



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	CHAMBERS COUNTY BOARD OF EDUCATION
Mailing Address	PO BOX 408
Physical Address	1298 VOCATIONAL DRIVE
City/Town and Zip Code	LAFAYETTE, AL 36862
Superintendent's Name	DR. KELLI HODGE
Contact Person	DR. KELLI HODGE
Contact Person Position	SUPERINTENDENT
Contact Telephone Number	(334) 864-9343
Contact Email	hodgek@chambersk12.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	\$247,375.92
Total LEA Private School Allocation	\$9,924.08
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	1.00
Total Student Enrollment at the LEA	1,022.00
Total Student Enrollment at ALL Participating Private Schools	41.00

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: \$54,422.70

- 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: \$143,478.03

- 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: \$49,475.19

- 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?

The private school allocation is \$9,924.08. We have agreed to provide services to Chambers Academy. The consultation took place 8/7/2020, 9/21/2020, 10/12/2020, and 10/13/2020. No administrative set aside will be taken. Funds will be used to help provide materials, supplies, and tutoring support.

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.

We are equipping half of our fleet (25 buses) in the fall of 2020 using Pinnacle Networkx cradlepoint wifi routers. This is CIPA compliant. A monthly data package will be paid in addition to the installation.

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.

Resource materials and supplies will be purchased that provide additional support to students in areas of weaknesses in reading and math. These areas of weakness will be identified by the STAR Reading and Math Benchmark Assessment. Additional resource materials will be purchased to provide traditional and remote students writing materials that are consistent with the English Language Arts Course of Study.

Parent resource materials will also be purchased to provide additional support to parents as they work with students at home. These materials will provide parents with resources and strategies to utilize with students in the areas of reading and math as they work to engage students in a home environment.

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.

N/A

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).

N/A

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.

In an effort to support our vulnerable populations at all of the Chambers County Schools, afterschool tutoring and support will be implemented each week. Although these sessions will focus on strengthening academic foundational skills, learning activities will be presented in an engaging way so that learning will be active and both reading and math skills will be more transferable to other settings. Research, critical thinking, and problem solving will be the basis for the learning. An increase in reading and mathematics will equip students for the next grade level and for post-graduation endeavors. All activities will be centered on standard attainment based on the student's most recent state assessments.

Vulnerable populations will be identified through a review of the 2019-2020 student information related to attendance, discipline, and grades. In addition, the purchase of Edgenuity and the diagnostic tools developed to measure gaps due to COVID, are being used to identify students in need of additional academic supports. In addition to the Edgenuity Diagnostics, Booster Courses access the information to build an Individualized Learning Plan for students identified with deficits in reading and math. These Courses will be completed afterschool with the additional support of a certified teacher serving as a physically present facilitator. Remind101, Google-Meet, Band, weekly Edgenuity progress reports, and phone calls will be utilized to ensure that parents are informed and understand not only the performance of the child but also of the importance of the afterschool time. Through this regular communication, other student needs can be addressed and additional supports will be made available.

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.

In accordance with the Alabama Literacy Law students demonstrating a reading deficient in grades K-3 will be provided additional after school tutoring to receive intervention in specific skill areas. These deficient areas will be identified by the STAR Early Literacy/ STAR Reading and Math Assessment. Reading areas to be remediated include Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Oral Reading Accuracy, Vocabulary, Comprehension and Sight Words. After school tutors will provide specific intervention for students based on student specific Curriculum Benchmark Measures.

Struggling students in grades four and five who still exhibit reading deficiencies that fall within the foundational realm of reading will also be provided the opportunity to participate in the after school tutoring program. Students in grades K-3 who demonstrate math deficiencies on the STAR Early Reading and Math Assessment will also be provided the opportunity to participate in after school tutoring. Students in grades four and five who fall well below grade level will also be provided the opportunity to attend the after school tutoring program students will receive the instruction based on specific skill need.

The duties of the after school tutor will be aligned to the intensive intervention needs of the student or student group. These plans will be aligned as students are assigned based on skill deficient.

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)	\$257,300.00
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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	\$9,924.08
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A	9200-311/411-4900	\$9,924.08	
Private School Admin. Costs	See Detailed Narrative in Section 2A			

3B. Equipping School Buses with WI-Fi Capabilities

			Total Section B Allocation	\$54,422.70
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
WI-Fi Equipment	Pinnacle Networkx Cradlepoint WIFI Routers	1100-491-8100	\$38,000.00	
Indirect Costs				
Other (If applicable)				
Monthly Data	WIFI Monthly Data Usage Fees	1100-369-8100	\$16,422.70	

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			\$143,478.03
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Tutoring for vulnerable population	1100-191-8100	\$80,000.00
Benefits (If applicable)	Payroll benefits/taxes @ 20.07%	1100-220,230,240,250-8100	\$15,056.00
Classroom Supplies (Including print materials)	Materials and Supplies	1100-411-8100	\$38,422.03
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)	Parent Resource Materials	2190-413-8100	\$7,000.00
	Copy cost	1100-394-8100	\$3,000.00

3D. Before/After School Tutoring			
Total Section D Allocation			\$49,475.19
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Teachers, per hour rate \$40, Elementary Schools	1100-191-1200	\$41,205.29
Benefits (If applicable)	Payroll taxes and benefits @ 20.07%	1100-220,230,240,250-1200	\$8,269.90
Classroom Supplies (Including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

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

Planning takes place monthly between central office staff, principals, and school level instructional specialists. As data is reviewed monthly, the effectiveness will be discussed. Other tools to measure effectiveness STAR, Edgenuity Diagnostics, parent surveys, and participation rate.

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

October 1, 2020- 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?

Individual, personal contact with parent/guardian of those who exhibit multiple barriers.
Promotion of programs will be conducted through a variety of media (social media, school messenger calls, letters home, Remind 101, etc.

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.

Cassandra Dowdell

(334) 864-9343

LEA Chief Financial Officer (Typed Name)

Telephone Number

Cassandra Dowdell

10/19/2020

LEA Chief Financial Officer Signature

Date

Dr. Kelli Hodge

(334) 864-9343

LEA Superintendent (Typed Name)

Telephone Number

Kelli M Hodge

10/19/2020

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

[Signature]

State Superintendent and/or Designee Signature

Date Application Received: 9/23/2020

Date ALSDE Approved: 10/21/2020

10-21-2020

Date

Date GEER Funds Released: _____