



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	Crenshaw County School System
Mailing Address	183 Votec Drive
Physical Address	
City/Town and Zip Code	Luverne, Al 36049
Superintendent's Name	Mr. Dodd Hawthorne
Contact Person	Carolyn Broaden
Contact Person Position	Director of Federal Programs
Contact Telephone Number	(334) 268-2411
Contact Email	carolyn.broaden@crenshaw-schools.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	\$156,800.00
Total LEA Private School Allocation	\$11,132.80
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	1.00
Total Student Enrollment at the LEA	2,160.00
Total Student Enrollment at ALL Participating Private Schools	165.00

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: \$32,046.78

- 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: The total cost to equip buses is less than the LEA Allocation for Wifi capabilities.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$16,198.46
 Before and After School Tutoring for Learning and Remediation in Schools (D)
Amount to be transferred: \$1,848.32

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

LEA Allocation for Section C: \$84,486.98

- 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: \$29,133.44

- 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?

Crenshaw County School System has one private school, Crenshaw Christian Academy (CCA). Equitable services were accepted from Crenshaw Christian Academy. The allocation is \$11,132.80 with no administrative set aside being reserved at the LEA. Timely and meaningful consultation began on 7/29/20 and planning continued for two weeks. All consultations occurred through emails, phone conversations, and a face to face meetings. The consultation process included detailed explanation of allowable use of funds, intent to participate, budgeting process and all equitable services assurances listed above and is thoroughly documented. Services for CCA to provide additional academic support to bridge learning and achievement gaps include:

1. ACT workshops for students and teachers to help bridge the gap created by leaving the classroom and going to virtual learning.
2. Online programs/curriculum to use in the event of returning to remote learning.

Services for CCA will also provide before and/or after school tutoring for the students that are experiencing problems and for remediation to those who need it. Certified teachers will be paid to offer this services at a rate of \$25 per hour. An attendance sheet and hours operated each day will be logged.

As detailed later in this plan, Crenshaw County School System will equip 12 school buses with WiFi hotspots and strategically park them in areas with the greatest needs to provide service to families and students who do not have access to the internet. To improve remote learning services and support technical capacity/access at our private schools, we will provide access to these WiFi hotspots to students attending Crenshaw Christian Academy.

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.

To address the lack of broadband connectivity and Wi-Fi access for all students, the system will install Wifi equipment on 12 buses. The buses will be strategically parked in areas with the greatest needs to provide service to families and students who do not have access to the internet. A map showing exact locations of all parked buses will be provided to parents. In coordination of services, students attending CCA can also access the WiFi hotspots.

The total cost for equipping buses is approximately \$14,000.00. The remaining \$18,046.78 of the allocation will be transferred as follows: Transfer of \$16,198.46 to provide additional academic support to bridge learning and achievement gaps for all students in 4-12 grades. Transfer of \$1,848.32 to provide additional academic support to bridge learning and achievement gaps for all students in K-3 grades.

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.

Not Applicable

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.**

Not Applicable

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).**

Not Applicable

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 system intends to use the entire Academic Supports allocation amount of \$100,685.44 (Includes Bus Wi-Fi transfer of \$16,198.46) to provide additional academic support to bridge learning and achievement gaps for all students in grades 4-12.

Our system has developed a plan to identify and support vulnerable student population including students living in poverty, homeless and foster care, students with mental health issues, students with disabilities, English Learners, students experiencing child abuse and neglect, and students with social, emotional, and developmental, and students with learning achievement gaps. At the beginning of the year, teachers will administer Scantron to assess all students in grades 4-12. School-based ACIP teams, problem-solving teams, grade-level teams, and classroom teachers will review this data to identify learning gaps for individual students. Data from Winter benchmark assessments (previous year) and from summer school will also be reviewed to determine instructional priorities to be provided outside of the traditional school day.

GEER funds will be used to pay 104 teacher stipends to provide additional academic support to bridge learning and achievement gaps of students in grades 4-12. Payment of stipend shall be made in two payments of \$403.32 for a total payment of \$806.64.

Additional academic support includes but is not limited to providing remediation opportunities on Alabama Course of Study Standards in core and elective subject areas with an emphasis on critical standards; additional targeted support; and interventions, live-streamed small group or one-on-one instruction, more frequent progress monitoring to determine rates of improvement or progress toward goals, and implementation of learning strategies aligned to individual learning plans.

The services will be provided by highly qualified teachers trained in effective reading instruction; including Structured Literacy, Strategic Teaching, explicit and engaging content area lessons, and AMSTI/SIM approaches. Communication will be provided in a language understood by parents/guardians. All services will be provided before and after school to students in grades 4-12.

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.

The system intends to use the entire Before/After School Tutoring allocation amount of \$30,981.76 (Includes Bus Wi-Fi transfer of \$1848.32) to provide before and after school tutoring opportunities for all students in grades K-3.

Our system will offer Before and After School tutoring for students in grades K-3 as defined in the Alabama Literacy Act for learning and remediation. In the fall, teachers will administer the aimswebPlus to assess all students in grades K-3. Assessment data including data from the Winter benchmark (previous year) and data from summer reading camp will be analyzed to identify students with a reading deficiency and students at risk of meeting reading benchmark expectations. The services will be offered outside of the traditional school day by highly qualified teachers trained in the science of reading -- including LETRS, Structured Literacy, explicit lessons, and Heggerty approaches. Intense reading instruction and individual action plans will be implemented as outlined in the Alabama Literacy Act.

Administrators and teachers will work with families to communicate the importance of after school services, document attendance, monitor progress, report frequently to parents/guardians, as well as compare the results to the child's reading plan. Communication will be provided in a language understood by parents/guardians.

Documentation on progress and interventions will be kept in the school's shared drive for RtI purposes. Adjustments will be made as needed through collaboration with the problem solving team and parent/guardian. Any other students that need before and after school tutoring will be provided the opportunity to participate in efforts to close the learning gaps identified through formal and informal assessments. Data results will be used to make instructional adjustments in efforts to close the achievement gap in reading.

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

The impact of effectiveness will be measured and documented by all purchase orders, invoices, inventory, teacher lesson plans, and assessment pre and post data. AimswebPlus and Scantron reports will be analyzed to determine progress and mastery of state standards, with an emphasis on critical standards for each grade level. Targeted professional development for teachers utilizing virtual curriculums and platforms will also be used to determine effectiveness. Data growth reports and attendance logs will demonstrate measurable growth for all students in grades K-12. All purchases will follow applicable bid law.

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

The district will begin the implementation of bus Wi-Fi devices as soon as funds are available. The district has already received a quote Services to provide before and after school tutoring in K-3 grades and to bridge learning gaps by providing additional academic support in 4-12 grades will begin in August 2020 and continue based on the system's needs assessment or until all funds are utilized.

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 district has a 1:1 technology initiative that will enable all students to have access to digital devices. Equipping school buses with WI-FI capabilities will increase internet connectivity enabling all students to have internet access. The system has budgeted GEER funds to provide additional opportunities to break down barriers by making sure that all students and every teacher (regardless of gender, race, color, national origin, disability, and/or age) has access to WIFI connectivity whether they are at school or working remotely. Further, providing additional academic support, outside the school day, will help reduce learning and achievement gaps, especially those that may have occurred due to long school closures. We are confident that this will help our students from incurring additional gaps as we are now transitioning to remote learning quickly.

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

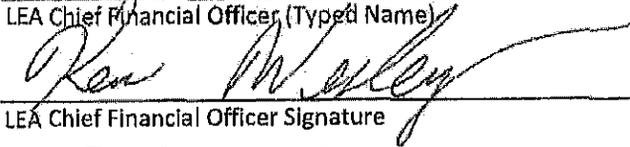
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or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

Mr. Ken Wesley

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Mr. Dodd Hawthorne

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(334) 335-6519

Telephone Number

08/27/2020

Date

(334) 335-6519

Telephone Number

08/27/2020

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: 8/28/2020

Date ALSDE Approved: 8/31/2020

08/31/2020
Date

State Superintendent and/or Designee Signature

Date GEER Funds Released: _____