



**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	Autauga County Schools
Mailing Address	153 West Fourth Street
Physical Address	153 West Fourth Street
City/Town and Zip Code	Prattville, AL 36067
Superintendent's Name	Mr. Spence Agee
Contact Person	Dr. Rachel Surles
Contact Person Position	Federal Programs/Assessment Administrator
Contact Telephone Number	(334) 365-5706
Contact Email	rachel.surles@acboe.net

**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	\$591,520.00
Total LEA Private School Allocation	\$18,680.25
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	2.00
Total Student Enrollment at the LEA	8,985.00
Total Student Enrollment at ALL Participating Private Schools	293.00

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

LEA Allocation for Section B: \$126,024.75

- 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 will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \_\_\_\_\_
- 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: \$332,247.05

- 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: \$114,567.95

- 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: CARES/ESSER funds are allocated to provide before/after school tutoring.

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)  
Amount to be transferred: \$114,567.95
- 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?

Equitable services were accepted from Autauga Academy and from New Hope Academy. The allocation for Autauga Academy is \$15,173.72, and the allocation for New Hope Academy is \$3,506.53. Timely and meaningful consultation began on 7/27/20 and planning continued for two weeks. All consultations occurred via telephone and email and are thoroughly documented. Consultations included detailed explanation of allowable use of funds, intent to participate, budgeting process and all equitable services assurances listed above. Services for New Hope will provide additional academic support to bridge learning and achievement gaps through a specialized reading program for students with autism and other complex needs. Services for Autauga Academy will provide a before and after school tutoring program. As detailed later in this plan, Autauga County Schools will equip 129 school buses with WiFi hotspots and strategically park them overnight throughout the district. To improve remote learning services and support technical capacity and access at our private schools, we will provide access to these WiFi hotspots to students at both private schools. They will have the same access to these WiFi hotspots as students enrolled in Autauga County Schools. No private school administrative set-aside is being taken by the 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.**

To address the lack of broadband connectivity and access for all students, a total of 129 WiFi hotspots will be purchased and installed on all ACBOE buses. The buses will be strategically parked overnight throughout the district. Students within proximity of the buses can utilize the WiFi to access and complete their school assignments. A map showing exact locations of all parked buses will be provided to parents. In a coordination of services, students attending New Hope Academy and Autauga Academy (private schools participating in equitable services) can also access the WiFi hotspots. GEER funds will be used to purchase and install WiFi equipment on the buses and to provide WiFi access for both the 2020-2021 and the 2021-2022 school years.

**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):**

- |                                     |  |  |  |  |
|-------------------------------------|--|--|--|--|
| <input checked="" type="checkbox"/> | Reading/ELA Family Engagement/At-Home Learning Resources |  |  |  |
| <input type="checkbox"/>            | Math Family Engagement/At-Home Learning Resources        |  |  |  |
| <input type="checkbox"/>            | Dyscalculia-Specific Screener                            |  |  |  |
| <input type="checkbox"/>            | Dyslexia-Specific Screener                               |  |  |  |
| <input checked="" type="checkbox"/> | 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.

ACBOE currently utilizes Accelerated Reader (AR) to promote a culture of reading throughout our elementary schools. However, when schools were forced to close due to COVID-19, the AR program ceased because students could no longer access books from the school library. Therefore, we will use GEER funds to purchase myON Reader. The myON reading program will give every student unlimited access to thousands of high-quality, high interest digital books. This program aligns to Alabama ELA standards, specifically those standards in the Reading Foundation, Reading Literature and Reading Informational strands. Learning is extended by increasing students' access to digital reading materials. The AR and myON programs are interrelated; therefore, students are not working in two different programs. They can either read a hard copy of a book and take the computer-based comprehension quiz, or read a digital copy of a book and take the comprehension quiz. Parents will have access to students' myON accounts and will be instrumental in promoting students' love of reading. The myON program also includes audio, text highlighting, zoom and an embedded dictionary to help families read together even if there is not a proficient adult reader in the home. ACBOE will coordinate efforts with Title I Parent Liaisons to support families and build a community of readers. The myON program will be available to students enrolled in the virtual and the traditional settings.

**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.

**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).

**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.

ACBOE has developed a plan to identify and support our vulnerable students. Our vulnerable students include students living in poverty, homeless and foster care students, students with mental-health issues, students with disabilities, students who are English Learners, students involved in the justice system, students with health issues, students experiencing child abuse or neglect, and students with other social, emotional and developmental barriers to learning. Our counselors, social workers, EL Specialist, nurses and Title I parent liaisons will work with teachers and school administrators to identify students and families in need of additional support. GEER funds will be used in coordination with other state and federal funds to support our vulnerable students. Specifically, GEER funds will be used for evidence-based programs and resources as follows: 1) partnering with the Family Support Center to offer group and individual counseling services that directly align to students' needs; 2) implementing an Applied Behavior Analysis curriculum (TeachTown) to address academic, cognitive and social/emotional challenges of students with intellectual disability, developmental delays and Autism Spectrum Disorder; 3) expanding reading and math evidence-based intervention programs (Read 180/Math/Unique Learning) for K-12 students to bridge learning and achievement gaps; and 4) providing supplemental summer pay to teachers and other applicable staff to develop robust, individual learning plans, including contingency plans for prolonged school closure. To ensure meaningful communication with parents/guardians of our vulnerable students, our two social workers will establish a parent/guardian support network. Parents will be provided resources and information on how they can support their children's specific needs in a language they understand.

**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.

Autauga County Schools will not use GEER funds for before/after school tutoring. CARES/ESSER funds will be used to support this initiative.





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

The plan for implementation began with our comprehensive needs assessment to identify strengths, areas of improvement and specific challenges resulting from COVID-19. Six dimensions included in our comprehensive needs assessment include 1) teaching and learning; 2) support for student achievement; 3) leadership capacity; 4) professional capacity; 5) planning and operational effectiveness; and 6) family and community support. The strategies and purchases detailed in GEER Fund application will be evaluated in each of these areas using multiple sources of data (surveys, focus groups, student data analysis, budgets, etc.) and set priorities for improvement. A parent and student survey will be used to evaluate effectiveness of the bus WiFi. This survey will be given at the end of the first nine weeks and again at the end of the school year. We will determine how many students used the WiFi service on a regular basis. We will identify any service gaps, and if necessary, reposition some of our buses to different locations throughout the county. Student and parent interviews will be used to evaluate the effectiveness of services provided by the Family Support Center. An analysis of student use and academic growth will be used to determine program effectiveness for the myON program. Pre- and post-assessment data for all evidence-based programs and student assessment data from state assessments will be used to determine program effectiveness. Behavior, attendance, special service referrals, and individual student plans will also be used to measure the effectiveness of the identified purchases.

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

Services will begin August 2020 and extend throughout the 2021-2022 school year as needed. WiFi on buses will be available to students by the first day of school (September 8, 2020). Contract services with the Family Support Center will begin September 2020. MyON and other evidence-based programs will be purchased as soon as GEER funds become available. Funds will be expended by 9/30/2022. We will actively seek additional funding sources to sustain these services after GEER funds are depleted.

**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?**

Autauga County Schools will routinely monitor and evaluate the effectiveness of our educational programs. The evaluation will include identifying barriers to successful learning with particular attention given to students and/or parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background. Staff development will be provided to target awareness of such barriers and provide guidelines and strategies in addressing the various needs of our students and their families.

**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.

**Alisa Benson**

LEA Chief Financial Officer (Typed Name)

*Alisa Benson*

LEA Chief Financial Officer Signature

**Spence Agee**

LEA Superintendent (Typed Name)

*Spence Agee*

LEA Superintendent Signature

(334) 365-5706

Telephone Number

08/11/2020

Date

(334) 365-5706

Telephone Number

08/11/2020

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: 8/13/2020

Date ALSDE Approved: 8/14/2020

08/14/2020  
Date

*[Signature]*

State Superintendent and/or Designee Signature

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