



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	Fayette County
Mailing Address	P. O. Box 686
Physical Address	103 1st Avenue NW
City/Town and Zip Code	Fayette 35555
Superintendent's Name	Jlm Burkhalter
Contact Person	Mary Raines
Contact Person Position	Deputy Superintendent
Contact Telephone Number	(205) 932-4611
Contact Email	mraines@fayette.k12.al.us

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: \$31,521.00

- 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: _____

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: \$31,521.00

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

LEA Allocation for Section C: \$83,100.00

- 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 use \$59,011 of this allocation to focus on literacy instruction (afterschool / summer)

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: \$24,089.00

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: \$28,854.00

- 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?**

N/A

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.

N/A

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.

N/A

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.

All K-3 students' literacy skills will be assessed and monitored using aimswebPlus, an ALSDE-approved assessment used to progress monitor students' ongoing reading levels. In addition, data from Reading Horizons, an Orton-Gillingham based multi-sensory beginning reading curriculum and methodology, will be used. Teachers and leaders will also review Stride data to help identify students who need additional support. Stride is an adaptive learning platform promoted by CLAS.

The teachers will meet with system and school leaders to determine the vulnerable population of students needing support. Teachers will write reading intervention plans for each student and will outline the specific literacy deficiencies identified through the data. The plans will also include the multisensory instructional resources and practices the teachers will use to provide targeted support for the students. Reading Horizons and SPIRE are the two predominant curriculum resources that will be used, both of which are Orton-Gillingham based and ALSDE approved.

The teachers will share the reading plans with students' families not only to inform the families but also to give them an opportunity to provide input on the plans. Families will have access to Reading Horizons Discovery, an online beginning reading support resource, and Stride, an additional adaptive digital learning solution. For families who do not have internet access, teachers will provide families with skill-specific beginning reading packets that they can use at home with the students. These packets will contain multisensory resources. Teachers will communicate with families on a monthly basis regarding the students' progress.

In an effort to provide evidence-based learning activities aligned to the students' plans, teachers will use Reading Horizons resources. These multisensory resources will be used in whole group and small group instruction. Students needing additional support will receive tier 3 intervention; Reading Horizons and/or SPIRE will be the main curriculum resources for this level of support. Students will also use Stride for additional support with their literacy skills.

An important component of providing effective support for students involves equipping teachers with the knowledge and skills needed to help the students. Science of reading training is an important foundation for providing such support; therefore, teachers will participate in LETRS training. "LETRS has earned the International Dyslexia Association's Accreditation and provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language" (Voyager Sopris Learning, Professional Development, LETRS Suite). In addition, three teachers will participate in Reading Horizons Train the Trainer sessions so that the district will have in-house trainers to sustain the Reading Horizons implementation. Those teacher leaders will support new teachers and will provide refresher training for veteran teachers.

Equipping families to provide students with support at home is also an important component of students' success. In an effort to help families be more informed and equipped, teachers will provide families with access information to "The Alabama Family Guide for Student Reading Success," <https://www.alsde.edu/sec/ari/Parent%20Resources/Alabama%20Family%20Guide%20for%20Student%20Reading%20Success%20-%20July%2031,%202020.pdf>. Local schools will also provide literacy support sessions for the purpose of teaching families how to use the resources available to support their children at home.

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.

GEERS funds will be used to provide after-school tutoring and summer literacy programs for students in Grades K-3 who are identified with a reading deficiency. During these opportunities for additional support, students will use Reading Horizons as the primary literacy curriculum for beginning reading. A particular emphasis will be placed on phonemic awareness. This curriculum will be delivered through face-to-face and online instruction by highly skilled, certified teachers who are trained or are in the process of being trained in the science of reading. Beginning in the 2020-21 academic year, the district will provide LETRS training for K-3 teachers. This ALSDE approved training equips teachers with the knowledge and skills needed in the science of reading to diagnose students' reading deficiencies and apply appropriate intervention strategies and resources to help students overcome these deficiencies.

The employees will use multiple data sources (aimswebPlus, Reading Horizons, Stride, and/or additional phonics inventories recommended through the LETRS training) to determine the students' areas of deficiency. In addition, they will collaborate with the students' classroom teacher(s) to collect anecdotal and other supporting information that will help them construct a skill-specific intervention plan for the after-school and/or summer literacy programs. During these times of extended learning, the teachers will provide direct support through small group and one-on-one instruction. They will use progress monitoring data from Reading Horizons and Stride, along with formative assessments, to determine the students' progress. The teachers will communicate with school leaders and families on a weekly basis to share information pertaining to progress. The teachers will also provide recommendations and resources to families that will help them know how to support their children at home. Families will be provided with training to learn how to use Stride and Reading Horizons Discovery (both online literacy resources) at home.

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: **\$143,275.00**
 (NOTE: Make sure to include Equitable Services in the total)

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			
Private School Admin. Costs	See Detailed Narrative in Section 2A			

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				
Indirect Costs				
Other (If applicable)				

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			\$59,011.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			
Benefits (If applicable)			
Classroom Supplies (Including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			
LETRS PD - on site trainer		2215-312-8220	\$51,960.00
RH Training - Registration		2215-623-8220	\$3,000.00
RH Training - Travel		2215-382-8220	\$2,000.00
RH Curriculum - 3rd Gr		1100-411-1200	\$2,051.00

3D. Before/After School Tutoring			
Total Section D Allocation			\$84,264.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	6 teachers, 90 hours for 6 weeks X 2 years summer	9130-199-4300	\$28,800.00
Benefits (If applicable)	For the above 6 teachers (summer)	9130-220-250-4300	\$5,784.00
Classroom Supplies (Including print materials)			
Transportation (If applicable)			
Indirect Costs			
Salaries	4 teachers, 180 days, 1 hour per day X \$25.00 X 2 years - afterschool	9130-199-4600	\$36,000.00
Benefits	For the above 4 teachers - afterschool	9130-220-250-4600	\$7,200.00
Salaries	1 admin, 180 days, 30 minutes per day X \$15 X 2 years afterschool	6220-199-8600	\$5,400.00
Benefits	For the above 1 admin - afterschool	6220-220-250-8600	\$1,080.00

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

District and local school administrators, along with teacher leaders and reading specialists, will continue to work collaboratively in the following ways:

- Identifying students needing support
- Developing specific reading support plans for students
- Communicating with families
- Providing literacy resources for families
- Planning science of reading training (LETRS) for teachers
- Implementing a literacy-based focus during after-school programs
- Implementing summer literacy programs

Determining the effectiveness of purchases will be determined by measuring students' growth in their literacy skills through the use of aimswebPlus, Reading Horizons, SPIRE, and/or Stride will also be used as supplemental data resources.

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

The specific timeline for GEERS funding extends through September 2022, so the timeline for paying for resources and services connected to the funding will conclude at that time; however, because the system plans to invest in non-consumable resources and training, the support for students and staff will be sustained beyond the ending of this funding cycle.

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 Fayette County Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Rene P. Nichols - P.O. Box 686 - Fayette, AL 35555 - 205-932-8071 - rnichols@fayette.k12.al.us For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481

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.

Julie Chaffin

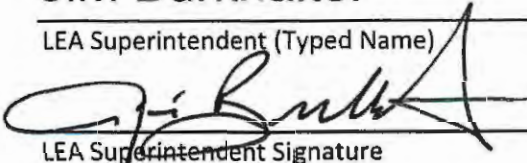
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Jim Burkhalter

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(205) 932-4611

Telephone Number

11/30/2020

Date

(205) 932-4611

Telephone Number

11/30/2020

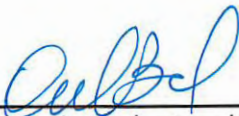
Date

**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: 11/30/2020

Date ALSDE Approved: 12/7/2020



State Superintendent and/or Designee Signature

12-07-2020
Date

Date GEER Funds Released: _____