



**State of Alabama**  
**Coronavirus Aid, Relief, and Economic Security (CARES) Act**  
**Governor's Emergency Education Relief (GEER) Fund**  
**Local Educational Agency (LEA) Application**

In order to receive a CARES Act GEER Fund allocation, an LEA must submit this application to the SEA.

**GENERAL INFORMATION**

<b>1. LEA Information</b>	
LEA Name	Choctaw County
Mailing Address	107 Tom Orr Drive
Physical Address	107 Tom Orr Drive
City/Town and Zip Code	Butler, Alabama 36904
Superintendent's Name	Dorothy Banks
Contact Person	Angela Phillips
Contact Person Position	Federal Programs Director
Contact Telephone Number	(205) 459-3031
Contact Email	aphillips@choctawal.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	
Total LEA Private School Allocation	
Total LEA Private School Administrative Costs Set-Aside	
Total # of Private Schools Participating	
Total Student Enrollment at the LEA	
Total Student Enrollment at ALL Participating Private Schools	

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: \$20,429.00

- 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: Most funds needed for bus WiFi are included in the LEA's CRF-Remote Learning grant.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$6,025.35  
 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: \$53,857.00

- 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: The need for additional funds is anticipated for extended learning opportunities.

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: \$18,571.00

- 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: Additional funds are needed for extended learning opportunities at the secondary level.

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: \$5,476.78

**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?

N/A Both Patrician Academy and South Choctaw Academy declined participation.

**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.**

The LEA will pair GEER funds in the amount of \$14,403.65 with \$64,262.02 of CRF - Remote Learning funds to equip thirty-eight buses with WiFi capabilities. Given the rural nature and spotty connectivity of most communities in the district, this action will allow buses to be used as mobile hotspots that can be moved to the most "desert" areas in the attendance zones for enhanced student access to WiFi during periods of remote learning.

**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.

GEER funds in the amount of \$52,506.84 will be used to address unique needs of all schools in the district for closing learning and achievement gaps. While addressing learning challenges for all students in the district, the LEA will implement actions that are multi-faceted for addressing subgroup needs across schools. For example, funds will be used to equip the ATS school with Edmentum Exact Path. This solution aligns with ELA and math standards, provides personalized instruction and targeted intervention for gap closure, as well as acceleration. Although the product is adaptive, teachers have the ability to adjust student learning paths, as needed, to match grade level concepts. Home learning is supported by a Getting Started Webinar, blog and parent-family letters.

Similarly, the writing component of iReady will be targeted for both secondary schools, but made available to elementary schools as applicable, to supplement existing efforts to increase student performance. In particular, special education and ELs as needed, across grade assessments. Literacy standards are contained in each core subject area. The writing component will provide students with adaptive standards-based, scaffolded practice for bridging gaps between grade level and skill level. iReady informs teachers of individual student needs and provides teachers with detailed student reports, grouping suggestions and learning plans. Because teachers will be able to "see" students' thinking, they will be better equipped to make informed decisions for intervening and accelerating learning tasks. The solution also provides parent reports and letters that explain scores as well as gives suggestions of how parents can assist students at home. In addition, funds will be used to provide extended learning opportunities for students in grades 7-12 for tutoring services and transition efforts. Tutoring services will be made available for core academic subject areas for one hour per day Monday - Thursday. GEER funds will also support transition activities for students entering grades 7 and 9.

Go Math is utilized by both elementary schools. While challenging students to problem solve and think critically, the curriculum can be taxing for parents and some students who require more concrete supports to abstract thinking. Funds will be used to purchase manipulatives for home and school use to help tackle this need. Comparably, online access to SPIRE will be purchased to address reading challenges for the most needy students.

To support test security during periods of remote/virtual learning, the LEA will purchase remote proctoring software for district-wide use. This software integrates with Schoology. Funds will also be used to purchase device covers to protect devices as they travel to and from school.

**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.

The procurement plan for Reading and Math Family Engagement /At Home Learning Resources and Extended Learning also addresses vulnerable populations (See below.)

GEER funds in the amount of \$52,506.84 will be used to address unique needs of all schools in the district for closing learning and achievement gaps. While addressing learning challenges for all students in the district, the LEA will implement actions that are multi-faceted for addressing subgroup needs across schools. For example, funds will be used to equip the ATS school with Edmentum Exact Path. This solution aligns with ELA and math standards, provides personalized instruction and targeted intervention for gap closure, as well as acceleration. Although the product is adaptive, teachers have the ability to adjust student learning paths, as needed, to match grade level concepts. Home learning is supported by a Getting Started Webinar, blog and parent-family letters.

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To support test security during periods of remote/virtual learning, the LEA will purchase remote proctoring software for district-wide use. This software integrates with Schoology. Funds will also be used to purchase device covers to protect devices as they travel to and from school.

## 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.

GEER funds will be coordinated with Title I Schoolwide funds to provide extended day and extended year learning opportunities for rising first - third grade students. Primarily, GEER dollars will provide extended year instruction during the summer while Title I dollars will support extended day. Summer reading camps will target students identified as most in jeopardy (those needing intensive intervention) of not being proficient readers of grade level material. As space allows, additional struggling students (those needing strategic intervention) will be invited to camp participation. Expenses will include personnel, material, and supplies. Employee duties/responsibilities include: developing/following student reading improvement plans, implementing daily lesson plans with individualized goals and objectives, entering daily attendance, pre/post test scoring, and providing parent notifications.

**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)	<b>\$92,857.00</b>
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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			\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A		\$0.00
Private School Admin. Costs	See Detailed Narrative in Section 2A		\$0.00

**3B. Equipping School Buses with Wi-Fi Capabilities**

Total Section B Allocation			\$14,403.65
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Wi-Fi Equipment	Wifi Installation	4100-399-8410	\$14,403.65
Indirect Costs			
Other (If applicable)			

<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			<b>\$65,359.13</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	Extended Day/Transition Teachers	9130-199-4800	\$10,176.00
Benefits (If applicable)	Retirement, Social Security, Medicare, Unemployment	9130-220-250-4800	\$2,044.00
Classroom Supplies (Including print materials)	Software Products, Manipulatives, Supplies etc.	2220-414-8220 / 1100-419-8100	\$52,506.84
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)	Extended Day/Transition Supplies: Paper, Ink, Etc.	9130-419-4800	\$632.29

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			<b>\$13,094.22</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	Extended Day/Summer Teachers	9130-199-4800	\$10,366.00
Benefits (If applicable)	Retirement, Social Security, Medicare, Unemployment	9130-220-250-4800	\$2,061.00
Classroom Supplies (Including print materials)	Supplies: Paper, Ink, Etc.	9130-419-4800	\$667.22
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			



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

Preliminary Implementation plans are already underway. Administration of reading assessments to students in grades K-3 has begun to identify needy students. Identified software products include a diagnostic assessment that will be administered to develop student learning paths and inform teacher actions. Schools will coordinate site implementation of the solutions. The Transportation Supervisor and Technology Coordinator will coordinate bus WiFi and bus placement. The Curriculum Coordinator will collaborate with building administrators to supervise extended learning efforts.

The district leadership team will review applicable program data and stakeholder feedback to evaluation implementation efforts and student progress towards proficiency. At minimum, a two percent increase in proficiency is expected on program assessments by spring 2022 and summer 2022 reading posttest results. GEER review sessions will be strategically scheduled to accommodate quarterly review of relative actions to inform progress and adjustment needs, as applicable.

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

Choctaw will begin implementation October 1, 2020 with all actions concluding 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?**

Equal access to material, equipment, resources and services will be ensured through equitable decision making focusing on what is best for all stakeholders, non-biased delivery, quality learning opportunities, and transparency in practices.

**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.

**Seketha Mitchell**

LEA Chief Financial Officer (Typed Name)

  
LEA Chief Financial Officer Signature

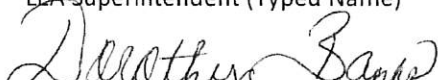
(205) 459-3031

Telephone Number

10-16-2020  
Date

**Dorothy Banks**

LEA Superintendent (Typed Name)

  
LEA Superintendent Signature

(205) 459-3031

Telephone Number

10/19/2020  
Date


**Send completed application to CARESapp@alsde.edu.  
Upon approval of the application, funds will be released to the LEA.**

**ALSDE Internal Use Only**

Date Application Received: 10/19/2020

Date ALSDE Approved: 10/21/2020

10-21-2020  
Date

  
State Superintendent and/or Designee Signature

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