



**State of Alabama**  
**Coronavirus Aid, Relief, and Economic Security (CARES) Act**  
**Governor's Emergency Education Relief (GEER) Fund**  
**Local Educational Agency (LEA) Application**

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

**GENERAL INFORMATION**

<b>1. LEA Information</b>	
LEA Name	Alabaster City Schools
Mailing Address	10111 Hwy 119
Physical Address	10111 Hwy 119
City/Town and Zip Code	Alabaster 35007
Superintendent's Name	L. Wayne Vickers
Contact Person	Anthony Kingston
Contact Person Position	Chief Technology Officer
Contact Telephone Number	(205) 863-8185
Contact Email	Anthony.Kingston@acsboe.org

**PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES**

The United States Department of Education (USED) has approved the application from the State of Alabama for GEER funds under the CARES Act. The Governor of Alabama allocated \$48,851,495 to the Alabama State Department of Education. GEER funds can be obligated through 9/30/2022. Pre-award costs to the GEER fund will be allowed for allowable cost incurred on or after March 13, 2020.

<b>2. Allowable Service(s) Section</b>
<i>The LEA Superintendent or his/her authorized representative assures or certifies that they will use the awarded GEER funds in the following ways (select one option per letter):</i>

<b>A. Private School Equitable Services Allocation</b>
<b>NOTE: Use the Private School Equitable Services Implementation Form for this section.</b>
<input type="checkbox"/> The LEA has no private schools in their attendance area <input checked="" type="checkbox"/> The LEA has private schools but ALL declined to participate in CARES Act GEER funding <input type="checkbox"/> The LEA has private schools that will participate in CARES Act GEER funding

<b>Complete the section below only if you have private schools that will be participating in GEER funds:</b>	
Total LEA GEER Allocation	\$378,239.00
Total LEA Private School Allocation	\$0.00
Total LEA Private School Administrative Costs Set-Aside	
Total # of Private Schools Participating	
Total Student Enrollment at the LEA	
Total Student Enrollment at ALL Participating Private Schools	

B. Equip school buses with WI-Fi capabilities to increase internet connectivity and help bridge the digital divide within the LEA.

LEA Allocation for Section B: \$83,213.00

- The LEA will use the allocation above for equipping school buses with WI-Fi capabilities.  
 The LEA will not use this allocation for equipping school buses with WI-Fi capabilities.

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

Reason/Rationale: We feel that purchasing mobile hot spots would serve our families better for home Internet connectivity than buses would. We would like to use some of the GEER funds to pay for the Internet service costs.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$83,213.00  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \_\_\_\_\_

C. Provide additional academic support to bridge learning and achievement gaps of students within the LEA.

LEA Allocation for Section C: \$219,379.00

- The LEA will use the allocation above for providing additional academic support to students.  
 The LEA will not use this allocation for providing additional academic support to students.

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

Reason/Rationale: \_\_\_\_\_

We will transfer this allocation to:

- Equipping School Buses with WI-Fi Capabilities (B)  
Amount to be transferred: \_\_\_\_\_  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \_\_\_\_\_

D. Provide before and after school tutoring as defined in the Alabama Literacy Act for learning and remediation in schools within the LEA.

LEA Allocation for Section D: \$75,648.00

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

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

Reason/Rationale: \_\_\_\_\_

We will transfer this allocation to:

- Equipping School Buses with WI-Fi Capabilities (B)  
Amount to be transferred: \_\_\_\_\_  
 Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$25,248.00

**NOTE: Only answer the questions below that apply to how the LEA will use GEER funds.**

**2A. Equitable Services Assurances**

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

- The LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
- The LEA will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Provide a brief explanation answering the following questions:

- 1) Were services from private schools accepted or refused in your LEA?
- 2) If services were accepted by private schools, who accepted and what allocation did they receive?
- 3) When did private schools in your LEA receive timely and meaningful consultation?
- 4) What services will each private school receive and when will the services be implemented?
- 5) How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA?
- 6) If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used?

Services were refused/declined by Private schools with our LEA.

**2B. Equipping School Buses with Wi-Fi Capabilities**

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

ACS surveyed our parents about home Internet access. Approximately 3 percent (158) of students stated that they did not have Internet access at home. We feel that purchasing mobile hot spots would serve our families better for home Internet connectivity than buses would. We would like to use some of the GEER funds to pay for the Internet service costs for the mobile hot spots. This cost would be incurred for bus connectivity as well.

**2C. Additional Academic Supports to Bridge Learning and Achievement Gaps**

Applicable Grade-Level(s) (Check all that apply):

Pre-K  K  1st  2nd  3rd  4th  5th

Applicable Support(s) (Check all that apply):

- Reading/ELA Family Engagement/At-Home Learning Resources
- Math Family Engagement/At-Home Learning Resources
- Dyscalculia-Specific Screener
- Dyslexia-Specific Screener
- Vulnerable Populations Resources or Supports
 

ES	<input checked="" type="checkbox"/>	MS	<input checked="" type="checkbox"/>	HS	<input checked="" type="checkbox"/>
----	-------------------------------------	----	-------------------------------------	----	-------------------------------------

NOTE: Only answer the questions below that apply to supports selected above by the LEA.

**Reading and Math Family Engagement/At-Home Learning Resources**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

\* Aligns to Alabama ELA and/or math course of study standards  
The tutoring services provided to Grades 1-5 would be provided by teachers and based on Alabama ELA/reading and/or math course of study standards. Additionally tutoring services will be provided to secondary students to prepare them for all students areas. This could potentially include presentations by "flaw" teachers, as well as computer based intervention.

Lexia Core 5 Power Up may be purchased for Grades 1-12 and is a research-based program designed to fill in reading deficits.

\* Provides opportunities to extend learning and build connections at home  
Tutoring services and Lexia Core 5 Power Up intervention will extend students' learning ELA/reading, math, and other academic course of study standards. Lexia Core 5 Power Up can be accessed at home via the internet. Chromebooks and mobile hot spots will be provided to those students who do not have access to technology and/or internet at home. These items will allow students to extend their learning in the home environment.

\* Reinforces key grade level concepts  
Tutoring services and Lexia Core 5 Power Up intervention will extend students' learning of ELA/reading, math, and other academic course of study standards. Fluency/Intervention will close the learning gaps for these students.

\* Includes grade-level appropriate manipulatives for math and literature for reading  
Manipulatives may be purchased for Grades 1-2, as needed.

\* Provides individual student opportunities for both intervention and enrichment activities; and  
Tutoring will consist of small groups and one-on-one tutoring and/or computer intervention programs. Lexia Core 5 Power Up will be provided to students via personalized digital learning instruction. Chromebooks and/or mobile hot spots will allow students who need internet-based intervention programs to continue their learning at home.

\* Includes easy-to-follow planning calendars or activity suggestions for families.  
Lexia Core 5 Power Up provides a personalized learning path for the students and may be accessed by teachers at home via the internet. Homework calendars may be provided for younger students.

\* Technology hardware will be purchased to allow teachers to create and post online resources for students to access at school and at home. Teachers will also post upcoming calendar activities, assignments, and tasks on the learning management system.

\* The G-Suite Enterprise program will allow for more access to online resources such as Google Meet, Drive, Docs, etc. for student learning and collaboration.

**Dyscalculia Screener**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Identifies dyscalculic tendencies in students and is not time intensive to administer;
- Recommends intervention strategies;
- Presents easy to interpret reports and information on a student's strengths and weaknesses;
- Provides diagnostic reports for teachers;
- Provides parent reports and guidance; and
- Provide additional opportunities to screen students beyond grade 3.

NA

**Dyslexia-Specific Screener**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to evidence-based science of reading criteria;
- Provides ability and options to universally screen, identify risks, progress monitor, and/or report results in a seamless system;
- Provides recommendations for intervention strategies and/or individualized learning paths to help close achievement gaps; and
- Provides additional opportunities to screen students beyond grade 3 (if applicable).

NA

**Vulnerable Populations Supports**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Provides streamlined approach to gather, use, and monitor identified vulnerable population data;
- Includes tools or resources to assist with development and/or implementation of individualized plans for specific needs of students;
- Includes communication tools to ensure meaningful communication in a language understood by the parents/guardians;
- Provides evidence-based learning activities that align to students' plans; and
- Provides other related or applicable services specific to vulnerable populations.

ACS will use some of the funds to purchase resources, tools, and other supports to assist our students in their learning. The resources will include the Lexia online software program for students in grades K-12. This program will assist with analyzing student achievements and allow teachers and staff to provide individualized learning opportunities for all students.

Other tools and supports include computer equipment (i.e. laptops, Chromebooks, etc.) for teachers to prepare remote instruction activities and provide online resources for student learning. ACS will also purchase the Google G-Suite Enterprise program to provide increased online support and access for students as they use the Google Apps for Education programs such as Google Drive, Docs, Meets, etc.

Some GEER funds will be used to pay stipends to teachers to assist with monitoring, instruction, and tutoring of vulnerable students in grades K-12.

**2D: Before/After School Tutoring**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to *Alabama Literacy Act* requirements for students who are identified with a reading deficiency;
- Provides learning opportunities outside of the traditional school day; and
- Includes description of employee duties/responsibilities aligned to intensive intervention needs.

Aligns to Alabama Literacy Act requirements for students who are identified with a reading deficiency;  
- Students in K-3 with reading deficiencies as defined in the Alabama Literacy Act will receive direct instruction based on Alabama courses of study via after-school tutoring.

Provides learning opportunities outside of the traditional school day; and  
- Tutoring for K-3 will be provided after school to extend the learning opportunities.  
Includes description of employee duties/responsibilities aligned to intensive intervention needs.

- Teachers trained in the science of reading will use data from early reading benchmark assessments (AIMSWEB) to determine specific needs of students with reading deficiencies.

**3. Budget Development**

The LEA Superintendent or his/her authorized representative assures or certifies the following:  
 The LEA will use GEER funds for activities outlined in the application and allowable under Section 18002(c) of Division B of the CARES Act. The United States Department of Education does not expect administrative or executive salaries and benefits for IHEs, SEAs, or the other education related entities referenced at Section 18002(c)(3) to be a lawful purpose for GEER funds.

**Total CARES Act - GEER Allocation:** **\$378,239.00**  
 (NOTE: Make sure to include Equitable Services in the total)

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

**3A. Equitable Services**

			Total Section A Allocation	\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A		\$0.00	
Private School Admin. Costs	See Detailed Narrative in Section 2A		\$0.00	

**3B. Equipping School Buses with Wi-Fi Capabilities**

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

<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			<b>\$927,699.00</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	Tutoring	9130-001-8100	\$92,400.00
Benefits (if applicable)			
Classroom Supplies (including print materials)			
Transportation (if applicable)			
Indirect Costs  Other (if applicable)			
Technology Hardware	Mobile hot spot devices, Laptop computers, Chromebooks, etc.	1100-495-8100	\$101,924.00
Other Student Support	Lexia, G-Suite Enterprise	1100-369-8100	\$133,516.00

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			<b>\$60,400.00</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	Tutoring for Alabama Literacy Act	9130-001-8100	\$60,400.00
Benefits (if applicable)			
Classroom Supplies (including print materials)			
Transportation (if applicable)			
Indirect Costs  Other (if applicable)			



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

Students in Grades K-3 with reading deficiencies will be identified by their AIMSWEB scores and will receive direct instruction through after-school tutoring. Impact will be measured by subsequent benchmark assessments. Students in Grades 4-5 with reading deficiencies will be identified by their Scantron scores and will receive direct instruction through after-school tutoring. Impact will be measured by subsequent Scantron scores. Students in Grades 6-12 with reading deficiencies will be identified by their Scantron scores. Students will be assigned to an advisory period where they will participate in Lexia Power Up reading intervention. Impact will be measured by subsequent Scantron scores and their progress in the Lexia Power Up program.

Students who need Chromebook computers and/or mobile hot spots will be identified by the district through parent survey in the InfoSnap online registration system. Devices will be distributed to students and families by the Information Technology Department at Alabaster City Schools district office. Impact for effectiveness will be measured by students' successful completion of their classes.

As teachers use technology hardware such as laptop computers, Chromebooks, etc., they will provide support to students both at school and at home. The effectiveness and impact will be measured by student achievement and course completion.

The purpose and use of Google Enterprise as well as the Lexia online program will allow students access to personalized learning opportunities. The impact for effectiveness can be measured by students' assignments, projects, and their completed work.

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

September 2020 - September 30, 2022

**OTHER ASSURANCES AND CERTIFICATIONS**

**4. Other Assurances and Certifications**

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

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

**5. Section 427 of the General Education Provisions Act Assurances**

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

(a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -

(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.

(b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

(c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.

(d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the

**What steps does the LEA propose to take to permit students, teachers, and *other program* beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program?**

No student will be unlawfully excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity offered or sponsored by the Board on the basis of race, ethnicity, color, disability, creed, national origin, sex, immigrant or migrant status, non-English speaking ability, or homeless status.

**6. Section 442 of the General Education Provisions Act Assurances**

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

(a) Each local educational agency which participates in an applicable program under which Federal funds are made available to such agency through a State agency or board shall submit to such agency or board a general application containing the assurances set forth in subsection (b). The application shall cover the participation by that local educational agency in all such programs.

(b) The general application submitted by a local education agency under subsection (a) shall set forth assurances

(1) that the local educational agency will administer each program by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction -

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

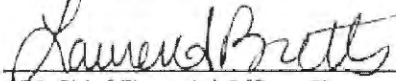
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or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

(c) A general application submitted under this section shall remain in effect for the duration of the program it covers. The State agencies or boards administering the programs covered by the application shall not require the submission or amendment of such application unless required by changes in Federal or State law or by other significant change in the circumstances affecting an assurance in such application.

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate.

**Lauren Butts**

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

(205) 663-8450

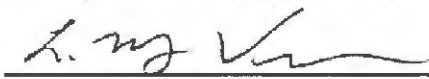
Telephone Number

12/11/2020

Date

**Wayne Vickers**

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(205) 663-8400

Telephone Number

12/11/2020

Date

**Send completed application to CARESapp@alsde.edu.  
Upon approval of the application, funds will be released to the LEA.**

**ALSDE Internal Use Only**

Date Application Received: 9/25/2020

Date ALSDE Approved: 12/15/2020



State Superintendent and/or Designee Signature

Date

Date GEER Funds Released: 12-15-2020