



**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	Anniston City Board of Education
Mailing Address	PO Box 1500 Anniston, AL 36202
Physical Address	4804 McClellan Blvd. Anniston, AL 36202
City/Town and Zip Code	Anniston, AL 36202
Superintendent's Name	D. Ray Hill
Contact Person	Johanna Martin
Contact Person Position	CSFO
Contact Telephone Number	256-251-5000
Contact Email	martinj@anniston.k12.al.us

**PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES**

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

**2. Allowable Service(s) Section**

*The LEA Superintendent or his/her authorized representative assures or certifies that they will use the awarded GEER funds in the following ways (select one option per letter):*

**A. Private School Equitable Services Allocation**

**NOTE:** Use the Private School Equitable Services Implementation Form for this section.

- The LEA has no private schools in their attendance area
- The LEA has private schools but ALL declined to participate in CARES Act GEER funding
- The LEA has private schools that will participate in CARES Act GEER funding

**Complete the section below only if you have private schools that will be participating in GEER funds:**

Total LEA GEER Allocation	\$128,664
Total LEA Private School Allocation	\$1,709.09
Total LEA Private School Administrative Costs Set-Aside	\$189.91
Total # of Private Schools Participating	1
Total Student Enrollment at the LEA	1,335
Total Student Enrollment at ALL Participating Private Schools	20

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: \$27,930.80

- 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: Anniston City Schools contracts its bus service

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)

Amount to be transferred: \$27,930.80

- 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: \$73,633.85

- 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: \$25,390.98

- 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: \_\_\_\_\_

**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?

There are three (3) private schools within the geographical boundaries of the Anniston City School System. These private schools were contacted by email, phone and certified mail. Two of the private schools responded and one requested to participate in the allocation.

Sacred Heart Catholic School will receive \$1,709.19 in GEERs Funds. On 11/30/20, they received meaningful consultation concerning this allocation. These funds will be used to provide before/after-school tutoring services to improve learning and achievement deficiencies at the school before 9/30/2022.

**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.

N/A  
Anniston City does not operate its own buses.

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

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

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

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

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

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

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

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

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

The purchase of resources, tools and other supports purchased with Geers funds will stabilize the educational foundation of our students by engaging them with strategies to improve academic achievement.

During this Covid19 pandemic, many of our students are having experiences that they might not recognize as traumatic. This is also happening to the adults in our schools as well. The professional development provided will provide a common language across the district in all academic areas and in the social emotional arena as well. The professional development will support educators to help themselves as well as our students by developing skills to manage their emotions, read non-verbal and verbal clues to build relationships. When our students and staff are whole, they are better able to focus, to teach and to learn.

The academic focus for professional development will include learning strategies to foster creativity and innovations skills in our students and engage teachers in unpacking standards, improve teacher effectiveness, promote continuous staff learning, increase collegial support and sharing, develop skills to analyze assessment results and enhance intellectual and leadership capacity.

It is our belief that if we nurture the social emotional parts of our students and staff, provide them with the tools to support their learning, through collaboration, provide intervention and enrichment activities and build connections with our families, our student learning will be maximized.

### **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.**

At this time, any need for a dyscalculia screener to assess the student's needs will be funded by the school system.

### **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).**

At this time, any need for a dyslexia screener to assess the student's needs will be funded by the school system.

### **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.**

On-line learning resources will be provided to our vulnerable students that are receiving services in our self-contained classrooms and for our medically fragile students that can't attend school by funding from the GEER monies. These on-line resources will allow students to cover the alternative standards curriculum on a daily basis in order to progress through the curriculum. Without the funding it will be difficult for our students to meet all their needs related to the alternative standards and the alternative assessment.

To provide a streamlined approach to gather, use, and monitor identified and vulnerable population data, the benchmark and progress monitoring assessment programs. The Brigance is used to identify our students for delays. STAR is used to screen students for their reading and math achievement levels. Our students are also assessed by our usage of iReady and Scantron.

Reports will be printed in color and shared with parents in a parent friendly format to include reports in the parent's native language. Data binders will house longitudinal data. In the case of school closure, electronic portfolios will be used to share data with parents and when necessary translators will be utilized.

GEER monies will be allocated to purchase an online standards-based curriculum designed for special needs students in elementary and secondary.

### **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.**

Tutoring will be done virtually and or face to face depending on the current Health Issues surrounding Covid19 in our county and state. After school tutoring will further enhance our student academic progress. Students will be provided support in Literacy and math. Students who fall below the district and state acceptable level of mastery will be identified by benchmark testing in Literacy and math and teacher recommendations. Those students will be assigned to a teacher who will meet with them twice a week outside of the regular school day for a minimum of two hours.

It is our belief that the best teachers need to be teaching our most academically vulnerable students. With that in mind, teachers will be chosen based on principal recommendation and classroom pass rate on benchmark exams. Teachers will be responsible for addressing academic deficits while scaffolding on grade level teaching. Teachers will also provide students with strategies to improve study and work habits. Teachers who are teaching on the same grade level will work collaboratively to develop lessons and create activities to increase student achievement.

Teachers will be given two additional hours monthly to provide feedback to parents and discuss progress with parents and students.

**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.

<b>Total CARES Act - GEER Allocation:</b> (NOTE: Make sure to include Equitable Services in the total)	\$128,664
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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			
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A	9200-311-4900	\$1,709.19
Private School Admin. Costs	See Detailed Narrative in Section 2A		\$189.91

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

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

<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			<b>\$102,931</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			
Benefits (if applicable)			
Classroom Supplies (including print materials)			
Transportation (if applicable)			
Indirect Costs			
Other (if applicable)			
	Instructional Materials - Discovery Education	1100-411-8100	\$63,300
	Software: News-2-You	11-414-8100	\$3,600
	Software: 7 Mindsets	11-414-8100	\$4,400
	Professional Development: Hustle University	2215-312-8220	\$8,500
	Professional Development: 7 Mindsets	2215-312-8220	\$20,000
	Materials & Supplies	2215-412-8220	\$3,131

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			<b>\$23,833.18</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	EXTENDED DAY/DEP CAR, TEACHER/NON-REG DAY	9130-134-9300	19,526.66
Benefits (if applicable)	EXTENDED DAY/DEP RETIREMENT, SOCIAL SECURITY, MEDICARE, UNEMPLOYEMENT	9130-220-9300	\$2,343.20
Classroom Supplies (including print materials)			
Transportation (if applicable)			
Indirect Costs	Allowable Indirect Costs		\$455.86
Other (if applicable)	EXTENDED DAY/DEP CAR, SOCIAL SECURITY	9130-230-9300	\$1,210.65
	EXTENDED DAY/DEP CAR, FEDERAL MEDICARE	9130-240-9300	\$283.14
	EXTENDED DAY/DEP CAR, ST UNEMP COMP INS	9130-250-9300	\$14.39



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

The implementation process will include open dialog and planning with school leaders and academic coaches. Implementation will include the use of consultant, academic coaches, principal and district leadership. Professional development will take place on established E-days and some job embedded on the spot coaching.

The overall goal of the identified purchases is to show academic growth. Success for tutoring will be measured by Pre and post test scores. The expectation is that students will show a 4% increase in literacy and math.

The additional beneficial outcomes will include increased student engagement, reinforcing effort and providing recognition, increased reading proficiency, increased math fluency and continuous professional development. The increase will be measured by surveys, classroom walkthroughs and improved student achievement.

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

Upon approval of the GEER application, orders for services and materials will be placed. Once available, funds will be placed in needed areas to bridge learning and achievement gaps.

**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?**

Equitable resources will be provided to staff and students for opportunities to participate in experiences and activities geared toward professional development and academic success with supplemental partnerships that provide supportive learning and career activities. We will continue to evaluate our programs to ensure they promote the ability of teachers and students without barriers and make adjustments as deemed necessary. Through implementation of ACS current board policies, we will continue to provide services to students, teachers, and other program beneficiaries without barriers, regardless of the manner in which those services are provided.

**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.

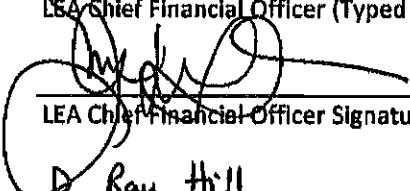
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 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.

Johannz Martin

LEA Chief Financial Officer (Typed Name)

256-676-6310

Telephone Number

  
LEA Chief Financial Officer Signature

256-231-5000 ex 1018

Date

D. Ray Hill

LEA Superintendent (Typed Name)

256-231-5000 ex 1001

Telephone Number

  
LEA Superintendent Signature

1/8/21

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: 12/15/2020

Date ALSDE Approved: 1/20/2021

  
State Superintendent and/or Designee Signature

01-20-21  
Date

Date GEER Funds Released: \_\_\_\_\_