


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Brevard County School District	2 PROJECT NUMBER 050-1230A-1C001
3 PROJECT/PROGRAM TITLE CARES Act Governor's Emergency Education Relief - Summer Recovery Program <p align="right">TAPS 21A150</p>	4 AUTHORITY 84.425C CARES ACT USDE or Appropriate Agency FAIN#: S425C200025
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 06/01/2020 - 10/31/2020 Program Period:06/01/2020 - 10/31/2020
7 AUTHORIZED FUNDING Current Approved Budget: \$1,610,054.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$1,610,054.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>10/31/2020</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>12/20/2020</u> • Last date for receipt of proposed budget and program amendments: <u>09/30/2020</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>05/28/2019</u> 	
10 DOE CONTACTS Program: Rebecca Mead Phone: (850) 245-5060 Email: Rebecca.Mead@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 364622886 FEIN#: F596000522003
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • Other: Pre-award costs are authorized back to March 13, 2020. Expenditures must not exceed the amount approved by the Department on the Budget Narrative Form, DOE 101. 	
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="152 1801 764 1906"> <p align="center"><i>Rebecca Mead</i></p> <p align="center">Authorized Official on behalf of Richard Corcoran Commissioner of Education</p> </div> <div data-bbox="792 1801 1089 1875"> <p align="center">RM: 8/4/2020</p> <p align="center">Date of Signing</p> </div> <div data-bbox="1192 1738 1511 1839">  <p align="center">FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>	

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: The local educational agency shall file a budget amendment within 30 days providing a list of activities and a detailed budget for equitable services. No drawdown of funds for this purpose is authorized until this budget amendment is approved.
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: GEER Summer Recovery Award <p align="center">21A150</p> TAPS NUMBER: 21A149	DOE USE ONLY Date Received								
B) Name and Address of Eligible Applicant: Brevard Public Schools 2700 Judge Fran Jamieson Way Viera, FL 32940		Project Number (DOE Assigned) 050-1230A-1C001								
C) Total Funds Requested: \$ 1,610,054.00 <hr/> DOE USE ONLY Total Approved Project: \$ 1,610 054.00	D) Applicant Contact & Business Information <table border="1"> <tr> <td data-bbox="563 632 951 674"> Contact Name: Dr. Carol Mela </td> <td data-bbox="951 632 1344 674"> Telephone Numbers: 321 633 1000 ext. 11341 </td> </tr> <tr> <td data-bbox="563 674 951 716"> Fiscal Contact Name: Cindy Lesinski </td> <td></td> </tr> <tr> <td data-bbox="563 716 951 800"> Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 3290 </td> <td data-bbox="951 716 1344 800"> E-mail Addresses: Mela.carol@brevardschools.org Lesinski.Cynthia@BrevardSchools.org </td> </tr> <tr> <td data-bbox="563 800 951 884"> Physical/Facility Address: Same as section B </td> <td data-bbox="951 800 1344 884"> DUNS number: 596000522 FEIN number: 364622886 </td> </tr> </table>		Contact Name: Dr. Carol Mela	Telephone Numbers: 321 633 1000 ext. 11341	Fiscal Contact Name: Cindy Lesinski		Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 3290	E-mail Addresses: Mela.carol@brevardschools.org Lesinski.Cynthia@BrevardSchools.org	Physical/Facility Address: Same as section B	DUNS number: 596000522 FEIN number: 364622886
Contact Name: Dr. Carol Mela	Telephone Numbers: 321 633 1000 ext. 11341									
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Physical/Facility Address: Same as section B	DUNS number: 596000522 FEIN number: 364622886									

CERTIFICATION

I, Mark W. Mullins, Ed.D., 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.

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.

E) 
 Signature of Agency Head

Superintendent
 Title

June 30, 2020
 Date





**Governor’s Emergency Education Relief (GEER) Fund under the Coronavirus Aid,
Relief, and Economic Security (CARES) Act**

GEER Summer Recovery Toolkit

The United States Department of Education (USED) has approved the application from the State of Florida for GEER funds under the CARES Act. LEAs will be allowed to expend funds until August 31, 2020. Pre-award costs will be allowed for allowable costs incurred on or after March 13, 2020.

Brevard

In order to request funding, applicants must agree to the Governor’s Education Emergency Relief Fund Assurances included in Section I. To participate in the Summer Recovery Program, LEAs must agree to the following assurances:

Assurance 1, Target Students with the Most Significant Academic Need: The LEA will assure that students with evidence of the most significant academic need are given priority to summer recovery and support. The LEA must use the following indicators to identify students:

Students who have been disconnected or hard to reach via distance learning.

K-3 students in the 2019-20 school year with a substantial deficiency in reading who may be at risk for retention, prioritizing grade 3 students.

Grade 4 or 5 students who scored a level 1 or 2 on the most recent FSA and are served in a L300 or D or F school.

Assurance 2, Target Effective Teachers to Provide Services: The LEA will incentivize summer recovery teachers with the goal of recruiting the most highly qualified and the most effective reading teachers, based on endorsement or certification in reading and evidence such as state VAM.

Assurance 3, Summer Recovery Staff Training: The LEA will provide initial and ongoing training to summer staff, including but not limited to administrators, coaches and teachers. The training will include a focus on: Summer Recovery expectations, evidence-based practices, the use of assessment/progress monitoring to inform instruction, and establishing a positive, reading-rich environment. The training will also include how to establish daily routines with ongoing positive reinforcement, with emphasis on students developing independence and self-confidence, to instill belief that all students can and will read at or above grade level.

Assurance 4, Promote Student Attendance: The LEA will provide transportation and meals to participants.

Assurance 5, Parent Communication Plan: The LEA will develop and implement a communications plan to provide relevant information for summer learning administrators and staff and for ongoing communication with families to help reinforce students’ reading skills at home. In addition, the LEA will assure parents receive weekly phone calls and/or emails, including messages about the importance of attendance.

Assurance 6, Assessment/Progress Monitoring: The LEA will support teachers with monitoring progress and adjusting instruction based on student data, as well as conduct pre/post assessments to measure impact of summer learning using the existing progress monitoring tools as outlined in the district’s K-12 Evidence-based Reading Plan. LEAs will report pre/post assessment data to the Department, as prescribed by the Department, within 30 instructional days after Summer Recovery completion.

Assurance 7, Instructional Time: The LEA will provide a minimum of 80 hours of instructional hours over the course of 4-6 weeks, 4-5 days per a week.

Assurance 8, Content and Instruction: The LEA will assure the use of literacy strategies, practices and programs with strong or moderate evidence levels, as defined by ESSA, for improving student outcomes. The LEA will prepare students using standards/content for the upcoming grade level, frontloading for the next school year, while teachers diagnose unfinished learning, or deficiencies in learning, and intervene accordingly. Daily instruction will include: explicit and systematic instruction in the five areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension, based on student need; read alouds/think alouds using the book lists from the newly adopted B.E.S.T. ELA Standards to build content knowledge; provide whole group, small group and/ or one-on-one targeted instruction to provide immediate corrective feedback to remedy any deficiencies; provide opportunities for developing independence and self-confidence and building and maintaining relationships with adults and peers.

The LEA will assure that this program will abide by all federal, state and local laws.

By checking this box, I hereby certify that the LEA agrees to all the assurances, and will abide by all federal, state and local laws.

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

The LEA will describe the plan for the following:**1. Process for identifying students and for providing services for the Summer Recovery Program. Also, identify the pre/post assessment being administered to measure impact of summer learning.**

Brevard Public Schools used 2019-2020 course code identifiers within their student database system to determine students in Grades K-1 receiving support as substantially deficient readers. iReady Diagnostic 2 (most recent available assessment) scale scores were used to identify substantially deficient Grade 2-3 students. Those students' scale scores outside the mid and late on-grade level range were flagged as substantially deficient. These student lists were provided to the principals for teacher input and to assure that students who were hard to reach or disconnected during the school year's distance learning were also included. This list of students was all inclusive of K-3 students at-risk of retention and third grade students with substantial deficiency in reading. A total of 1,613 substantially deficient K-3 students were identified. Three schools were identified as lowest 300 performing ELA by the state (Endeavour Elementary, Legacy Charter, and Mims Elementary). Performance Matters, a district assessment database, was used to identify Grade 4-5 students in these schools who scored a Level 1 or 2 on their most recent (2019) FSA. One hundred sixty (160) 4th-5th grade students met this criteria. The district had no D or F schools.

Fourteen (14) Summer Recovery Program sites were selected to coincide with the existing third grade virtual reading program currently being offered and the feeding sites in operation distributed throughout the district. Grade 4-6 teacher state VAM scores (teachers who received a Highly Effective or Effective on either their 18-19 3-Year or 1-Year Teacher Aggregated VAM) were identified and Grade K-3 teacher district VAM scores were identified. For Grade K-3 teachers not assessed by statewide assessments but otherwise assessed as required under s.1008.22(8), BPS measured students' academic performance using an equally appropriate formula. All teachers in this 'NON-FSA VAM' group were percentile ranked against their grade level, subject specific peers, and assigned a 33-point score and effectiveness rating. Teachers who did not have at least 10 students tied to their schedule received the school's VAM. Those K-6 teachers with Highly Effective or Effective VAM scores were cross referenced with reading endorsement status to identify a list of K-6 teachers who were highly effective or effective and reading endorsed. This list was referenced with the goal of hiring the most highly qualified teachers first. In addition to teachers' hourly wages which are already differentiated based on Pay for Performance, the following are Summer Recovery Program components as well as incentives used to recruit the most highly qualified and most effective reading teachers: (1) An additional \$200 will be paid to those teachers with reading certification/endorsement, (2) Class size will be capped at 10 students to assure compliance with social distancing, (3) Teachers will be scheduled for 5 hours of student instruction and an additional 1 hour of planning daily, (4) On July 6 (two days prior to the program start date) teachers will receive grade specific training on the Summer Recovery Program schedules and components by district instructional coaches who developed the program, (5) On July 7 (one day prior to the program start date) the teachers will get paid for 6 hours of planning, (6) Two hours of post-planning will be added to the last three days of the program (July 28, 29, 30), (7) All teacher and student materials will be provided to include various books tied to the BEST Standards that can be further utilized by the teacher during the regular school year, (8) An exceptional education teacher and instructional assistant will be hired to plan with the teachers and support ESE students at each Summer Recovery Program site, and (9) Five ELL teachers will be hired to support the high ELL population at five of our Summer Recovery Program sites.

Principals (administrative team) contacted all parents of students on the Summer Recovery Program list to personally invite them to participate in the program and explain what safety protocols would be followed to assure their child's health and safety. A parent information and agreement form, "COVID-19 Screener Questions, Policies & Procedures," was developed based on CDC Guidelines and district safety expectations. This form will be required to be reviewed and signed by all parents. Additionally, class size will be capped at 10:1 to further support the social distancing requirement. The Summer Recovery Program will run from July 8-30 with students attending from 8:00-1:00 (5 hrs.) Monday through Friday for a total of 85 hours. Both breakfast and lunch will be provided as well as transportation (no more than 2 students per seat required).

Below is the plan (instructional components, materials, and evidence-based support) for addressing the 5 areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) within each grade level (as an extension of the District's Continuity Plan) based on the BEST standards utilizing evidence-based instructional strategies:

- Morning Meeting – SEL focused using The 7 Habits of Highly Effective Kids (1-4) Teens (5-6) by Covey.

<https://www.responsiveclassroom.org/about/research/>

- Phonemic Awareness (1-2) – Whole group 95% Group and Phonological Kits and Phonics/ Fluency Work (3-6) – Syllable types and chunking.

<https://www.95percentgroup.com/docs/default-source/Efficacy-Studies/research-support-for-95pg-products-and-screeners.pdf?sfvrsn>

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- Adaptive Text Units (1-6) – Close reading of a complex grade level text with additional text to build background knowledge and vocabulary. Includes guiding questions, in-process tasks and vocabulary tasks to increase understanding of words as they relate to the topic. https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1238&context=education_ETD_masters
- Read Aloud – Using books from the BEST Standards booklist. <https://files.eric.ed.gov/fulltext/EJ1174201.pdf>
- Small group teacher direct instruction – Leveled Literacy Intervention by Fountas and Pinnell. <https://ies.ed.gov/ncee/wwc/Study/78712>
- Phonics/Word Work (1-2) – Words Their Way. <https://charts.intensiveintervention.org/intervention/toolGRP/635442d54b9bb2df> Phonics Lesson Library - Phonics Chip Kit. https://www.95percentgroup.com/docs/default-source/Efficacy-Studies/efficacy-report---pck.pdf?sfvrsn=d5e3a6da_0 Lexia Lessons. <https://ies.ed.gov/ncee/wwc/Intervention/230> and Morphology Word Relationships (3-6) – Strategies, ideas, and resources based on Greek & Latin Roots: Keys to Building Vocabulary by Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton to help students develop vocabulary and improve comprehension and fluency. https://www.teachercreatedmaterials.com/estore/files/research/rasinski_the_reading_teacher_article_handoutv2.pdf
- Writing – Writing Revolution. <https://www.thewritingrevolution.org/impact/>

The following assessments schedule will be used:

First Grade: Phonological Awareness Screener for Intervention (PASI) as pre- and post-assessment AND K iReady Diagnostic 2 from December 2019 and Grade 1 Diagnostic 1 (August 17-28, 2020)

Second Grade: Phonics Screener for Intervention (PSI) as pre- and post-assessment AND 1st Grade iReady Diagnostic 2 from December 2019 and Grade 2 Diagnostic 1 (August 17-28, 2020)

Third Grade: Phonics Screener for Intervention (PSI) as pre- and post-assessment AND 2nd iReady Diagnostic 2 from December 2019 and Grade 3 Diagnostic 1 (August 17-28, 2020)

Fourth Grade: Phonics Screener for Intervention (PSI) Skill 10 and up as pre- and post-assessment AND 3rd iReady Diagnostic 2 from December 2019 and Grade 4 Diagnostic 1 (August 17-28, 2020)

Fifth Grade: Phonics Screener for Intervention (PSI) Skill 10 and up as pre- and post-assessment AND 4th iReady Diagnostic 2 from December 2019 and Grade 5 Diagnostic 1 (August 17-28, 2020)

Sixth Grade: Phonics Screener for Intervention (PSI) Skill 10 and up as pre- and post-assessment AND 5th iReady Diagnostic 2 from December 2019 and Grade 6 Diagnostic 1 (August 17-28, 2020)

Progress monitoring will include teacher observation during lessons throughout the day, teacher observation during small group instruction, and formative checks everyday through the ATU/ Comprehension lessons. In addition, there will be many opportunities for additional formative checks through student tasks. (i.e. activities with writing revolution, journal writing and word work tasks.)

All administrators will be trained on Summer Recovery Program expectations on June 23, through a Microsoft Teams meeting. Additional trainings for site administrators on expectations will follow as needed. Training for instructors will occur on July 6 prior to the start date. It will include a whole group training component focusing on an overview of the daily schedule, routines, and Summer Recovery Program expectations followed by grade specific breakout sessions that include training on the specific instructional strategies/materials to be used for positive reinforcement to develop independent, self-confident readers. Ongoing support will be provided past the training day for all site-based teachers in the instructional program components by the nine district-level instructional coaches/resource teachers who developed the curriculum.

In addition to a member of the administrative team reaching out to all parents by phone to personally invite their children to the Summer Recovery Program, communication throughout the program will be ongoing. Daily personal absenteeism phone calls will be made to assure that all students are in attendance. A weekly communication will be sent out (by whatever source – email, hard copy, etc. is best for each parent) by the teacher outlining the week's skills to be taught and providing suggestions on how parents can best support the skills at home. Parents can also continue to utilize the Brevard Public School's Elementary Summer Optional Learning Opportunities that are grade specific online resources that can be used for extending learning.

Summer academic support programs are important. However, as a result of the pandemic this year's summer academic support programs are VITAL as we MUST work to close the already widening learning gaps. Once face-to-face services have been provided for our K-5, at risk students, additional funds expended will be utilized to support direct in person, virtual, and/or blended for our K-12 students.

Provision of supports and the steps the district took to notify Charter schools of the opportunity to participate:

Method of Calculation: All 13 charter schools were contacted via multiple emails, online surveying, and by phone for participation in this federal program. Through this process 5 charter schools submitted and official intent to participate. The method of calculation for was taken directly from the U.S. Department of Education published guidance for Providing Equitable Services to Students and Teachers in Non-Public Schools Under the CARES Act Programs, page 6 & 7. Student enrollment for K-12 grades was determined by taking both the non-public school enrollment (note: enrollment numbers were provided by non-public school representatives and cross-referenced by the LEA with the state reported K-12 enrollment reported to the state ombudsman for 2019-2020) and the public enrollment (note: enrollment numbers were based on FY19-20 state

reported survey 3 K-12 enrollment for traditional public and public charter). The enrollment for non-public and public were then divided into the total LEA GEER Fund allocation resulting in a per-pupil amount. This calculation was used to determine the proportional funding allocation for equitable services.

- Step 1: Non-Public + Public Student Enrollment = Total District Student Enrollment (K-12)
- Step 2: LEA GEER Fund allocation ÷ Total District Student Enrollment (K-12) = Per Pupil Amount
- Step 3: Individual Charter School Enrollment x Per Pupil Amount = FINAL Charter School Allocation

Itemized details of the proposed budget: Based on guidance from the SEA we were prohibited from asking Charter schools for a plan. We did ask them for a projected expense request and based on their projections the proposed budget for charter schools will include the following:

<u>Expenditure Request</u>	<u>Percent of Total Charter School Equitable Service</u>
Salaries:	62.6%
Technology:	17.1%
Software:	4.0%
Subscription:	2.0%
Transportation Contracted Service:	4.8%
Professional Development:	4.9%
Materials/Supplies:	4.6%

the opportunity to participate in consultation and to receive services.

Non-Public School consultation was conducted electronically in an effort to provide rapid program dissemination and adherence with social distancing constraints resulting from the COVID-19 pandemic. The LEA emailed each of the 76 non-public schools located in Brevard County with program information. The email communication provided school officials with allowable expenses, funding allocations, link to the USDE frequently asked questions document, and a link to the district created non-public school intent to participate electronic survey. The LEA collected both delivery receipts from the emails and responses to the online survey. Non-public schools not responding by the deadline were provided with a reminder email communication and delivery receipts were recorded. Schools that filed an intent to participate received an email providing program participation information, an allowable expense request template, and a purchase order form. Each completed non-public school allowable expense template request will be reviewed by the district to ensure reimbursement requests are allowable, reasonable, and necessary. Appropriate feedback will be provided to each non-public principal for reimbursement in accordance with the district's fiscal management policies. Documentation of non-public school consultation as well as efforts to contact non-public schools will be archived by the district.

Method of Equitable Services Calculation: Listed on the FLDOE website for 2019-2020 are 76 non-profit non-public schools serving students in Brevard County. All 76 non-public schools were contacted via multiple emails, online surveying, and by phone for consultation. Through this process 11 non-public schools submitted an official intent to participate and 5 met the deadline for submission. The method of calculation for equitable services provided to the non-public schools was taken directly from the U.S. Department of Education published guidance for Providing Equitable Services to Students and Teachers in Non-Public Schools Under the CARES Act Programs, page 6 & 7. Student enrollment for K-12 grades was determined by taking both the non-public school enrollment (note: enrollment numbers were provided by non-public school representatives and cross-referenced by the LEA with the state reported K-12 enrollment reported to the state ombudsman for 2019-2020) and the public enrollment (note: enrollment numbers were based on FY19-20 state reported survey 3 K-12 enrollment for traditional public and public charter). The enrollment for non-public and public were then divided into the total LEA ESSER Fund allocation resulting in a

public and public charter). The enrollment for non-public and public were then divided into the total LEA ESSEK Fund allocation resulting in a per-pupil amount. This calculation was used to determine the proportional funding allocation for equitable services.

Step 1: Non-Public + Public Student Enrollment = Total District Student Enrollment (K-12)

Step 2: LEA GEER Fund Summer Recovery Program allocation ÷ Total District Student Enrollment (K-12) = Per Pupil Amount

Step 3: Individual Non-Public School Enrollment x Per Pupil Amount = Non-Public School Equitable Services

Itemized details of the proposed budget: All 11 non-public schools that submitted an official intent to participate in this federal program received a plan template and purchase order request. Based on their plans and purchase order request the proposed budget for non-public schools will include the following:

Expenditure and Request Percent of Total Non-Public School Equitable Service:

Contracted Services for Reading Instruction:	45%
Materials and Supplies:	55%

Please proceed to Part III: Budget on the next tab.

CLEAR ALL DATA	Enter the Total Grant Allocation	\$1,610,054.00	Total Budget	\$ 1,610,054.00
	Enter District Name Below		Remaining	\$ 0.00
	Brevard			

CALCULATE

Function	Object	Narrative	Salary/Unit Costs	FTE Position	Quantity	Total Cost
5100	120	Salary: Instructional - 135 Reading Teachers and 5 ELL Support Teachers for a total of 140 instructional units (Average hourly rate \$26.57 x 122 hours total)	\$ 3,241.54		140	\$ 453,815.60
5100	210	Retirement: 135 Reading Teachers and 5 ELL Support Teachers for a total of 140 instructional units (\$3,241.54 X 8.26%)	\$ 267.75		140	\$ 37,485.00
5100	220	FICA: Instructional 135 Reading Teachers and 5 ESE Support Teachers for a total of 140 (\$3,241.54 x 7.85%)	\$ 254.46		140	\$ 35,624.40
5100	230	Life Insurance: 135 Reading Teachers and 5 ELL Support Teachers for a total of 140 instructional units (\$3,241.54 x .083%)	\$ 2.69		140	\$ 376.60
5100	240	Workers Compensation: 135 Reading Teachers and 5 ELL Support Teachers for a total of 140 instructional units (\$3,241.54 x .5580%)	\$ 18.09		140	\$ 2,532.60
5100	120	Salary: Instructional Supplement for Reading Endorsed Teachers (\$200.00 per teacher)	\$ 200.00		140	\$ 28,000.00
5100	210	Retirement: Instructional Supplement for Reading Endorsed Teachers (\$200.00 x 8.26%)	\$ 16.52		140	\$ 2,312.80
5100	220	FICA: Instructional Supplement for Reading Endorsed Teachers (\$200.00 x 7.85%)	\$ 15.70		140	\$ 2,198.00
5100	230	Life Insurance: Instructional Supplement for Reading Endorsed Teachers (\$200.00 x .083%)	\$ 0.17		140	\$ 23.24
5100	240	Workers Compensation: Instructional Supplement for Reading Endorsed Teachers (\$200.00 x .5580%)	\$ 1.12		140	\$ 156.24
5200	120	Salary: Instructional - 14 ESE Support Teachers-one per site (Average hourly rate \$26.57 x 122 hours total)	\$ 3,241.54		14	\$ 45,381.56
5200	210	Retirement: Instructional - 14 ESE Support Teachers-one per site (Average hourly rate \$3,241.54 x 8.26%)	\$ 267.75		14	\$ 3,748.50
5200	220	FICA: Instructional -14 ESE Support Teachers-one per site (3,241.54 x 7.85%)	\$ 254.46		14	\$ 3,562.45
5200	230	Life Insurance: Instructional - 14 Instruction Assistants-one per site (\$3,241.54 x .083%)	\$ 2.69		14	\$ 37.67
5200	240	Workers Compensation: Instructional -14 ESE Support Teachers-one per site (\$3,241.54 x .5580%)	\$ 18.09		14	\$ 253.23
5100	150	Salary: Aides - 14 Instructional Assistants-one per site to support instructional delivery (Hourly rate \$14.60/avg.pay grade 18 @ 6 hours per day, 122 hours total)	\$ 1,781.20		14	\$ 24,936.80
5100	210	Retirement: Aides - 14 Instructional Assistants (\$1,781.20 x 8.26%)	\$ 147.13		14	\$ 2,059.78
5100	220	FICA: Aides - 14 Instructional Assistants (\$1,781.20 x 7.85%)	\$ 139.82		14	\$ 1,957.54
5100	230	Life Insurance: Aides - 14 Instruction Assistants (\$1,781.20 x .083%)	\$ 1.48		14	\$ 20.70
5100	240	Workers Compensation: Aides - 14 Instructional Assistants (\$1,781.20 x .5580%)	\$ 9.94		14	\$ 139.15
5100	120	Salary: Instructional - 4 Reading Content Specialists 7 days (Total hourly rate of 4 \$149.37 x 56 hours total) + 4 Reading Content Specialists 20 days (Total hourly rate of 4 \$153.82 x 160 hours total)	\$ 32,975.92		1	\$ 32,975.92
5100	210	Retirement: Instructional - 8 Reading Content Specialists (\$41,589.84 x 8.26%)	\$ 2,723.81		1	\$ 2,723.81
5100	220	FICA: Instructional - 8 Reading Content Specialists (\$41,589.84 x 7.85%)	\$ 2,588.61		1	\$ 2,588.61

CLEAR ALL DATA	Enter the Total Grant Allocation		\$1,610,054.00	Total Budget	\$	1,610,054.00
	Enter District Name Below			Remaining	\$	0.00
	Brevard					
						CALCULATE
Function	Object	Narrative	Salary/Unit Costs	FTE Position	Quantity	Total Cost
5100	230	Life Insurance: Instructional - 8 Reading Content Specialists (\$41,589.84 x .083%)	\$ 27.37		1	\$ 27.37
5100	240	Workers Compensation: Instructional - 8 Reading Content Specialists (\$41,589.84 x .5580%)	\$ 184.01		1	\$ 184.01
5100	120	Salary: Instructional Hourly Rate of Pay- Elementary Schools Summer Academic Program (ESSAP) 2,430 instructional hours X \$26.57 hrly rate	64,565.10		1	\$ 64,565.10
5100	210	Retirement: Instructional ESSAP (\$64,565.10 X 8.26%)	5,333.08		1	\$ 5,333.08
5100	220	FICA: Instructional ESSAP (\$64,565.10 X 7.85%)	5,068.36		1	\$ 5,068.36
5100	230	Life Insurance: Instructional ESSAP (\$64,565.10 X 0.083%)	53.59		1	\$ 53.59
5100	240	Workers Compensation: Instructional ESSAP (\$64,565.10 X 0.5580%)	360.27		1	\$ 360.27
5100	120	Salary: Instructional Hourly Rate Pay- Secondary Schools Summer Academic Program (SSSAP) 3,225 instructional hours X \$26.57 hrly rate of pay for instructional personnel	85,688.25		1	\$ 85,688.25
5100	210	Retirement: Instructional SSSAP (\$85,688.25 X 8.26%)	7,077.85		1	\$ 7,077.85
5100	220	FICA: Instructional SSSAP (\$85,688.25 X 7.85%)	6,726.53		1	\$ 6,726.53
5100	230	Life Insurance: Instructional SSSAP (\$85,688.25 X 0.083%)	71.12		1	\$ 71.12
5100	240	Workers Compensation: Instructional SSSAP (\$85,688.25 X 0.5580%)	478.14		1	\$ 478.14
5200	120	Salary: Instructional Hourly Rate of Pay- Exceptional Student Education (ESE) Extended School Year (ESY) Program - 3,160 instructional hours -\$26.57 hrly rate of pay for instructional personnel	83,961.20		1	\$ 83,961.20
5200	210	Retirement: Instructional ESE ESY (\$83,961.20 X 8.26%)	6,935.20		1	\$ 6,935.20
5200	220	FICA: Instructional ESE ESY (\$83,961.20 X 7.85%)	6,590.95		1	\$ 6,590.95
5200	230	Life Insurance: Instructional ESE ESY (\$83,961.20 X 0.083%)	69.69		1	\$ 69.69
5200	240	Workers Compensation: Instructional ESE ESY (\$83,961.20 X 0.5580%)	468.5		1	\$ 468.50
5100	391	Printing for Summer Recovery Program student curriculum instructional support materials	\$ 4,500.00		1	\$ 4,500.00
5100	510	Materials and Supplies: Summer Recovery material and supplies; classroom supplies \$17,000; student supplies \$29,000; curriculum materials \$26,000; Literary materials aligned with the BEST ELA Standards \$35,000; school site supplies \$8,900 = \$115,900	\$ 115,900.00		1	\$ 115,900.00
5100	510	Materials and Supplies: Heinemann guided intensive reading intervention kits - 1st-3rd Grade kits x 42 (3 kits per school = 14 sites)	\$ 6,500.00		42	\$ 273,000.00
5100	390	Charter: Summer Recovery Program Expenses for participating charter schools	\$ 162,918.00		1	\$ 162,918.00
5900	510	Materials and Supplies: Summer Recovery Program materials and supplies for participating Non-Public Schools	\$ 28,417.00		1	\$ 28,417.00
7800	650	Transportation: Student Summer Recovery Transportation for students	\$ 44,749.60		1	\$ 44,749.60
5900	310	Contracted Services Professional Technical: Non-public school contracted services for supplemental reading instruction	\$ 24,000.00		1	\$ 24,000.00
						\$ -
						\$ -
						\$ -
						\$ -

CLEAR ALL DATA	Enter the Total Grant Allocation		\$1,610,054.00	Total Budget	\$	1,610,054.00
	Enter District Name Below			Remaining	\$	0.00
	Brevard					
						CALCULATE
Function	Object	Narrative	Salary/Unit Costs	FTE Position	Quantity	Total Cost
						\$ -
						\$ -
						\$ -
Total						\$ 1,610,054.00

FLORIDA DEPARTMENT OF EDUCATION
Request for Application

Bureau/Office

Division of K-12 Public Schools

Program Name

Governor's Emergency Education Relief (GEER) Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

Specific Funding Authority(ies)

CFDA # 84.425D, P.L. 116-136, section 18002

Funding Purpose / Priorities

The GEER 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 students in Florida. This includes developing and implementing summer recovery programs prioritizing target students with significant academic need defined as:

- Students who have been disconnected or hard to reach via distance learning
- Grades K-3 students for 2019-2020 (1-4 for 2020-2021) identified with a substantial deficiency in reading based on the most recent available screening and progress monitoring assessment or other forms of assessment, and teacher recommendations; and K-3 students who may be at-risk of retention, and any third grade student with a substantial deficiency in reading must be prioritized.
- Grades 4-5 students who were level 1 or 2 on their most recent FSA and are served in the lowest 300 performing or D and F schools across the state will also be eligible for summer program options to enhance literacy skills in reading and math.

Total Funding Amount

\$64,000,000

Type of Award

Discretionary

Budget / Program Performance Period

June 1, 2020 through August 31, 2020

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

Rebecca Mead
Deputy Director, Just Read Florida!
850-245-5060
Rebecca.Mead@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 The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Program-Specific Assurances

In order to request funding, applicants must agree to the Governor's Education Emergency Relief Fund Assurances included in Section I. To participate in the Summer Recovery Program, LEAs must agree to the following assurances:

Assurance 1, Target Students with the Most Significant Academic Need: The LEA will assure that students with evidence of the most significant academic need are given priority to summer recovery and support. The LEA must use the following indicators to identify students:

Students who have been disconnected or hard to reach via distance learning.

K-3 students in the 2019-20 school year with a substantial deficiency in reading who may be at risk for retention, prioritizing grade 3 students.

Grade 4 or 5 students who scored a level 1 or 2 on the most recent FSA and are served in a L300 or D or F school.

Assurance 2, Target Effective Teachers to Provide Services: The LEA will incentivize summer recovery teachers with the goal of recruiting the most highly qualified and the most effective reading teachers, based on endorsement or certification in reading and evidence such as state VAM.

Assurance 3, Summer Recovery Staff Training: The LEA will provide initial and ongoing training to summer staff, including but not limited to administrators, coaches and teachers. The training will include a focus on: Summer Recovery expectations, evidence-based practices, the use of assessment/progress monitoring to inform instruction, and establishing a positive, reading-rich environment. The training will also include how to establish daily routines with ongoing positive reinforcement, with emphasis on students developing independence and self-confidence, to instill belief that all students can and will read at or above grade level.

Assurance 4, Promote Student Attendance: The LEA will provide transportation and meals to participants.

Assurance 5, Parent Communication Plan: The LEA will develop and implement a communications plan to provide relevant information for summer learning administrators and staff and for ongoing communication with families to help reinforce students' reading skills at home. In addition, the LEA will assure parents receive weekly phone calls and/or emails, including messages about the importance of attendance.

Assurance 6, Assessment/Progress Monitoring: The LEA will support teachers with monitoring progress and adjusting instruction based on student data, as well as conduct pre/post assessments to measure impact of summer learning using the existing progress monitoring tools as outlined in the district's K-12 Evidence-based Reading Plan. LEAs will report pre/post assessment data to the Department, as prescribed by the Department, within 30 instructional days after Summer Recovery completion.

Assurance 7, Instructional Time: The LEA will provide a minimum of 80 hours of instructional hours over the course of 4-6 weeks, 4-5 days per a week.

Assurance 8, Content and Instruction: The LEA will assure the use of literacy strategies, practices and programs with strong or moderate evidence levels, as defined by ESSA, for improving student outcomes. The LEA will prepare students using standards/content for the upcoming grade level, frontloading for the next school year, while teachers diagnose unfinished learning, or deficiencies in learning, and intervene accordingly. Daily instruction will include: explicit and systematic instruction in the five areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension, based on student need; read alouds/think alouds using the book lists from the newly adopted B.E.S.T. ELA Standards to build content knowledge; provide whole group, small group and/or one-on-one targeted instruction to provide immediate corrective feedback to remedy any deficiencies; provide opportunities for developing independence and self-confidence and building and maintaining relationships with adults and peers.

The LEA will assure that this program will abide by all federal, state and local laws.

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 (FLAG). 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/.

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:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

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 and the Assistant Deputy Commissioner, Miki Presley at Mari.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

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 www.myfloridacfo.com/aadir/reference_guide/.

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 or the Reference Guide for State Expenditures, 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/.

Administrative Costs including Indirect Costs: Administrative costs, including indirect costs, are not allowable.

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 GEER 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 GEER 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 GEER Summer Recovery 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 GEER Summer Recovery 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 CARES Act 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 GEER Summer Recovery Toolkit including the Assurances, Plan, Budget, and DOE 100A.

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 allowable. 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		Summer Recovery Award Based on Title I Allocations
		Fiscal Year 2019-2020 Title I, Part A Allocations	Percentage	
10	Alachua County School Board	\$8,154,987.00	0.99%	\$635,883.00
15	UF, PK Yonge Devm't Research School	\$141,760.00	0.02%	\$11,054.00
20	Baker County School Board	\$1,196,741.00	0.15%	\$93,316.00
30	Bay County School Board	\$7,506,151.00	0.91%	\$585,290.00
40	Bradford County School Board	\$1,127,490.00	0.14%	\$87,916.00
50	Brevard County School Board	\$20,648,420.00	2.52%	\$1,610,054.00
60	Broward County School Board	\$73,384,309.00	8.94%	\$5,722,118.00
70	Calhoun County School Board	\$721,226.00	0.09%	\$56,237.00
80	Charlotte County School Board	\$3,796,614.00	0.46%	\$296,040.00
90	Citrus County School Board	\$5,041,616.00	0.61%	\$393,118.00
100	Clay County School Board	\$4,779,695.00	0.58%	\$372,695.00
110	Collier County School Board	\$10,357,649.00	1.26%	\$807,634.00
120	Columbia County School Board	\$3,020,106.00	0.37%	\$235,492.00
130	Miami-Dade County School Board	\$141,180,866.00	17.20%	\$11,008,533.00
140	DeSoto County School Board	\$2,423,750.00	0.30%	\$188,991.00
150	Dixie County School Board	\$894,607.00	0.11%	\$69,757.00
160	Duval County School Board	\$41,835,614.00	5.10%	\$3,262,119.00
170	Escambia County School Board	\$14,607,042.00	1.78%	\$1,138,979.00
180	Flagler County School Board	\$2,842,458.00	0.35%	\$221,640.00
190	Franklin County School Board	\$561,639.00	0.07%	\$43,794.00
200	Gadsden County School Board	\$3,118,205.00	0.38%	\$243,141.00
210	Gilchrist County School Board	\$707,662.00	0.09%	\$55,180.00
220	Glades County School Board	\$497,094.00	0.06%	\$38,761.00
230	Gulf County School Board	\$548,864.00	0.07%	\$42,797.00
240	Hamilton County School Board	\$966,223.00	0.12%	\$75,341.00
250	Hardee County School Board	\$1,973,120.00	0.24%	\$153,853.00
260	Hendry County School Board	\$3,155,911.00	0.38%	\$246,081.00
270	Hernando County School Board	\$5,909,187.00	0.72%	\$460,767.00
280	Highlands County School Board	\$5,058,614.00	0.62%	\$394,444.00
290	Hillsborough County School Board	\$64,835,196.00	7.90%	\$5,055,504.00
300	Holmes County School Board	\$1,001,697.00	0.12%	\$78,107.00
310	Indian River County School Board	\$4,018,739.00	0.49%	\$313,360.00
320	Jackson County School Board	\$1,775,705.00	0.22%	\$138,460.00
94B	Jefferson-Somerset Academy	\$538,852.00	0.07%	\$42,017.00
340	Lafayette County School Board	\$355,957.00	0.04%	\$27,756.00
350	Lake County School Board	\$11,440,717.00	1.39%	\$892,086.00
360	Lee County School Board	\$25,856,201.00	3.15%	\$2,016,129.00
370	Leon County School Board	\$8,313,211.00	1.01%	\$648,220.00
685	FAMU Developmental Research School	\$221,459.00	0.03%	\$17,268.00
686/371	FSU Developmental Research School	\$240,444.00	0.03%	\$18,749.00
	Kipp Miami*	\$375,651.00	0.05%	\$29,291.00
380	Levy County School Board	\$2,042,115.00	0.25%	\$159,233.00
390	Liberty County School Board	\$340,428.00	0.04%	\$26,545.00

400	Madison County School Board	\$1,212,082.00	0.15%	\$94,512.00
410	Manatee County School Board	\$11,911,421.00	1.45%	\$928,789.00
420	Marion County School Board	\$16,419,037.00	2.00%	\$1,280,269.00
430	Martin County School Board	\$3,729,519.00	0.45%	\$290,808.00
440	Monroe County School Board	\$1,549,324.00	0.19%	\$120,808.00
450	Nassau County School Board	\$1,640,089.00	0.20%	\$127,885.00
460	Okaloosa County School Board	\$6,111,104.00	0.74%	\$476,511.00
470	Okeechobee County School Board	\$1,979,766.00	0.24%	\$154,372.00
480	Orange County School Board	\$65,649,135.00	8.00%	\$5,118,970.00
48K	UCP	\$248,456.00	0.03%	\$19,373.00
490	Osceola County School Board	\$17,936,238.00	2.19%	\$1,398,572.00
500	Palm Beach County School Board	\$47,264,247.00	5.76%	\$3,685,415.00
687	FAU A. D. Henderson School	\$451,336.00	0.05%	\$35,193.00
50D	South Tech Charter School	\$491,341.00	0.06%	\$38,312.00
510	Pasco County School Board	\$17,335,991.00	2.11%	\$1,351,768.00
520	Pinellas County School Board	\$28,113,877.00	3.43%	\$2,192,171.00
530	Polk County School Board	\$36,323,614.00	4.43%	\$2,832,322.00
53D	Lake Wales Charter School	\$1,377,469.00	0.17%	\$107,408.00
540	Putnam County School Board	\$5,169,514.00	0.63%	\$403,091.00
550	St. Johns County School Board	\$2,843,144.00	0.35%	\$221,693.00
560	St. Lucie County School Board	\$12,288,165.00	1.50%	\$958,166.00
570	Santa Rosa County School Board	\$4,521,439.00	0.55%	\$352,558.00
580	Sarasota County School Board	\$7,790,835.00	0.95%	\$607,488.00
590	Seminole County School Board	\$11,632,573.00	1.42%	\$907,046.00
600	Sumter County School Board	\$1,933,060.00	0.24%	\$150,730.00
610	Suwannee County School Board	\$2,276,155.00	0.28%	\$177,482.00
620	Taylor County School Board	\$1,071,871.00	0.13%	\$83,579.00
630	Union County School Board	\$504,611.00	0.06%	\$39,347.00
640	Volusia County School Board	\$18,122,800.00	2.21%	\$1,413,120.00
650	Wakulla County School Board	\$829,009.00	0.10%	\$64,642.00
660	Walton County School Board	\$2,398,564.00	0.29%	\$187,027.00
670	Washington County School Board	\$1,163,542.00	0.14%	\$90,727.00
557	Florida School for the Deaf and Blind	\$133,072.00	0.02%	\$10,376.00
48C	FL Virtual School	\$842,842.00	0.10%	\$65,720.00
	GRAND TOTAL	\$820,779,234.00	100.00%	\$64,000,000

**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.*