



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	Bessemer City School System
Mailing Address	1621 5th Avenue North
Physical Address	1621 5th Avenue North
City/Town and Zip Code	Bessemer, Alabama 35021
Superintendent's Name	Dr. Autumm M. Jeter
Contact Person	Patricia Stewart, CSFO; Autumm M. Jeter, Superintendent
Contact Person Position	CSFO; Superintendent
Contact Telephone Number	205-432-3029; 205-432-3001
Contact Email	pstewart@bess12.org; ajeter@bessk12.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	\$266,030.00
Total LEA Private School Allocation	0
Total LEA Private School Administrative Costs Set-Aside	0
Total # of Private Schools Participating	0
Total Student Enrollment at the LEA	3,415
Total Student Enrollment at ALL Participating Private Schools	0

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: \$58,527

- 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: \$154,297

- 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 \$23,000.00 to bus wifi and \$31,297 to Before/After School Tutoring.

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)
Amount to be transferred: \$23,000.00
 Before and After School Tutoring for Learning and Remediation in Schools (D)
Amount to be transferred: \$31,297.00

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: \$53,206

- 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?**

Initially, two private schools accepted the invitation to participate in GEER funding as indicated on the Intent to Participate Notice dated August 12, 2020. Timely consultation was conducted and allocation documents were shared with each school. Each individual school's contact log establishes the dates of meaningful consultation and conversation.

Initially, each school also indicated the type of resources needed for the 2020-2021 school year -- using GEER funds. Fast forward to the required AMENDMENT phase due to the September 9, 2020 court activity, and the specific guidance provided by the State Department of Education dated September 22, 2020, both private schools declined participation as indicated on the new Notice of Intent to Participate executed on October 20, 2020. No Equitable Services Assurances are needed due to Non-Participation. No further action is needed by the Bessemer Board of Education regarding the provision of Equitable Services to Private Schools.

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.

- *Bessemer City Schools will equip ten (10) district school buses with wifi for students and families in our community.
- *Buses will be parked in open areas (apartment complexes, churches, etc.) throughout the city during the instructional day for families that have connectivity issues. The areas allow for a large number of students (families) to park and utilize the wifi as needed.
- *The buses will be parked during timeframe of the instructional school day. At the end of the instructional day, those buses will be brought back to the bus barn lot.

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.

*Our district purchased Eagle Eye Cube cameras that brings classroom learning into the homes of our students. These video conferencing devices extend the classroom experience into our students home by tracking teacher throughout their classroom during their instruction.

*We also purchased STAR 360, Freckle Reading, Math and Science as well as Imagine Learning Literacy and Math for our students in K-12th grade to address any deficits, intervention and enrichment needs of our students.

*Supply boxes will be purchased for students to have the necessary supplies needed for in home use such as pencils, paper, rulers, crayons, etc.

*Families will be provided with access to teacher calendars that will have additional Google/Schoology add ons that have been purchased to enhance the students' capability to keep up with expectations and activities.

*Parents will have access to workshop recordings that inform them on the use of the various platforms and their use via our districts YouTube channel and website.

*Additional iSpire licenses will be purchased to address the intervention needs of our virtual students. iSpire is used by our schools for Tier 3 Intervention.

*Tutoring services will be offered based on student data collection using the guidelines of the Alabama Literacy Act.

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.

*Dyscalculia concerns will be addressed using STAR Math, Freckle Math, and Imagine Math. Resources provided by these programs will be provided to students and families for added practice.

*Dyscalculia professional development will be provided to teachers throughout the district to address the needs of students.

*Additional resources, manipulatives, and tools for students may be purchased to address those who need dyscalculia specific instruction.

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).

*Screeners for dyslexia will be given to students not showing adequate progress in lessons using SPIRE. Additional iSPIRE licenses may be purchased to address this need.

*MSLE professional development will be provided to teachers throughout the district to address the needs of students.

*Additional resources, manipulatives, and tools for students may be purchased to address those who need dyslexia specific instruction.

*On-going Phonics First Professional Development will be provided throughout the school year and level II Phonics First training provided for those who completed level I.

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.

* Due to the loss of instructional time traditionally offered in the spring and summer, we plan to offer intensive interventions for students throughout the school year and next summer. Vetted intervention programs will be purchased and used for targeted students. Students will be identified through benchmark data, progress monitoring data, and formative assessment data.

* The after school tutoring curriculum will be aligned with what's used during the instructional day for phonics instruction (evidenced-based). Tutors will utilize additional curriculum resources and interventions to provide intensive support in other content areas (standards aligned/curriculum aligned). One-on-one and small group tutoring will be standards-aligned and based on the needs of the student.

* Parents and students with language barriers will receive remediation as needed possibly in their native language or with communication devices that provide for an engaging learning environment.

* All classrooms, whether remote or face-to-face, will be taught by certified teachers unless excessive absences by teachers arise due to COVID. To provide continuity and structure for classroom instruction in the schools, full-time substitutes will be employed and trained by the district to continue the learning plans established by the teacher to avoid lost instructional time and content.

*Academic support will be provided to our special education populations through the purchase of additional curricular programs and professional development for teachers (i.e. Structures).

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 services will be offered based on student data using the guidelines of the Alabama Literacy Act.

*Services will be provided by district teachers as well as a tutoring company throughout the year.

*Intense focus on the required summer intensive (intervention) program for students in grades K-3rd grade per the Literacy Act. Funding will be earmarked for salaries, curriculum purchases, material, and supplies for the program.

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)	\$266,030.00
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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		\$0
Private School Admin. Costs	See Detailed Narrative in Section 2A		\$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	Bessemer City will equip 10 school buses with wifi	4120-495-8410	\$81,527.00
Indirect Costs			
Other (If applicable)			

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps

			Total Section C Allocation
			\$100,000.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Full Time Substitute Teachers	1100-101-(1200-1500)	\$64,945.00
Benefits (If applicable)		1100-(230-250)-(1200-1500)	\$5,055.00
Classroom Supplies (Including print materials)	Curriculum purchases to meet the needs of students based on academic deficiencies as outlined in the narrative.	1100-399-8100	\$30,000.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

3D. Before/After School Tutoring

			Total Section D Allocation
			\$84,603.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Summer Academic Program (Remediation/Intervention)	1100-199-1200	\$49,267.00
Benefits (If applicable)	Summer Academic Program	1100-(220-250)-1200	\$10,236.00
Classroom Supplies (Including print materials)	Summer Academic Program Tutoring Program (company-based) for the year	1100-399-8100	\$25,000.00
Transportation (If applicable)	Summer Academic Program (transportation of students)	4188-161-4800	
Indirect Costs			
Other (If applicable)			

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

Bessemer City Schools will assess all students using specific benchmark assessments three times a year (beginning, middle, and the end of the year). During monthly data meetings, conversations will take place regarding the effectiveness of purchased programs, based on student data. Our assessment tools are: Star Reading and Math; DIBELS.

Monitoring of the tutoring program (company-based) will take place by the Federal Programs and Curriculum Director for effectiveness. Effectiveness will be measured based on academic growth of students utilizing the programs.

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

Services will begin in November 2020.

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?

Bessemer City Schools believes in access for all. All services, programs, and/or implementations purchased for the school system will be used for all students. We have a growing population of specialized learners in the areas of English language and special education.

We are also partnering with the Boys and Girls Club of Central Alabama for various aspects to extend the school day, and the local Housing Authority to ensure connectivity for students and "at-home" tutoring within the community.

All students are provided and allowed equal access to, or participation in, all Bessemer City Schools programs. We work hard to ensure there are no barriers to instruction or extra-curricular programs within our domain.

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.

Mrs. Patricia Stewart

205-432-3029

LEA Chief Financial Officer (Typed Name)

Telephone Number

Patricia Stewart

10-21-2020

LEA Chief Financial Officer Signature

Date

Dr. Autumn M. Jeter

205-432-3001

LEA Superintendent (Typed Name)

Telephone Number

Autumn M. Jeter

10-21-2020

LEA Superintendent Signature

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: 10/22/2020

Date ALSDE Approved: 11/4/2020

11-4-20

Ornel Baul

State Superintendent and/or Designee Signature

Date

Date GEER Funds Released: _____