



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	Cleburne County Board of Education
Mailing Address	PO Box 8
Physical Address	141 Davenport Drive
City/Town and Zip Code	Heflin, AL 36264
Superintendent's Name	Chad Young
Contact Person	Beth Clanton
Contact Person Position	Federal Programs Coordinator
Contact Telephone Number	(256) 463-5624
Contact Email	bclanton@cleburneschools.net

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: \$32,937.00

- 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: Equipping school buses with Wi-Fi would not help in our rural county

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$25,215.00
- Before and After School Tutoring for Learning and Remediation in Schools (D)
Amount to be transferred: \$7,722.00

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

LEA Allocation for Section C: \$86,834.00

- 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: \$29,942.00

- 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: _____

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?**

Not Applicable

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.

Cleburne County Schools would not benefit from Wi-Fi on school buses as there are areas in our rural county where cellular service or satellite internet service is available. We have established parking lots using land lines in order to provide students with internet access. Cleburne County Schools would benefit from transferring these funds to Academic Support to Bridge Learning and Achievement Gaps of Students as well as Before and After School Tutoring for Learning and Remediation in Schools.

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.

Cleburne County Schools will be able to purchase a suite of resources through Renaissance to meet the needs of our families who are supporting their children two days a week through virtual learning and the other students who are 100% virtual. MyOn, a Renaissance product, places over 6,000 books into the home of every student in the school system grades PK-Middle School. In addition to providing books, families have options to read texts at appropriate individual levels and incorporate engaging literacy activities directly on the website. Teachers and Parents are able to monitor reading growth through digital reports. Celebrations of reading growth can occur in real time in the home. This resource is aligned to Alabama Literacy Standards and addresses literacy skills through providing graphic organizers, audio files for support and engaging activities.

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.

The use of Freckle, a Renaissance product, will allow Cleburne County Schools to administer dyscalculia screeners for students for the first time ever in our school system. The importance of this type screener cannot be underestimated. Using our STAR 360/STAR Math assessments allow us to see dyscalculia tendencies while Freckle allows us to address those areas of struggle. Student reports provide leveled solutions for individuals and teachers create individual lessons based on those reports. Intervention and remediation opportunities exist through the use of the Renaissance Suite of products. Being able to use Freckle completes our program to address student needs.

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).

Cleburne County Schools will use STAR 360/Star Early Literacy to assess for dyslexia tendencies in each student. Reports include specific phonemic awareness skills that are critical to early literacy success. Again, the STAR Suite of products enhances the diagnosis of non-mastered skills for teachers by evaluating student needs and providing a "science of reading" solution. Without this, teachers will continue to struggle with recognizing and diagnosing reading difficulties that result from dyslexic characteristics.

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.

Purchasing STAR Renaissance Suite provides for students' individual reading and math needs to be met. Teachers will be able to administer the assessments and view reports that provide exact prescriptions for students. Student IEP's can finally be met because of the wide variety of interests in reading and texts are at the appropriate grade level. General Ed teachers and SPED teachers will be able to collaborate virtually (if not within the school building) to meet our SPED student's needs. Fortunately, the STAR products come in English or Spanish for additional support within the home of some of our students. There are also communication components for parents that come in various languages. This helps alleviate interferences as we work in our community to communicate progress to Spanish speaking parents.

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 an effort to meet the requirements of the Alabama Literacy Act, while concentrating on what Cleburne County students need most, we will implement additional intervention in Reading and Math through after-school programs. Research shows that our students need an additional 70 hours of intense instruction in needed literacy areas in order to become proficient readers before the end of 3rd grade. We will provide skilled teachers who have been trained in LETRS for the programs. Students will be identified through our STAR assessments and tracked through progress monitoring tools within the STAR program. Teacher responsibilities will be to provide a nurturing after-school environment that promotes success and to provide exact instruction toward individual needs. At any point that growth is not noted, instruction will be adjusted based on data. Teachers will collaborate and plan together to address student needs. Individual student plans will be created for each child in the after-school program and revisited regularly during the school day prior to implementation. Time, being our most valuable resource, will not be wasted.

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)	\$149,713.00
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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			\$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			\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Wi-Fi Equipment			\$0.00
Indirect Costs			\$0.00
Other (If applicable)			

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			\$112,049.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			
Benefits (If applicable)			
Classroom Supplies (Including print materials)	Supplemental print materials for the classrooms	1100-411-8100	\$52,049.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			
Classroom Supplies	Freckle	1100-411-8100	\$29,805.20
Classroom Supplies	MyOn	1100-411-8100	\$30,194.80

3D. Before/After School Tutoring			
Total Section D Allocation			\$37,664.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Certified Teachers Salary	1100-199-8100	\$31,384.05
Benefits (If applicable)	Certified Teachers Benefits	1100-(220-240)-8100	\$6,279.95
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?

Cleburne County Schools follows a testing schedule. Student achievement will be tracked through the progress monitoring tools that have been purchased. Progress will be measured at regular intervals and discussed at scheduled school data meetings. Implementation will begin as soon as confirmation of application approval is received.

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

Beginning of the year testing begins September 4 and continues through September 25. Data meetings will ensue after the beginning of the year testing period ends and plans will be created based on data. The plan will continue through the current school year until May 28, 2021.

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 programs are available to all students regardless of any of the above listed barriers including obstacles associated with poverty. Extending the school day is beneficial to our students and their families. Providing the needed supports immediately after school allows students to get additional academic support, stay safe, have an additional meal, and their parents can work without seeking other childcare options. These benefits prove to be very helpful for our high poverty families.

We have rural areas in the county that are lacking internet capabilities but we have collaborated with local agencies to provide needed access to all teachers and students in the Cleburne County School district. Our schools have provided internet access after school hours and on "virtual days" in each school parking lot.

Finally, teachers receive additional pay beyond their contracts to stay later hours to provide the needed intervention services for students.

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

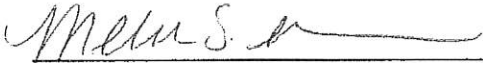
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or 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.

Melissa S Lumpkin

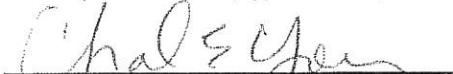
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Chad E Young

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(256) 463-5624

Telephone Number

10/15/2020

Date

(256) 463-5624

Telephone Number

10/15/2020

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: 9/9/2020

Date ALSDE Approved: 10/19/2020

10-19-2020
Date


State Superintendent and/or Designee Signature

Date GEER Funds Released: _____