



**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**

**1. LEA Information**

LEA Name	Baldwin County Public Schools
Mailing Address	
Physical Address	2600 A-North Hand Ave
City/Town and Zip Code	Bay Minette 36507
Superintendent's Name	Eddie Tyler
Contact Person	John Wilson
Contact Person Position	Chief School Financial Officer
Contact Telephone Number	251-580-1664
Contact Email	jwilson@bcbe.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.

**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	1,828,046.00
Total LEA Private School Allocation	102,377.02
Total LEA Private School Administrative Costs Set-Aside	0
Total # of Private Schools Participating	7
Total Student Enrollment at the LEA	29,970
Total Student Enrollment at ALL Participating Private Schools	1778

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: \$379,647

- 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: \$379,647

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

LEA Allocation for Section C: \$1,000,888

- 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 are only using \$547,000 and moving the rest to Section D.

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: 453,887.98

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: \$345,134

- 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?

Equitable services were accepted by 7 private schools within our LEA. Head of School/Principals accepted services for a total allocation of \$102,377.02. Each school received the following allocation toward services:

Central Christian(Tim Shelton)-\$15,604.15

Christ the King(Lisa McDuff)-\$30,805.24

The Renaissance School of the Eastern Shore(Nichole Yazzie)-\$4,260.91

Snook Christian Academy (Thadd Butts)-\$16,467.85

St. Benedict Catholic School (Kathy McCool)-\$7,312.64

St. Michael Catholic School (Faustin Weber)-\$18,367.98

St. Patrick Catholic School (Margaret Harte)-\$9,558.26

The Private School Consultation was held virtually on August 10, 2020 at 10:00 am.

The private schools will receive services for closing the gap. Services will include purchasing software and supplies for intervention to target students struggling in reading. Tutoring either before or after school will also be utilized by some of the private schools (Snook, St. Patrick, St. Benedict and Central Christian).

Private schools will use GEER funds to improve remote learning services by purchasing additional chromebooks, laptops and iPads. They will support technical capacity by adding software programs for distance learning.

All services will be implemented as soon as funds are available. The timeline for all funds to be expended and services completed will have an end of no later than September 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.

**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.

Funds will be utilized to purchase reading and math materials, including teacher resources, student resources, and math and science manipulatives. Each of these items directly align with Alabama English Language Arts, Math, and Science courses of study standards. These materials provide the avenue for students to deepen their understanding of grade level concepts. The materials serve as the basis for intervention and enrichment activities. Specific purchases include:

- Fountas & Pinnell Phonics and Word Study kits that provide teachers with the necessary materials to provide systematic phonics instruction and remediate when appropriate.
- Scholastic Literacy teacher kits that provide teachers' instructional materials to provide differentiated reading instruction aligned to the state ELA standards through a balanced literacy approach
- Secret Stories remote learning bundles that support phonics acquisition and phonemic awareness for all students, as part of the core instructional practices and remedial efforts, where appropriate

### 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).

Funds are requested for the purchase of S.P.I.R.E. Hybrid materials for use in Kindergarten through 6th grades. The S.P.I.R.E. Hybrid is a research-proven multi-sensory reading intervention program for low performing students, including those with dyslexic-like tendencies. Not only is the program a state approved dyslexia intervention, it aligns with evidence-based science of reading criteria. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic ten-step lesson plan. The hybrid approaches allows for instruction in both brick and mortar schools and virtual settings.

The program is data driven, embedded with various assessment measures, including a screener for dyslexia specific intervention at the start of the program. The screener starts with phonograms ("say the letter names and/or sounds") and advances to word lists, including decodables and sight words. The screener ensures students are placed in the correct level for intervention. Students then receive intervention on their appropriate level and are formatively assessed at regular intervals.

### 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.

REWARDS is the research-based secondary dyslexia intervention provided in Baldwin County for students with a diagnosis of dyslexia or dyslexic tendencies. The focus of REWARDS and the instruction provided through REWARDS is to:

- Improve students' abilities to decode large, multisyllabic words
- Increase fluency
- Academic vocabulary and comprehension are natural outcomes and components of the explicit, systematic instruction.

Teachers have a blend of print and online materials to support students during distance learning and to provide interventions that meet the needs of the individual student.

- Teacher's Guide (print and eBook)
- Two classroom instructional charts
- Online Teacher Resources (illustrated content-area vocabulary displays, assessment materials, video vignettes on direct instruction)

CERT for Schools is an online assessment practice and prevention tool that we use to support

### 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.

The Alabama Literacy Act identifies a renewed focus on supporting striving readers. The Act requires a two-pronged approach to addressing reading deficiencies, before and after school tutoring and summer programs. Funds are being requested for both approaches.

BEFORE/AFTER SCHOOL TUTORING: According to the Alabama Literacy Act, any incoming third grade student identified with a reading deficiency shall be provided more intensified reading interventions to improve his or her specific reading deficiency. Reading intervention services shall include effective instructional strategies to accelerate student progress. Intervention plans shall address additional supports and services necessary to improve any identified area of reading deficiency including additional intervention time (before school, after school, or both) using evidence-based reading intervention delivered by a teacher or tutor with specialized reading training. In order to close learning gaps in all foundational grades before and after school intervention services will first be offered to students in 3rd grade identified with a reading deficiency. As funds allow, services will be offered to students with reading deficiencies in grades K-2. The efficacy of the efforts will be monitored through the use of a pre- and post- experience

**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: (NOTE: Make sure to include Equitable Services in the total)	1,828,046
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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
			102,377.02
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A	9200-399-4900 9200-410-4900 9200-495-4900	102,377.02
Private School Admin. Costs	See Detailed Narrative in Section 2A	0	0

**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			
Indirect Costs			
Other (If applicable)			

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			547,000.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			
Benefits (If applicable)			
Classroom Supplies (Including print materials)	Teacher & student instructional materials	1100-410-8100	147,000.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)	ACT CERT (College Equipped Readiness Tool) Elem/Secondary Dyslexia Specific Screener	1100-414-8100	365,000.00
Other (If applicable)	Professional Development includ	2215-180-8220 2215-(22	35,000

3D. Before/After School Tutoring			
Total Section D Allocation			1,178,668.98
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Teacher extra work agreements for extended day	9130-199-4800	\$854,958.00
Benefits (If applicable)	Teacher Benefits	9130-(220-250)-4800 1100-(220-250)-4300	\$171,334.00
Classroom Supplies (Including print materials)	Student tutoring materials	9130-410-4800 1100-410-4300	\$102,376.98
Transportation (If applicable)	Summer program transportation for students (costs include bus driver salaries/benefits & fuel)	4188-161-4300 4188-(220-250)-4300	\$50,000.00
Indirect Costs			

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

Implementation plans will vary by endeavor. Training and implementation will focus first on use of the instructional materials purchased through these funds, then the before and after school tutoring, and finally, summer school. District administrators will work with individual schools to create implementation plans that honor each school's individual needs. Student assessment data will be used to judge the effectiveness of all purchases identified herein. Each endeavor is focused on providing teachers and students with the necessary resources and instructional supports required to close learning gaps for students identified with deficiencies.

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

Just as implementation will vary, so will the timeline. The use of purchased curriculum materials will begin immediately upon purchase. Before and after school tutoring will begin after student data is available to determine who requires tutoring services. Summer school programs will begin in June. Since district administration will work with each school to create an implementation plan, the time line will include specific, individualized plans for assisting staff based on their unique needs.

**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?**

**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.

John Wilson

LEA Chief Financial Officer (Typed Name)

LEA Chief Financial Officer Signature

Eddie Tyler

LEA Superintendent (Typed Name)

LEA Superintendent Signature

251-580-1667  
Telephone Number

8-26-20  
Date

Telephone Number

8-26-20  
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: 8/28/2020

Date ALSDE Approved: 8/31/2020

State Superintendent and/or Designee Signature

08/31/2020  
Date

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