



**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	DeKalb County Schools
Mailing Address	PO Box 1668
Physical Address	306 Main Street
City/Town and Zip Code	Rainsville, AL 35986
Superintendent's Name	Dr. Jason Barnett
Contact Person	Jennifer Williams
Contact Person Position	Director of Federal Programs
Contact Telephone Number	256-638-6921
Contact Email	jhwilliams@dekalbk12.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: 138,582

- 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: \$365,351

- 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: \$125,983

- 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?

All private schools within the district have been contacted to notify them of the opportunity for their students and teachers to obtain equitable services under the CARES Act-GEER program. Through this initial contact, services available and how non public schools may participate were explained. All private schools opted out of receiving any services granted in the CARES Act-GEER program. Documentation of consultation has been forwarded the appropriate contact in the federal programs section of ALSDE.

**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 addition of the mobile hotspots will allow school buses to be parked in centralized locations to ensure rural and underserved students have connectivity and access to remote learning options. Students could remain in parked cars within proximity of the WIFI enabled school bus and/or a WIFI enabled bus could park near underserved housing areas. When school is in session the connected bus can provide extended learning opportunities during student commutes to and from school.

**2C. Additional Academic Supports to Bridge Learning and Achievement Gaps****Applicable Grade-Level(s) (Check all that apply):**

Pre-K  K  1st  2nd  3rd  4th  5th

**Applicable Support(s) (Check all that apply):**

- |                                     |  |  |                             |                             |
|-------------------------------------|--|--|-----------------------------|-----------------------------|
| <input checked="" type="checkbox"/> | Reading/ELA Family Engagement/At-Home Learning Resources |  |                             |                             |
| <input type="checkbox"/>            | Math Family Engagement/At-Home Learning Resources        |  |                             |                             |
| <input type="checkbox"/>            | Dyscalculia-Specific Screener                            |  |                             |                             |
| <input type="checkbox"/>            | Dyslexia-Specific Screener                               |  |                             |                             |
| <input checked="" type="checkbox"/> | Vulnerable Populations Resources or Supports             | ES <input checked="" type="checkbox"/> | MS <input type="checkbox"/> | HS <input type="checkbox"/> |

**NOTE: Only answer the questions below that apply to supports selected above by the LEA.****Reading and Math Family Engagement/At-Home Learning Resources****Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:**

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

Our district recognizes that many families do not have the resources to support early elementary students as they learn to read and apply reading skills to text. Chromebooks have been provided for grades 3-8 and internet connectivity is being addressed throughout the district; however, paper resources will allow our students and families to have a set of books to practice at home. The take-home packets will focus on grade-level text, including titles for Spanish speaking parents to support learning. The focus of the text is to build background knowledge in science and social studies through practice of reading skills.

**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.

Empty response area for Dyscalculia Screener.

**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).

Empty response area for Dyslexia-Specific Screener.

## 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.

Reading assessment results, including I-Ready, state summative assessments, ACCESS, and other diagnostic and progress monitoring tools, will be utilized to determine students with reading deficiencies. These students will be invited to attend summer camps that will provide intervention activities in the specific area of reading deficiency: letter naming fluency, correct letter sounds, nonsense word fluency, oral reading fluency, vocabulary, sight word fluency, and comprehension.

The specific area of deficiency will be communicated to parents and guardians, including what the intervention steps will be during the summer camps. Intervention activities will be implemented through evidence-based learning programs that are aligned the Alabama Literacy Act Implementation Guide. Upon completion of the summer camp, teachers, administrators, and reading coaches will design a "transition" plan for each student to identify learning opportunities that should be made available as the school year begins.

Camp staff will include teachers, administrators, nurses as deemed necessary by student health plans, and custodial staff on an alternate basis. Transportation may be available based on the number of students requesting bus transportation. Each of the ten elementary campuses would be provided a budget for summer camps based on number of students and student data. The budget would allow them flexibility in the structure of the summer program while staying within the parameters of the Alabama Literacy Act. This is important as our needs vary in each of our DeKalb County communities.

## 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 Alabama Literacy Act provides a framework for expected tutoring efforts for students with reading deficiencies in grades K-3. Tutoring would focus on the area of deficiency: letter naming fluency, correct letter sounds, nonsense word fluency, oral reading fluency, vocabulary, sight word fluency, and comprehension. Schools would be provided a tutoring budget to prioritize the greatest needs within the school with the number of tutors available. Tutoring may be available for thirty minute sessions before school or after school in groups of no more than seven students. Resources utilized for the groups would be based on the reading deficiency. The Sonday System LPL, System 1, and System 2 address phonics and vocabulary thoroughly. Leveled Literacy Intervention can be used to address all areas of deficiency.

Currently, our district is in the process of identifying intervention resources available on each of our campuses. Our schools are finding multiple resources for supporting students in phonemic awareness, phonics, and fluency. We have fewer tools for addressing vocabulary and comprehension. Students who lack vocabulary and comprehension experience will have great difficulty in transitioning from learning to read to reading to learn. Our teachers and students need more options to be introduced to new, meaningful, and connected vocabulary. They also need structures to practice reading, build reading stamina, and learn to make meaning from text.

**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>629,916</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
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
Private School Admin. Costs	See Detailed Narrative in Section 2A		0

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

			Total Section B Allocation
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Wi-Fi Equipment	All in One smart reach routers	4120-495-8410	120,000
Indirect Costs			
Wi-Fi service	Data plan for Wi-Fi connectivity routers	4120-635-8410	18,582

**3C. Additional Academic Supports to Bridge Learning and Achievement Gaps**

		Total Section C Allocation	
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Summer Camp Salaries: Teachers	1100-191-4300	250,000
Benefits (If applicable)	Retirement 12.36%, Social Security 6.2% Fed. Medicare 1.45% Unemployment Comp. 0.01%	1100/220,230,240,250-4300	50,050
Classroom Supplies (Including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)	Parent Engagement: Take Home Literature Packs	2190-413-4300	40,696.90
Salary	Summer Camp Nurses	2410-121-4300	10,500
Benefits	Retirement 12.36%, Social Security 6.20%, Fed. Med. 1.45% Unemp. com 0.01%	2140-220,230,240,250-4300	2,102.10
Transportation	Bus Driver salaries	4150-161-4300	10,000
Transportation benefits	Retirement 12.36%, Social Security 6.2% Fed. Medicare 1.45% Unemployment Comp. 0.01%	4150-220,230,240,250-4300	2,002

**3D. Before/After School Tutoring**

		Total Section D Allocation	
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Tutors	9130-191-4800	49,000
Benefits (If applicable)	Retir: 12.36%, Social Sec. 6.20%, Fed. Medicare 1.45% Un. comp 0.01%	9130-220,230,240,250-4800	9,809.80
Classroom Supplies (Including print materials)	Intervention Resources	9130-419-4800	57,571.60
Transportation (If applicable)	Bus driver salaries	4150-161-4800	8,000
Indirect Costs			
Bus driver Benefits	Retir: 12.36%, Social Sec. 6.20%, Fed. Medicare 1.45% Un. comp 0.01%	4150-220,230,240,250-4800	1,601.60



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

A structure for implementation has been developed as our district has established a Back-to-School Fall Literacy Camp to meet the needs of 1st-3rd grade students with reading deficiencies. The camps could be tweaked to meet a shorter, more flexible time frame for before-or-after school tutoring. Lessons during this time period are 30 minutes and include mastery tests throughout the curriculum to measure effectiveness of the sessions. Other data sources to measure effectiveness include I-Ready Early Assessments in reading, Heggerty assessment for phonemic awareness, phonics quick checks, fluency passages, and comprehension passages.

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

Our current Back to School Literacy Camp ends in mid-October. Tutoring would begin at the direction of the Student's Improvement Reading Plan. Schools will have flexibility to provide tutoring before school, including as students arrive on buses but prior to the beginning of the school day, after school services, or during the day services (on a limited basis).

**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?**

It is the policy of the DeKalb County School system that no student be excluded from participation in, be denied the benefits of or subjected to discrimination in any program or activity, on the basis of sex, race, age, disability, religion, belief, national origin, or color. Bilingual staff and migrant home liaisons will be used to provide information to Spanish speaking parents in a language they can understand so English learners, immigrant and migrant students can participate. Any student determined homeless by the McKinney Vento Education Homeless Assistance Act, migrant, immigrant, EL or in foster care will not be denied admission or discriminated against in any school or program in DeKalb County Schools. All parents will receive information as well as invitation to participate in after school tutoring and summer programs in a language they can understand.

## 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.

**Anthony Cooper**

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

256-638-6921

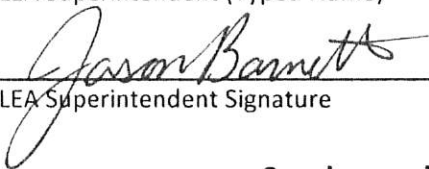
Telephone Number

09/08/2020

Date

**Jason Barnett**

LEA Superintendent (Typed Name)



LEA Superintendent Signature

256-638-6921

Telephone Number

09/08/2020

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: 10/2/2020

Date ALSDE Approved: 10/8/2020



State Superintendent and/or Designee Signature

Date

10/08/2020

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