



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	Amended Budget
LEA Name	Birmingham City Schools
Mailing Address	P.O. Box 10007
Physical Address	2015 Park Place
City/Town and Zip Code	Birmingham, AL 35203
Superintendent's Name	Dr. Mark Sullivan
Contact Person	Ms. Cherrye Parker
Contact Person Position	Federal Programs Director
Contact Telephone Number	(205) 231-9650
Contact Email	cparker@bhm.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	\$1,680,804.00
Total LEA Private School Allocation	\$169,902.27
Total LEA Private School Administrative Costs Set-Aside	\$6,796.09
Total # of Private Schools Participating	23.00
Total Student Enrollment at the LEA	14,513.00
Total Student Enrollment at ALL Participating Private Schools	1,632.00

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: \$332,398.38

- 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: \$876,323.00

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

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

Reason/Rationale: _____

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)

Amount to be transferred: _____

- Before and After School Tutoring for Learning and Remediation in Schools (D)

Amount to be transferred: _____

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

LEA Allocation for Section D: \$302,180.35

- 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: Individual schools will continue to provide tutoring before or afterschool.

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: \$302,180.35

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?

1. Were services from private schools accepted or refused in your LEA? Yes, Birmingham City Schools (BCS) did have private schools to select yes with the intent to participate in services.
2. If services were accepted by private schools, who accepted and what allocation did they receive? Birmingham City Schools has 23 participating private schools. Their allocations were calculated based on the proportional share for private schools. Each private school allocation received is listed on the school's Equitable Services Plan. This plan has been signed by the private school official and the BCS Director of Federal Programs.
3. When did private schools in your LEA receive timely and meaningful consultation? Each participating private school has been assigned a district support person to assist during this process. Consultation was held via zoom on August 18, 2020, October 9, and various times individually since. Private schools continue to receive support from their assigned district support person.
4. What services will each private school receive and when will the services be implemented? Each private school will receive services based on what was listed in their equitable services plan. Each plan has been reviewed and discussed. The expenditures included bus Wi-Fi, instructional materials, instructional software, on-line books, on-line subscriptions, supplemental reading materials, before and after school tutoring. The implementation of these services are listed in the Equitable Services Plan and range from school year 2020-2021 until the 2021-2022 school year.
5. How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA? After reviewing the Equitable Services Plans, the private schools have selected various ways to improve remote learning services such as purchasing bus Wi-Fi to ensure those students who are unable to have access to the Internet are afforded the opportunity. In addition, private schools have been strategic with the ordering of instructional software, ancillary curriculum materials, e-books, on line subscriptions to educational magazines, and professional development all designed to enhance the teacher's ability to connect with students remotely. Additionally, some private schools will be providing before and/or after school tutoring remotely in an effort to close the achievement gaps for students who are most vulnerable due to COVID-19.
6. If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used? Birmingham City Schools will take a 4% administrative cost which totals \$6,796.09 and apply it towards office supplies and materials to be utilized throughout the duration of the grant.

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.

Birmingham City Schools will use GEER funds to connect Wi-Fi to district buses. BCS School Buses will be equipped with Wi-Fi hot-spot equipment for student to use in areas with limited Wi-Fi access to make available connectivity to school site instruction and resources.

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 checked="" 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.

The purpose of these materials, resources, and professional development will be to provide educator training and curriculum curation options to maximize the quality of virtual education delivery to align with CDC guidelines and mandates in relation to the COVID-19 Pandemic. These resources were specifically identified to address learning loss, gaps to provide remote instruction to students with disabilities and students from low income families. The online resources will allow students to build connections content areas of reading, science, social studies, and math. The evidence-based programs will also support students, including special education, 504, gifted, and EL students with diagnostic data to provide virtual and remote intervention in reading in math. Gizmo Online Science, iReady instruction, and Scholastic are aligned to Alabama Math and ELA Courses of Study and provide online instruction and extend learning to allow students to build connections at home. Additionally, to further enhance instruction during remote instruction phases, these resources will serve as intervention, and enrichment materials will be provided to students for instruction at home.

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.

Birmingham City Schools will not use funds in this category. We will continue to work with teachers and coaches to provide appropriate interventions and supports for our students.

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).

Birmingham City Schools currently has a screening process in place for students in grades K-3. The students are screened utilizing a state-approved early literacy screener. The screener will also assist the teachers and reading coaches with determining the appropriate interventions and supports for students.

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.

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. ie. Summer tutoring programs

All students will utilize the programs and resources that will allow them opportunities to engage in evidence-based learning activities regardless of the level of COVID-19 spread. These resources and materials will specifically support students' low socioeconomic status, special education students, English language learners (ELs), at-risk, homeless, foster children, and students who experience learning loss due to the pandemic. The resource will provide systemic data that will allow educators to strategically teach critical standards and skills for explicit and tiered instruction. Instructional materials will be provided for vulnerable students, and parent communications will occur on a consistent basis. Printed instructional materials will be provided for students to support the ability to work remotely. Professional development will also support educators by providing them with strategies and techniques to deliver online lessons to support students' attainment of standards and skills.

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.

Birmingham City Schools will not utilize these funds in this particular category. These funds will be transferred into 2.C Additional Academic Supports to Bridge Learning and Achievement Gaps.

Birmingham City Schools (CARES) Act GEER Fund Application *Amended #1

Total Allocation \$ 1,680,804.00

3B. Equipping School Buses with Wi-Fi

Allocation \$332,398.38

Expense Items	Brief Description of Expense Items	Funding Source	Estimated Budget
Wi-Fi Equipment	Wi-Fi Hot-spot equipment	2190-493-8210	\$ 332,398.38
Total			

3C. Additional Academic Supports Bridge Learning and Achievement Gaps

Allocation \$1,178,503.35

Expense Items	Brief Description of Expense Items	Funding Source	Estimated Budget
Licenses/fees	Instructional software site licenses ie. Achieve 3000	1100-622-1200/1500/8100	\$ 249,180.35
Classroom Supplies	Scholastic Weekly Readers for K-5	1100-411-1200	\$ 70,000.00
Classroom Supplies	Scholastic Weekly Readers for K-5	1100-411-8100	\$ 70,000.00
Classroom Supplies	Scholastic Weekly Readers for K-5	1100-411-1500	\$ 70,000.00
Instructional Packets	Instructional Packets Printing and Binding- Remote learning	1100-394-1200	\$ 13,333.34
Instructional Packets	Instructional Packets Printing and Binding- Remote learning	1100-394-8100	\$ 13,333.34
Instructional Packets	Instructional Packets Printing and Binding- Remote learning	1100-394-1500	\$ 13,333.33
Instructional Software	Gizmos Science for Middle School	1100-414-8100	\$ 25,000.00
Instructional Software	Gizmos Science for High School	1100-414-1500	\$ 25,000.00
Instructional Software	i-Ready, Toolbox, Ready Assessment software	1100-414-1200	\$ 92,333.34
Instructional Software	i-Ready, Toolbox, Ready Assessment software	1100-414-8100	\$ 92,333.34
Instructional Software	i-Ready, Toolbox, Ready Assessment software	1100-414-1500	\$ 92,333.33
Professional Development	Professional development for the instructional and assessment software ie. I-ready; tool box; gizzmo	2215-312-8220	\$ 152,322.98
Extended Learning	Stipends for teachers for summer enrichment tutoring	9130-199-4800	\$ 70,798.00
Extended Learning	Stipends for teachers for summer enrichment tutoring	9130-180-4800	\$ 13,928.00
Extended Learning	Stipends for teachers for summer enrichment tutoring	9130-220-4800	\$ 8,751.00
Extended Learning	Stipends for teachers for summer enrichment tutoring	9130-230-4800	\$ 5,253.00
Extended Learning	Stipends for teachers for summer enrichment tutoring	9130-240-4800	\$ 1,229.00
Extended Learning	Stipends for teachers for summer enrichment tutoring	9130-250-4800	\$ 41.00
Extended Learning	BCS Tutoring partners for summer enrichment tutoring/student consultants	9130-311-4800	\$ 100,000.00
Total			\$ 1,178,503.35

Equitable Services

Expense Items	Brief Description of Expense Items	G/L Code	Amount
Salaries	Tutoring-Done by LEA private school tutors	9200/180/4900	16,710.23
Benefits	Social Security Substitutes and Tutoring	9200/230/4900	1,036.03
Benefits	Medicare Substitutes and Tutoring	9200/240/4900	242.29
Benefits	Unemployment Substitutes and Tutoring	9200/250/4900	8.37
Student Services	Student Education-agencies to work students i.e. tutoring agencies	9200/311/4900	1,735.00
Professional Services	Professional Services-Professional Development	9200/312/4900	11,826.15
Instructional Supplies	Instructional Supplies	9200/411/4900	120,150.30
Software	Software	9200/414/4900	7,220.04
Books	Books	9200/422/4900	620.00
Other General Supplies	Other General Supplies	9200/479/4900	6,796.09
License Fees	License Fees	9200/622/4900	<u>3,557.77</u>
			169,902.27

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

BCS will measure the effectiveness of the identified purchases in multiple ways. All purchases will be documented and tracked to ensure that implementation is provided in a timely and effective manner. The utilization of digital programs will be monitored consistently by pulling regular progress reports and attendance logs. Students' progress will be monitored to provide instructional based on achievement data.

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

July 23,2020-September 30, 2020
October 1, 2020-September 30, 2021
October 1, 2021-September 30, 2022

All funds will be expended by September 30, 2022.

OTHER ASSURANCES AND CERTIFICATIONS

4. Other Assurances and Certifications

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

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

5. Section 427 of the General Education Provisions Act Assurances

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

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

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

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

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

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

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

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

The mission of the Birmingham City Schools is to guide all students to achieve excellence in a safe, secure and nurturing environment. As a result, all students, regardless of ethnicity, economic status, gender, disability and/or age, will be able to take advantage of every opportunity afforded to them as it relates to the educational program. Written policy and procedures are in place to ensure that all teachers, students, and stakeholders receive equitable access to meet high standards and expectation. In addition, students will be provided a challenging curriculum designed to meet the individual need of the student. Teachers will receive quality professional development to meet the academic challenges in an effort to promote educational excellence. Additionally, stakeholders will be able to participate in various surveys to ensure that they are included in the decision making process within district. BCS will continue to take the necessary steps to ensure equity within the educational 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.

Mrs. Crystal Billingsley-Briggs

(205) 231-4639

LEA Chief Financial Officer (Typed Name)

Telephone Number

Crystal B. Briggs

02/24/2021

LEA Chief Financial Officer Signature

Date

Dr. Mark Sullivan

(205) 231-4365

LEA Superintendent (Typed Name)

Telephone Number

Mark Sullivan

02/24/2021

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: 3/11/2021

Date ALSDE Approved: 3/18/2021

Crystal B. Briggs
State Superintendent and/or Designee Signature

3-18-21
Date

Date GEER Funds Released: _____