English Language Arts (ELA) and mathematics for students in grades K-8. The i-Ready Diagnostic assesses students skills in reading and mathematics and the domain and sub-skill level, and will be administered at three points during the year. The Growth Monitoring assessments are administered at shorter intervals between Diagnostic windows and serve to monitor progress on skills in need of improvement that are identified during Diagnostic administration.

**2. Accelerating student learning, with identification of evidence-based/research-informed strategies for closing student achievement gaps.**

Students are being supported through the identification of 4th quarter (missed) "Priority" standards, use of diagnostic assessments, culminating activities and progress monitoring activities (PMA). The information gleaned from these sources, allow for multiple data points to target and accelerate student learning. The academic success calendar (ASC) and additional focus calendar was created to connect priority standards to specific small group lessons. This strategic approach preserves tier I instruction while allowing for additional informed scaffolds. K-12 district designed curriculum resources materials (CRMs) have been revisited to include and identify additional practice and provide explicit connections to prerequisite foundational skills and/or standards. Tier II and Tier III instruction is being addressed through investments in systemic researched based resources such as: Heggerty, SIPPS, Reading Plus, Corrective Reading, Reading Mastery, TransMath, and Newsela, coupled with the continued use of i-Ready intervention and toolbox materials. Professional development is provided to administrators and staff on all the resources available. During the school year, continued support will be in the form of Professional Development services that address content specific instruction in 3-12, and small group differentiation in K-2. Tier II and III schools will receive additional targeted district support through corrective programs.

In order to prepare rising kindergarten students before they start the 20-21 school year, OCPS will host a Jumpstart to Kindergarten program. This program will familiarize rising kindergarten children at Title I schools with the structure and routines of school, while teaching them developmentally appropriate academic and social-emotional content.

**3. Ensuring the safety and health of all students and staff served.**

A district document was designed to protect students and staff using the most recent COVID-19 recommendations provided by the Centers for Disease Control and Prevention (CDC), Florida Governor's COVID-19 Guidance, and the Department of Education reentry procedures. This plan includes safety measures such as educating staff and students on health and temperature screening, use of Personal Protective Equipment (PPE), hygiene procedures, proper sanitation, social distancing, meal distribution strategies, communication, and what to do if a student or staff member becomes sick.

ESSER funds will be used to provide devices, as well as, professional development and training to staff, students and families on remote learning procedures which will be activated in the case of a confirmed case(s) of COVID-19.

During a full school or classroom closure, due to a confirmed case(s) of COVID-19, the district will continue to provide standards aligned lessons and resources through a remote learning model. Students will experience no more than 30-45 minutes of daily instruction per course (secondary) or subject area (elementary) per day for students receiving standard curriculum. Students should expect to be provided a blend of synchronous and asynchronous remote instruction, including a designated number of live lessons in core subject areas weekly. Instructional topics will be determined based on the scope and sequence for the course and/or student need during the time of the school closure. Assignments with due dates will be communicated to parents and students using the district learning management system.

In situations where the school will remain open but students are unable to attend in-person due to a confirmed case of COVID-19 or for another approved reason, the district will continue to provide standards aligned resources in print and digital formats to designated students through a hybrid remote learning model. In the hybrid model, students would attend live lessons on the same schedule as they would in person using video conferencing. ESSER funds could be used to procure robotic cameras. Teachers would stream each lesson using a district provided device and robot through an approved video conferencing platform and invite designated students engaging in remote learning to join. As teachers present content in their physical classroom to students attending in person, the teacher will wear audio enhancement and a marker that allows the



robotic camera to track their movement and their audio and stream it to the student attending remotely at home. The student attending remotely at home will be able to be called upon by the teacher to engage in verbal and written discussion with their peers. An example of this interaction can be found by clicking on the following link:

<https://youtube/kREJs75DkHg?list=PLlaSNox9FxEiSNJask1k7NS6jfgTza3>

Assignments with due dates will be communicated to parents and students using the district learning management system.

#### **Device and Internet Access**

In all models of remote learning, the district will provide devices to all students and work with community partners, such as T-Mobile/Sprint, to provide wireless internet access to all students in need, using donated hotspots. The district will fund data allowances, when not included in the donation from the community partner.

While the district already owns devices for all secondary and  $\frac{3}{4}$  of elementary schools, ESSER funds will be used to procure devices for the remaining  $\frac{1}{4}$  of elementary schools and alternative education sites to ensure the district has a 1:1 device ratio for all instructional staff, administrative staff, and students. The staff and student devices provided by the district will include a web camera to allow for video conferencing.

Video conferencing will allow for regular and substantive educational interaction between students and their classroom instructors. The use of video conferencing will allow for not only the continuity of instruction but also the continuity of specialized services such as mental health counseling, speech therapy, language therapy, behavior support, transition services, tutoring, coaching and mentoring. In limited circumstances video conferencing can be used to provide some functions of school health services, physical therapy and occupational therapy.

#### **Professional Development and Training**

To ensure instructional continuity, the district will need to provide on-going professional development and training to staff, students, and families on:

Remote Learning Procedures, Learning Management System Usage, Video Conferencing Platforms, Specialized Forms Of Remote Learning For Students With Special Needs, Accessibility Tools, and High Quality Instruction In A Remote Learning Environment.

Professional development and training will occur through on-demand videos, asynchronous online courses, as well as, synchronous webinars on specific skills and topics. The district will also host synchronous content-specific webinars to assist teachers in planning for remote learning instructional delivery. ESSER funds will be used to compensate staff for participating in professional development and training that occurs outside of contracted time, as well as, to engage in outreach to families and students, especially those identified as at-risk and students with disabilities.

### **5. Provision of charter school support, including the dissemination and assurance of allowable uses of funds.**

The district received the RFA on 6/11/20 and notified charter schools of the opportunity on 6/18. A webinar with Q & A was provided on 6/22. Charter schools submitted intent to participate with budget plans on 6/24. Assurances were covered in the webinar and were signed off with the intent to participate form. The DOE toolkit was shared and allowable use of funds was discussed. The district is in the process of reviewing budget plans for submission in the tool kit. OCPS has a dedicated Sr. Manager in the office of School Choice who will work directly with the schools to review expenditure requests for allowability while ensuring the charter expenditure was approved in the tool kit. Expenditure reports will be made available as required.

### **6. Provision of equitable services, including the timeline for consultation and the steps districts will take to notify eligible non-public schools of the opportunity to participate in consultation and to receive services.**

The toolkit was received on 6/11/2020 and the district listened to the webinar on 6/12/2020. The district worked with FDOE ombudsman to get guidance on private school participation requirements. A webinar invite was sent via email to 161 not for profit private schools in Orange County for 6/18/20. OCPS collaborated with 3rd party provider to hold webinar and answer questions for private schools. A follow up email was sent to 161 schools with a copy of the webinar, Q & A and tentative allocations. OCPS is working directly with 65 schools who expressed an interest and a third party provider to determine students and services that may be offered in alignment with the assurances.

**Please proceed to Part III: Implementation Plan on the next tab.**

**The LEA will complete the following implementation plan, outlining planned activities for each of the following uses of funds under section 18003(d) of the CARES Act. Please number the activities within each item to relate to the proposed budget. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities.**

**Item 1: Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).**

Activity 1.

**Item 2: Coordination of preparedness and response efforts of local educational 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.**

Activity 1.

**Item 3: Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.**

Activity 1. In order to support school based leaders with the necessary research-based resources, the following Supplemental materials will be purchased to address learning GAPS to Recover, Rebuild and Renew Student success. See attached supplemental intervention resources that will be purchased for all schools - the same list of resources are being provided for Charter and Private schools to utilize as well.

Activity 2. To address learning gaps, charter schools will utilize supplemental curriculum and software licenses. Schools will utilize funds to print curriculum and worksheets as needed and provide low income families with school supplies to be utilized in school and at home for learning

Activity 3: Contract with Kelly Services to provide a substitute teacher at each school and 2 at each high school for the duration of the school year to provide coverage for teachers out due to COVID-19. 106 cube Y \$175/day Y 180 days

**Item 4: 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.**

Activity 1. Evaluations for students with expected disabilities to provide services. Due to COVID-19 and the shutdown of the state and county, additional contracted services and staff were needed to complete evaluations in OT, Audiology, PT and Speech and Language Services

**Item 5: Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.**

Activity 1.

**Item 6: Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.**

Activity 1. Charter schools will provide staff with training on sanitation and minimizing spread of COVID-19, digital learning and robust digital curriculum.

**Item 7: Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agency.**

Activity 1. Charter schools will purchase sanitation supplies for cleaning school locations, protection devices such as masks and gloves, supplies such as wipes, sanitation stations, hand sanitizer and touchless thermometers.

Activity 2: contracted custodial services to supplement our normal cleaning protocol due to COVID-19

**Item 8: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for on line learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.**

Activity 1.

**Item 9: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA 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.**

Activity 1. Prior to COVID-19, the district purchased devices for most schools to support digital learning and a one device per student ratio. Fifty schools were not one to one in the spring when schools transitioned to distance learning. The district seeks to use CARES funds to purchase 8,415 Dell Latitude 10.2" iPads with wifi to provide one device per student for our remaining 50 schools. This will support our Innovative Plan submission to the state to provide every student with the option to learn face to face with digital resources or to continue their education at home through the LaunchED@home model and a school provided laptop. This purchase will also support the district's Continuity Plan by providing students a pathway to continue learning if they have to miss school time because of COVID exposure.

Activity 2. The district seeks to use CARES Act funding to procure 1,340 Swivel C1 robotic cameras and 1,340 iPads to support the deployment of the option innovative model, OCPS LaunchED@Home beginning in August 2020. Technology cannot be a solution to a problem that you do not have. The problem that the district faces at this time is how technology can be utilized to offer maximum flexibility to teachers and students. In the Fall, families will be able to select the OCPS LaunchED@Home innovative model as an alternative to face-to-face instruction. In that model, students will learn from home via live video conferencing lessons. Because participation in the LaunchED@Home model is a parents decision, there may be more families that select this option than can evenly fit in classroom units. As a result, some classroom units may have students both participating live at home and physically in the classroom. In those situations, teachers cannot be tethered to their computer or laptop and will need to be mobile. To provide that flexibility, the district will procure robotic cameras that provide that flexibility. These cameras will be used in training on effective remote and blended learning practices.

Activity 2. To support distance learning, charter schools will purchase and update digital devices for students based on school needs.

Activity 3. To

support distance learning, purchase LaunchED@Home. LaunchED@Home is the district's platform for teachers to manage students use of technology within their classroom. With LaunchED@Home, a teacher can

**Item 10: Providing mental health services and supports.**

Activity 1. To support students with mental health issues due to COVID-19, Charter Schools may utilize contract services for their students and families. Several charter schools have requested to hire nurses or contract with health facilities to have nursing services on campus to support back to school learning.

**Item 11: Planning and implementing activities related to summer learning and supplemental after school 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.**

Activity 1. Charter Schools have opted to provide face to face and virtual tutoring for students afterschool and on Saturdays to regain educational loss.

**Item 12: Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.**

Activity 1. Cost of salary and benefits to preserve 1,120 school based support personnel positions as they will likely be directly impacted by COVID-19 and the shift to an Innovative school reopening plan or OCPS.

Activity 2. Upgrade School Health Assistants positions to an LPN or purchase LPN where SHA doesn't exist

Activity 3. Provide additional hand-held thermometers for schools (30 per HS, 20 per MS and 1 per ES and 5 per Special Center)

Activity 4. Convert water fountains to bottle filling station (2 ES, 3MS & K-8, 5 HS and Tech center, 2 other schools)

Activity 5. Hire contracted services to help move classroom furniture to maintain social distance across district - \$75/hr. X approx. 34 hours per school X 195 schools

Activity 6. Cost to offset loss of revenue for Athletic support for well rounded student - transportation for sporting events - 19 HS X 100 hours X \$50/hr. (4 sports)

Activity 7.

Cost to offset loss of revenue for Athletic support for well rounded student - officials for sporting events - \$125 per hour X 35 hours per official X 3 per event X 6 sports X 19 HS

**Item 13 Administration- address direct and indirect administrative costs.**

Activity 1. Indirect costs on funds minus capital outlay and contract > \$25k (Catapult for private schools) - District approve IC rate 5%

**Item 14: Equitable services (refer to the previous section, Part 1. 6.). CARES Act requires that LEAs remain in control of funds. For equitable services, this means that LEAs are the ones that do the purchasing of technology, supplies, contracted services and therapies allowable under the grant. For any items purchased, the LEA will be the owner of those items. Allowable activities for non-public schools include items 1-12 previously listed.**

Activity 1. 65 schools submitted an intent to participate. A per pupil allocation was determined and 57 schools have opted to work with Catapult as a 3rd party provider. OCPS will enter into a contractual agreement with Catapult Learning on behalf of participating schools that will include assurances and allowable activities. Catapult has participated and collaborated on the webex meetings (2X) we have had with private schools and have participated in state technical assistance webex and are knowledgeable of allowable expenses. OCPS will monitor the contract and will approve all private school expenses submitted for allowability. Catapult will collect data and submit reports as required to the district on behalf of the private schools.

Activity 2: 8 schools chose to have OCPS provide direct support with ESSER funding. Funding will be utilized under items 1-12.

**Please proceed to Part IV: CARES ACT Budget on the next tab.**



CLEAR ALL DATA		Enter the Total Grant Allocation		\$55,446,693.53		Total Budget		\$		55,446,693.53	
		Enter District Name Below				Remaining		\$		(0.00)	
Orange											
CALCULATE											
Function	Object	Item number and Activity number (from III. Part 2)	Salary/Unit Costs	FTE Position	Quantity	Total Cost					
5100	519	Item 3: Activity 1- Supplemental resources reading and math (see attached)	\$2,000.00		138	\$	276,000.00				
5100	644	Item 9: Activity 1 - Non Capitalized Equipment - 8,415 Dell Latitude 3190 - student devices @ 240.70 each - co-hort 8	\$	340.79	8415	\$	2,867,747.85				
5100	644	Item 9: Activity 1 - Non Capitalized Equipment - 2,000 Lenovo 100e - student devices @ 292.71 each - co-hort 8	\$	-	0	\$	-				
7200	790	Item 13: Activity 1 - Indirect cost max. 5%	\$	1,991,176.74	1	\$	1,991,176.74				
5100	644	Item 9: Activity 2 - Swirl C1 - 1,340 X \$593.10 each	\$	593.10	1340	\$	794,754.00				
5100	643	Item 9: Activity 2 - 10.2" iPad Wi-Fi 128GB 10 pack	\$	4,730.00	134	\$	633,820.00				
6400	310	Item 3: Activity 1- Supplemental resources reading and math (see attached)	\$	2,200.00	5	\$	11,000.00				
5100	519	SPPS 5 in-school support sessions @ \$2,200	\$	13,500.00	19	\$	256,500.00				
5100	519	Item 3: Activity 1 - Reading Plus for Extra hour - Lowest 300 - 19 schools @ \$13,500 each	\$	2,112.35	27	\$	57,033.45				
5200	519	Item 3: Activity 1 - Elementary Reading (ELL students) leveled text - \$422.47 X 5 kits/school X 27 schools	\$	13,249.57	46	\$	609,480.22				
5200	519	Item 3: Activity 1 - Corective Reading \$8,897.46 X 46 schools	\$	11,100.31	46	\$	510,614.26				
5100	519	Item 3: Activity 1 - Reading Mastery (Tier3/ESE) K-1 support - \$11,100.31 X 46 schools	\$								
5100	519	Item 3: Activity 1 - TransMath 6-8 to support Tier II and II curriculum - will support 12 schools and approximately 3,000 students - \$21,052.97 x 12 schools	\$	21,052.97	12	\$	252,635.64				
5100	360	Item 3: Activity 1 - Newsela (K-5) - leveled text - 135 school site liscense @ \$2,150.90/school	\$	2,150.90	135	\$	290,371.50				
5100	519	Item 3: Activity 1 - STAR Early Literacy - 81 schools @ \$174.67	\$	174.67	81	\$	14,148.27				
5100	519	Item 3: Activity 1 - Math Nation - support Algebra and Geometry	\$	96,000.00	1	\$	96,000.00				
5100	390	Item 14: Activity 1 - 3rd party provider for private schools	\$	2,642,368.00	1	\$	2,642,368.00				
5100	644	Item 14: Activity 2 - Non Capitalized Equipment - 425 Dell Latitude computers for student use - 500 @ \$240.70	\$	240.70	425	\$	102,297.50				
7900	510	Item 14: Activity 2 - Sanitation supplies for school use - \$1500 X 8	\$	1,500.00	8	\$	12,000.00				
7900	510	Item 14: Activity 2 - PPE supplies - items such as non contact thermometer \$105 each, disinfectant wipes - \$51.18 per case, Hand sanitizer \$22.49/gal., gloves, alcohol -	\$								
5100	644	Item 14: Activity 2 - iPads for student use - \$300 each X 100	\$	4,928.20	8	\$	39,425.60				
5100	644	Item 14: Activity 2 - Swirl for distance learning - \$593.10 X 40	\$	300.00	100	\$	30,000.00				
5200	390	Item 4: Activity 1 - Contracted Services for evaluations - OT, PT, and Speech Language - \$59/hr. X 3 hrs. X 676 evals	\$	593.10	40	\$	23,724.00				
5200	130	Item 4: Activity 1 - ESE student evaluations - \$40/hr X 5 hrs/eval. X 575 evals in Audiology/Speech and Language	\$	177.00	676	\$	119,652.00				
5200	210	Item 4: Activity 1 - Retirement @ 10%	\$	200.00	575	\$	115,000.00				
5200	220	Item 4: Activity 1 - FICA @ 7.65%	\$	11,500.00	1	\$	11,500.00				
5200	240	Item 4: Activity 1 - WC @ .0025	\$	8,797.50	1	\$	8,797.50				
6100	390	Item 10: Activity 1 - Charter-Mental Health contracted services	\$	287.50	1	\$	287.50				
5900	390	Item 11: Activity 1 - Charter - After School Learning	\$	300,000.00	1	\$	300,000.00				
			\$	200,000.00	1	\$	200,000.00				

CLEAR ALL DATA		Enter the Total Grant Allocation		Total Budget		55,446,693.53	
Enter District Name Below		Orange		Remaining		\$ (0.00)	
CALCULATE							
Function	Object	Item number and Activity number (from III. Part 2)	Salary/Unit Costs	FTE Position	Quantity	Total Cost	
6130	390	Item 10: Activity 1 - Charter - School Nurses	\$ 180,000.00		1	\$ 180,000.00	180,000.00
6400	390	Item 6: Activity 1 - Charter - training of staff	\$ 150,000.00		1	\$ 150,000.00	150,000.00
7900	390	Item 7: Activity 1 - Charter- sanitation supplies	\$ 300,000.00		1	\$ 300,000.00	300,000.00
5100	390	Item 3: Activity 2 - Charter - curriculum software licenses	\$ 750,000.00		1	\$ 750,000.00	750,000.00
5100	390	Item 3: Activity 2 - Charter - student supplies	\$ 50,000.00		1	\$ 50,000.00	50,000.00
5100	390	Item 3: Activity 2 - Charter - printing of packets and curriculum	\$ 63,356.00		1	\$ 63,356.00	63,356.00
5100	390	Item 9: Activity 2 - Charter - digital devices	\$ 1,100,000.00		1	\$ 1,100,000.00	1,100,000.00
5200	390	Item 9: Activity 2 - Charter - digital devices ESE	\$ 500,000.00		1	\$ 500,000.00	500,000.00
5100	160	Item 12: Activity 1 - Support Staff - 1123 employees	\$ 8,915.05		1123	\$ 10,011,601.15	10,011,601.15
5100	210	Item 12: Activity 1 - Retirement @ 10%	\$ 891.55		1123	\$ 1,001,210.65	1,001,210.65
5100	220	Item 12: Activity 1 - FICA @ 7.65%	\$ 682.00		1123	\$ 765,887.49	765,887.49
5100	230	Item 12: Activity 1 - Health Insurance 1,123 X 9,289	\$ 9,289.00		1123	\$ 10,431,547.00	10,431,547.00
5100	230	Item 12: Activity 1 - life Insurance @ .000706	\$ 6.29		1123	\$ 7,068.19	7,068.19
5100	240	Item 12: Activity 1 - Workers Comp @ .0025	\$ 22.29		1123	\$ 25,029.00	25,029.00
5100	250	Item 12: Activity 1 - Unemployment @ .00022	\$ 1.96		1123	\$ 2,202.55	2,202.55
5100	290	Item 12: Activity 1 - Other Employee benefits - @ .02171	\$ 193.55		1123	\$ 217,351.86	217,351.86
6130	160	Item 12: Activity 1 - Upgrade or purchase LPN - 168 School Health Assistants	\$ 1,540,508.00		1	\$ 1,540,508.00	1,540,508.00
6130	210	Item 12: Activity 1 - Retirement @ 10%	\$ 154,050.80		1	\$ 154,050.80	154,050.80
6130	220	Item 12: Activity 1 - FICA @ 7.65%	\$ 117,848.86		1	\$ 117,848.86	117,848.86
6130	230	Item 12: Activity 1 -Health Insurance	\$ 92,890.00		1	\$ 92,890.00	92,890.00
6130	230	Item 12: Activity 1 - life Insurance @ .000706	\$ 1,087.60		1	\$ 1,087.60	1,087.60
6130	240	Item 12: Activity 1 - Workers Comp @ .0025	\$ 3,851.27		1	\$ 3,851.27	3,851.27
6130	250	Item 12: Activity 1 - Unemployment @ .00022	\$ 338.91		1	\$ 338.91	338.91
6130	290	Item 12: Activity 1 - Other Employee benefits - @ .02171	\$ 33,450.87		1	\$ 33,450.87	33,450.87
7900	390	Item 7: Activity 2 - Contracted custodial services to supplement cleaning protocol	\$ 1,877,731.82		1	\$ 1,877,731.82	1,877,731.82
5100	644	Item 9: Activity 1 - Non Capitalized Equipment -10,754 10.2 IPAD Wi-Fi \$483 each - co-hort 8	\$ 483.00		10754	\$ 5,194,182.00	5,194,182.00
5100		Item 3: Activity 3 - Substitutes - Contract with Kelly Services to provide a substitute teacher at each school and 2 at each school for the duration of the school year to provide coverage for teachers out due to COVID-19. 196 subs X \$125/day X 180 days	\$ 22,500.00		196	\$ 4,410,000.00	4,410,000.00
6130	750	Item 12: Activity 3 - Hand held thermometers - \$40 each	\$ 40.00		3825	\$ 153,000.00	153,000.00
7900	390	Item 12: Activity 4 - convert water fountains to bottle filling stations	\$ 3,000.00		585	\$ 1,755,000.00	1,755,000.00
7900	390	Item 12: Activity 5 - contracted services to move classroom furniture \$75/hr.	\$ 75.00		6667	\$ 500,025.00	500,025.00
5900	390	Item 12: Activity 6- Athletic support - bus transportation - 19 HS X 100 hrs X \$50/hr.	\$ 50.00		1900	\$ 95,000.00	95,000.00
5900		Item 12: Activity 7. Cost to offset loss of revenue for Athletic support for well rounded student - officials for sporting events - \$125 per hour X 35 hours per official X 3 per event X 6 sports X 19 HS	\$ 78,750.00		19	\$ 1,496,250.00	1,496,250.00









CLEAR ALL DATA

Enter the Total Grant Allocation

Enter District Name Below

Orange

\$55,446,693.53

Total Budget

Remaining

\$

\$

55,446,693.53

(0.00)

Function

Object

Item number and Activity number (from III. Part 2)

Salary/Unit Costs

FTE Position

Quantity

Total Cost

CALCULATE

IV. CARES ACT BUDGET

Page 6







**FLORIDA DEPARTMENT OF EDUCATION  
Request for Application**

**Bureau/Office**

Division of K-12 Public Schools

**Program Name**

Elementary and Secondary School Emergency Relief (ESSER) Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

**Specific Funding Authority(ies)**

CFDA # 84.425D, P.L. 116-136, section 18003

**Funding Purpose / Priorities**

The ESSER funds under the CARES Act are provided to Local Educational Agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 ("COVID-19") has had, and continues to have, on elementary and secondary schools in Florida. This includes developing and implementing plans for educational services and continued learning, whether school campuses are open or closed.

**Total Funding Amount**

\$693,223,200

**Type of Award**

Entitlement

**Budget / Program Performance Period**

June 1, 2020 through September 30, 2022

Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

**Eligible Applicant(s)**

Local Educational Agencies, including Charter School Local Educational Agencies.

**Application Due Date**

On or before June 30, 2020

The due date refers to the date of receipt of the electronic files in the ShareFile system for access by the Office of Grants Management.

For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

**Contact Persons**

**Program Contact**

Melissa Ramsey-Hancock  
Vice Chancellor, Strategic Improvement  
850-245-0841  
Melissa.Ramsey@fldoe.org

**Grants Management Contact**

Mari Presley  
Assistant Deputy Commissioner, Finance & Operations  
850-245-9426  
Mari.Presley@fldoe.org

**Assurances**

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book.

**School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

**Private Colleges, Community-Based Organizations and Other Agencies**

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

**Note:** Technical assistance documents and other materials related to the UGG including frequently asked questions and webinar recordings are available at

NOTE: Technical assistance documents and other materials related to the ESSER, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

### **Program-Specific Assurances**

In order to receive funding, applicants must submit the signed CARES Act Elementary and Secondary School Emergency Fund Assurances included in Section I.

### **Risk Analysis**

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, Local Educational Agencies, State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

### **Funding Method:**

#### **Federal Cash Advance (Public Entities only as authorized by the FDOE)**

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

### **Fiscal Records Requirements and Documentation**

Pursuant to section 1002.33(17)(c), Florida Statutes, school district LEAs shall provide an allocation to all charter schools within its district. Unless otherwise agreed between the district and the charter school(s), the charter school allocation shall be not less than the pro-rata share of the district's total allocation, after calculation of equitable services, based on the district's total unweighted FTE and the charter school's total unweighted FTE reported in the 2019-20 survey 3. LEAs shall make preliminary allocations for charter schools that are new or significantly expanding in 2020-21 based on the best available projected enrollment data, and shall adjust the allocation based on actual enrollments as reported in 2020-21 Survey 2.

Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be accessed online at [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

### **Allowable Expenses:**

LEAs may spend their ESSER funds on any allowable activity listed below, but please consider:

- The purpose of the ESSER fund is to provide LEAs with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools. This includes both continuing to provide educational services while schools are closed and developing plans for the return to normal operations.
- ED expects LEAs will use every effort to spend funds quickly to address exigent student needs.
- ED encourages LEAs to focus on their most important educational needs as a result of COVID-19, including remote learning and assessing and addressing learning gaps resulting from disruptions in educational services.
- We encourage LEAs to use ESSER funds in ways that meet the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, children in foster care, and other vulnerable populations.

In accordance with section 18003(d) of the CARES Act, the allowable uses of these funds are as follows:

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(2) Coordination of preparedness and response efforts of local educational 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.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- (4) 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.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for on line learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) 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.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental after school 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.
- (12) 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.

The following Common Federal Program Guidance must be followed.

#### **Contracted Services**

For contracted services that do not exceed \$3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of \$3,000 per full day of service, including travel, will be presumed unreasonable.

*If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day a detailed cost analysis must be submitted to Vice-Chancellor, Melissa Ramsey at [Melissa.Ramsey@fldoe.org](mailto:Melissa.Ramsey@fldoe.org) and the Assistant Deputy Commissioner, Miki Presley at [Miki.Presley@fldoe.org](mailto:Miki.Presley@fldoe.org) for review.*

#### **Field Trips**

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

#### **Recruitment, Retention and Reward Incentives**

Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

#### **Out-of-State Travel**

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

#### **Unallowable Expenses:**

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation
- Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at



Pursuant to guidance issued by the U.S. Department of Education, "The U.S. Department of Education generally 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.

#### **Equipment Purchases**

Any equipment purchased under this program must follow the Uniform Grants Guidance (UGG) found at [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) or the Reference Guide for State Expenditures, [www.myfloridacfo.com/aadir/reference\\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

**Administrative Costs including Indirect Costs:** *If applicable, insert additional information about program specific caps on administrative costs.*

#### **School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved by the Florida Department of Education's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

#### **State Agencies, Public Universities and State Colleges**

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs, such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

Chapter 1010.06 F.S. Indirect cost limitation.—State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.

#### **Executive Order 11-116**

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

#### **For Federal Programs - General Education Provisions Act (GEPA)**

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

#### **Equitable Services for Private School Participation**

In accordance with section 18005 of the CARES Act, each LEA receiving ESSER funds shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools. Control of funds for the services and assistance provided to a non-public school and title to materials, equipment, and property purchased with such funds, shall be in the LEA, and the LEA shall administer such funds, materials, equipment and property and shall provide such services (or may contract for the provision of such services with a public or private entity). Equitable services provided with ESSER funds shall be consistent with U.S. Department of Education guidance issued on April 30, 2020, titled, "Providing Equitable Services to Students and Teachers in Non-public Schools under the CARES Act Programs."

## **Narrative Section**

#### **Project Design-Narrative**

Complete the CARES Toolkit, including the application and budget, for submission.

#### **Conditions for Acceptance**

The requirements listed below should be met for applications to be considered for review:

- The CARES Toolkit, including the completed application and budget, must be submitted to the Office of Grants Management via ShareFile. ShareFile access has been established for the ESSER program for each LEA superintendent and staff, modeled after the pre-existing Title I ShareFile access. Requests for access for additional or different LEA personnel may be sent to OGM@fldoe.org. It is requested that access be limited to only those staff needed to upload application or amendment materials.
- Application is received in the timeframe specified, by June 30, 2020.
- Application includes required forms: the CARES Toolkit : DOE 100A Project Application Form; CARES Act Elementary and Secondary School



Emergency Fund Assurances; CARES Application, Part 1 and 2; and the CARES Act budget.

- All required forms must have the assigned TAPS Number included on the form.
- All required forms must have signatures by an authorized entity. Electronic signatures are acceptable. Electronic signatures may include a pdf or other scanned version of a hard-copy signature, or a typed or imaged signature. If a typed or imaged signature is used, the document must be uploaded by the individual signing the document.

**NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

Agency Number	DISTRICT	REVISED FINAL	PERCENTAGE	Estimated CARES Education Stabilization Fund Award
		FISCAL YEAR 2019-2020 TITLE I, Part A ALLOCATIONS		
10	Alachua County School Board	\$8,154,987.00	0.99%	\$6,887,631.73
15	UF, PK Yonge Devm't Research School	\$141,760.00	0.02%	\$119,729.27
20	Baker County School Board	\$1,196,741.00	0.15%	\$1,010,757.13
30	Bay County School Board	\$7,506,151.00	0.91%	\$6,339,630.43
40	Bradford County School Board	\$1,127,490.00	0.14%	\$952,268.34
50	Brevard County School Board	\$20,648,420.00	2.52%	\$17,439,477.54
60	Broward County School Board	\$73,384,309.00	8.94%	\$61,979,754.82
70	Calhoun County School Board	\$721,226.00	0.09%	\$609,141.26
80	Charlotte County School Board	\$3,796,614.00	0.46%	\$3,206,587.46
90	Citrus County School Board	\$5,041,616.00	0.61%	\$4,258,105.42
100	Clay County School Board	\$4,779,695.00	0.58%	\$4,036,889.20
110	Collier County School Board	\$10,357,649.00	1.26%	\$8,747,981.06
120	Columbia County School Board	\$3,020,106.00	0.37%	\$2,550,755.49
130	Miami-Dade County School Board	\$141,180,866.00	17.20%	\$119,240,142.46
140	DeSoto County School Board	\$2,423,750.00	0.30%	\$2,047,078.36
150	Dixie County School Board	\$894,607.00	0.11%	\$755,577.36
160	Duval County School Board	\$41,835,614.00	5.10%	\$35,333,998.97
170	Escambia County School Board	\$14,607,042.00	1.78%	\$12,336,981.76
180	Flagler County School Board	\$2,842,458.00	0.35%	\$2,400,715.53
190	Franklin County School Board	\$561,639.00	0.07%	\$474,355.46
200	Gadsden County School Board	\$3,118,205.00	0.38%	\$2,633,609.06
210	Gilchrist County School Board	\$707,662.00	0.09%	\$597,685.23
220	Glades County School Board	\$497,094.00	0.06%	\$419,841.31
230	Gulf County School Board	\$548,864.00	0.07%	\$463,565.80
240	Hamilton County School Board	\$966,223.00	0.12%	\$816,063.62
250	Hardee County School Board	\$1,973,120.00	0.24%	\$1,666,480.14
260	Hendry County School Board	\$3,155,911.00	0.38%	\$2,665,455.23
270	Hernando County School Board	\$5,909,187.00	0.72%	\$4,990,848.40
280	Highlands County School Board	\$5,058,614.00	0.62%	\$4,272,461.78
290	Hillsborough County School Board	\$64,835,196.00	7.90%	\$54,759,247.67
300	Holmes County School Board	\$1,001,697.00	0.12%	\$846,024.65
310	Indian River County School Board	\$4,018,739.00	0.49%	\$3,394,192.32
320	Jackson County School Board	\$1,775,705.00	0.22%	\$1,499,745.14
948	Jefferson-Somerset Academy	\$538,852.00	0.07%	\$455,109.75
340	Lafayette County School Board	\$355,957.00	0.04%	\$300,638.21
350	Lake County School Board	\$11,440,717.00	1.39%	\$9,662,730.96
360	Lee County School Board	\$25,856,201.00	3.15%	\$21,837,924.49
370	Leon County School Board	\$8,313,211.00	1.01%	\$7,021,266.35
685	FAMU Developmental Research School	\$221,459.00	0.03%	\$187,042.36
686/371	FSU Developmental Research School	\$240,444.00	0.03%	\$203,076.93
	Kipp Miami*	\$375,651.00	0.05%	\$317,271.60
380	Levy County School Board	\$2,042,115.00	0.25%	\$1,724,752.73
390	Liberty County School Board	\$340,428.00	0.04%	\$287,522.55
400	Madison County School Board	\$1,212,082.00	0.15%	\$1,023,714.01
410	Manatee County School Board	\$11,911,421.00	1.45%	\$10,060,283.50

420	Marion County School Board	\$16,419,037.00	2.00%	\$13,867,377.12
430	Martin County School Board	\$3,729,519.00	0.45%	\$3,149,919.60
440	Monroe County School Board	\$1,549,324.00	0.19%	\$1,308,545.70
450	Nassau County School Board	\$1,640,089.00	0.20%	\$1,385,205.03
460	Okaloosa County School Board	\$6,111,104.00	0.74%	\$5,161,385.76
470	Okeechobee County School Board	\$1,979,766.00	0.24%	\$1,672,093.30
480	Orange County School Board	\$65,649,135.00	8.00%	\$55,446,693.53
48K	UCP	\$248,456.00	0.03%	\$209,843.80
490	Osceola County School Board	\$17,936,238.00	2.19%	\$15,148,792.01
500	Palm Beach County School Board	\$47,264,247.00	5.76%	\$39,918,975.60
687	FAU A. D. Henderson School	\$451,336.00	0.05%	\$381,194.50
50D	South Tech Charter School	\$491,341.00	0.06%	\$414,982.37
510	Pasco County School Board	\$17,335,991.00	2.11%	\$14,641,828.56
520	Pinellas County School Board	\$28,113,877.00	3.43%	\$23,744,738.18
530	Polk County School Board	\$36,323,614.00	4.43%	\$30,678,611.28
53D	Lake Wales Charter School	\$1,377,469.00	0.17%	\$1,163,398.44
540	Putnam County School Board	\$5,169,514.00	0.63%	\$4,366,126.96
550	St. Johns County School Board	\$2,843,144.00	0.35%	\$2,401,294.91
560	St. Lucie County School Board	\$12,288,165.00	1.50%	\$10,378,478.24
570	Santa Rosa County School Board	\$4,521,439.00	0.55%	\$3,818,768.41
580	Sarasota County School Board	\$7,790,835.00	0.95%	\$6,580,072.08
590	Seminole County School Board	\$11,632,573.00	1.42%	\$9,824,770.88
600	Sumter County School Board	\$1,933,060.00	0.24%	\$1,632,645.81
610	Suwannee County School Board	\$2,276,155.00	0.28%	\$1,922,420.89
620	Taylor County School Board	\$1,071,871.00	0.13%	\$905,293.01
630	Union County School Board	\$504,611.00	0.06%	\$426,190.10
640	Volusia County School Board	\$18,122,800.00	2.21%	\$15,306,360.66
650	Wakulla County School Board	\$829,009.00	0.10%	\$700,173.86
660	Walton County School Board	\$2,398,564.00	0.29%	\$2,025,806.48
670	Washington County School Board	\$1,163,542.00	0.14%	\$982,717.54
557	Florida School for the Deaf and Blind	\$133,072.00	0.02%	\$112,391.46
48C	FL Virtual School	\$842,842.00	0.10%	\$711,857.09
	<b>GRAND TOTAL</b>	<b>\$820,779,234.00</b>	<b>100.00%</b>	<b>\$693,223,066.00</b>

*\*Note that allocations to LEAs other than new charter LEAs are based on 2019-20 revised final allocations for Title I, Part A. Preliminary allocations for new charter LEAs are based on the hold-harmless base calculated for 2020-21 Title I, Part A allocations, using projected enrollment data for 2020-21. Final allocations for all LEAs will be adjusted after actual enrollment data for new charter LEAs are available in 2020-21.*

### ESSER Purpose

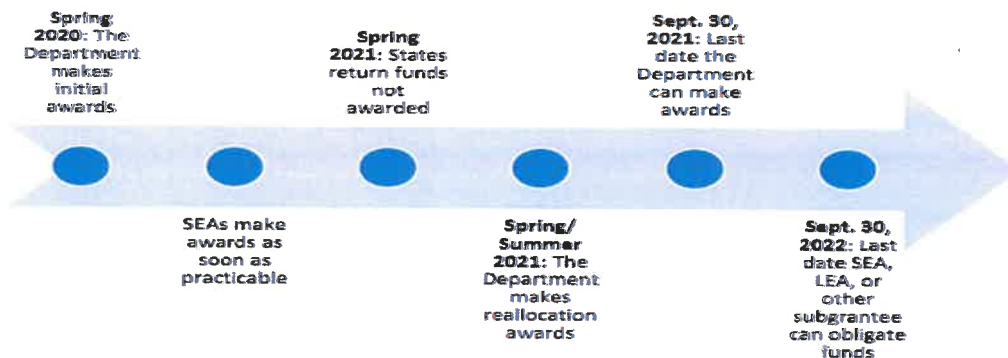
The ESSER funds under the CARES Act are provided to Local Educational Agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 ("COVID-19") has had, and continues to have, on elementary and secondary schools in Florida. This includes developing and implementing plans for educational services and continued learning, whether school campuses are open or closed.

### ESSER Considerations

- The purpose of the ESSER fund is to provide LEAs with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools. This includes both continuing to provide educational services while schools are closed and developing plans for the return to normal operations.
- ED expects LEAs will use every effort to spend funds quickly to address exigent student needs.
- ED encourages LEAs to focus on their most important educational needs as a result of COVID-19, including remote learning and assessing and addressing learning gaps resulting from disruptions in educational services.
- We encourage LEAs to use ESSER funds in ways that meet the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, children in foster care, and other vulnerable populations.

### Timeline

*ESSER funds are available for obligation by LEAs and other subrecipients through September 30, 2022, which includes the Tydings period (General Education Provisions Act §421(b)(1)).*



### Allocation

*The final allocation can be found in the appendix.*

Florida's total funding allocation is \$693,333,200.

The preliminary allocation was based on the percentage of the LEA revised final 2019-20 Title 1, Part A allocation.

### Budget Period

*The budget must also meet the criteria outlined in the K-12 ESEA Common Federal Program Guidance (found in the appendix). As defined by the DOE Green Book, amendments and related budget items must be: Allowable, Reasonable, and Necessary. All three criteria must be met to be considered for approval.*

June 1, 2020 through September 30, 2022

Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

- § May 28, 2020- Release of Preliminary Allocation to LEAS
- § June 4, 2020- Technical webinar and release of Toolkit
- § June 30, 2020- Toolkit due via ShareFile to FLDOE
- § May 28, 2021- SEA must allocate funds to LEA

Pre-award costs will be allowed for allowable costs incurred on or after March 13, 2020.

LEAs will be allowed to expend funds until September 30, 2022.

### Amendment Process

*As defined by the DOE Green Book, amendments and related budget items must be: Allowable, Reasonable, and Necessary. All three criteria must be met in order for an amendment and the related expenditures to be considered for approval.*

ESSER amendment requests require submission of a Project Amendment Request (DOE150) and a Budget Amendment Narrative Form (DOE151) using the following protocol:

- The LEA will submit the DOE 150/151 forms and supporting documentation to the Grant ShareFile system.
- The proposed amendment will be reviewed to determine that it meets the Allowable, Reasonable and Necessary criteria.
- If the LEA is notified for clarifications, the district has a maximum of 30 days to respond or the request will be void.



## Quarterly Reports

USED requires quarterly reports for both the SEA and LEA.

FDOE will develop a template for the LEA based on targeted uses of funds, such as:

- § Equitable services
- § Funds for digital divide

## Additional Resources

[Elementary and Secondary School Emergency Relief Fund: Frequently Asked Questions About the Elementary and Secondary School Emergency Relief Fund \(ESSER Fund\)](#)

[Providing Equitable Services to Students and Teachers in Non-Public Schools Under the Cares Act Programs](#)

## CARES Act Toolkit Application Process

*The Toolkit is an excel document with multiple sections that must be completed prior to submission.*

LEA completes the CARES Toolkit which includes the following:

- Assurances
- Plan, Parts 1 and 2
- Budget
- DOE 100A

LEA submits the completed Toolkit by June 30, 2020 via ShareFile

## Assurances

To complete this section, you must check the box next to the following statement, found below the assurances: **I hereby certify that the LEA agrees to all Federal Assurances, and will abide by all federal, state and local laws.**

The assurances are as follows:

**Assurance 1, Allowable Activities:** *The LEA will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act.*

*The U.S. Department of Education generally 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.*

**Assurance 2, Equitable Services:** *The LEA will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act.*

**Assurance 3, Equitable Services:** *The LEA 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 ESSER Fund.*

*The LEA will ensure that a public agency 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 a public agency directly, or through contract with, another public or private entity.*

**Assurance 4, Charter School Allocation:** *(For school district LEAs) The LEA will provide an allocation to all charter schools within its district. Unless otherwise agreed between the district and the charter school(s), the charter school allocation shall be not less than the pro-rata share of the district's total allocation, after calculation of equitable services, based on the district's total unweighted FTE and the charter school's total unweighted FTE reported in the 2019-20 survey 3. LEAs will make preliminary allocations for charter schools that are new or significantly expanding in 2020-21 based on the best available projected enrollment data, and will adjust the allocation based on actual enrollments as reported in 2020-21 Survey 2.*

**Assurance 5, Employee and Contractor Compensation:** *The LEA and any other entity that receives ESSER funds through the subgrant awarded hereunder 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, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. 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.*

**Assurance 6, Comply with all Reporting Requirements:** *The LEA will comply with all reporting requirements, and submit required quarterly reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require. The department may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities 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.*

**Assurance 7, Cooperate with Examination of Records:** *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 available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.*

## Part 1: LEA Plan

Using the text box below each item, the LEA will describe the plan for the following:

1. Assessing student learning gaps resulting from disruption in educational services caused by COVID-19.
2. Accelerating student learning, with identification of evidence-based/research-informed strategies for closing student achievement gaps.
3. Ensuring the safety and health of all students and staff served

5. Ensuring the safety and health of all students and staff served.

4. The extent to which ESSER funds will be used to support the Instructional Continuity Plan (ICP), which must outline steps for ensuring continued instruction, including the district's plan for remote learning.

5. Provision of charter school support, including the dissemination and assurance of allowable uses of funds.

6. Provision of equitable services, including the timeline for consultation and the steps districts will take to notify eligible non-public schools of the opportunity to participate in consultation and to receive services.

## Part 2: Implementation Plan

Using the text box below each item number, the LEA will complete an implementation plan, outlining planned activities for uses of funds under section 18003(d) of the CARES Act.

Please number the activities within each item to relate to the proposed budget.

If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities.

**Item 1:** Any activity authorized by the ESEA of 1965, including:

- the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support and Assistance Act (20 U.S.C. 6301 et seq.)
- Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"),
- the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.)
- Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or
- Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)

**Item 2:** Coordination of preparedness and response efforts of LEAs 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.

**Item 3:** Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

**Item 4:** 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.

**Item 5:** Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

**Item 6:** Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.

**Item 7:** Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by LEA.

**Item 8:** Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for on line learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

**Item 9:** Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA 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.

**Item 10:** Providing mental health services and supports.

**Item 11:** Planning and implementing activities related to summer learning and supplemental after school 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.

**Item 12:** Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

**Item 13:** Administration - address direct and indirect administrative costs.

**Item 14:** Equitable Services (Refer to the previous section, Part 1. 6.)

## CARES ACT BUDGET

11		Enter the Total Grant Allocation		1	\$6,887,631.73	Total Budget	\$	10	\$6,887,631.73
CLEAR ALL DATA		Enter District Name Below		Alachua		Remaining	\$	10	\$6,827,631.73
								9 CALCULATE	
2	3	4			5	6	7		
Function	Object	Item number within Part number	Salary/Unit Costs	FTE Position	Quantity	Total Cost	8		
5100	100	10,1	\$ 45,000.00	1		\$ 45,000.00			
6400	310	6,1	\$ 3,000.00		5	\$ 15,000.00			
						\$ -			
						\$ -			
						\$ -			
						\$ -			
						\$ -			

1. **Total Grant Allocation:** The total award amount will be prefilled with the correct amount per LEA.

2. **Function:** Choose the appropriate function code. These function codes are described in the Red Book.

3. **Object:** Choose the appropriate object code. These object codes are also described in the Red Book.

4. **Item Number within Part number:** Identify the specific item number and part number for which the funds will be used.

**5. Salary/ Unit Costs:** Input the amount per salary/ unit for each line item.

**6. FTE:** Complete the Full Time Equivalent (FTE) percentage for the position listed. If not applicable, leave this blank.

**7. Quantity:** Enter the total number being requested.

*Please note, you cannot put a number in the FTE position and the quantity column. If you have multiple positions being funded, each must be a separate line item.*

**8. Total Cost:** This will prepopulate with the calculations from the completed columns.

**9. Calculate Button:** Using the Calculate button, as indicated by the orange arrow, the spreadsheet will update the remaining budget amount.

**10. Budget Remaining:** As you complete the budget, the amount remaining in the allocation will be reflected after clicking the **Calculate** button.

**11. Clear All Data:** The red Clear All Data button will erase all information in the rows on the spreadsheet. This action cannot be undone. Please be sure you would like to erase all data prior to confirming this action.

#### **DOE 100A**

Prior to submission, the LEA must complete the DOE 100A. This must be completed within the CARES toolkit.

- To edit the document within excel, double click on the Project Application. This will allow you to edit a word document within the excel toolkit.
- Complete the following sections:
  - B. Name and address of Eligible Applicant
  - C. Total Funds Requested
  - D. Applicant Contact and Business Information
  - Certification (electronic signature is allowable)
- After the DOE 100A is complete, you can exit the word document by double clicking on the gray area to the right of it.

#### **Request for Application (RFA)**

*The RFA can be found in VI. RFA*

- The CARES Toolkit must be completed, which includes:
  - Assurances
  - Plan, Parts 1 and 2
  - Budget
  - DOE 100A
- The CARES Toolkit and any supporting documents must be submitted in the NEW Grant ShareFile system by June 30, 2020

#### **Allocation**

*The final allocation can be found in VII. Allocation*

The final allocation will be prefilled on the required sections for each LEA.