



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	Greene County Board of Education
Mailing Address	220 Main Street
Physical Address	220 Main Street
City/Town and Zip Code	Eutaw AL 35462
Superintendent's Name	Dr. Corey L. Jones
Contact Person	Ms. LaVonda Blair
Contact Person Position	CSFO
Contact Telephone Number	205.372.3109, option 5
Contact Email	lblair@greene.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: \$16,718

- 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: \$16,718

- 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: \$44,074

- 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: \$15,197

- 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?**

There are no private schools within the Greene County School District.

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.

Allocation to be transferred to Section C allocation - Academic Support to Bridge Learning.

2C. Additional Academic Supports to Bridge Learning and Achievement Gaps

Applicable Grade-Level(s) (Check all that apply):

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

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

- Reading/ELA Family Engagement/At-Home Learning Resources
- Math Family Engagement/At-Home Learning Resources
- Dyscalculia-Specific Screener
- Dyslexia-Specific Screener
- Vulnerable Populations Resources or Supports ES MS HS

NOTE: Only answer the questions below that apply to supports selected above by the LEA.

Reading and Math Family Engagement/At-Home Learning Resources

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

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

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.

In addition to the conditions listed, the school district will use funds to purchase additional resources to enhance virtual and/or remote learning to enhance the math deficits of struggling students. This will allow the district to secure resources to specifically identify dyscalculia tendencies earlier and more often in order to provide immediate interventions. Also, the funds can be used to purchase programs and software that provides diagnostic reports for Problem-Solving Teams and interventionists to use when providing remedial services. Parent reports and guidance can be enhanced by creating online meetings during virtual and/or remote learning to inform parents about student progress. Funds can be used to purchase additional dyscalculia screeners for grades 4 and 5.

AIMs WebPlus (K-3)

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).

All conditions listed are focus areas for our school district, but specific attention will be given to strengthening recommendations for intervention strategies and/or individualized learning paths to help close achievement gaps. Teachers will be equipped with research-based programs and strategies to assist with increasing skills and the achievement of identified students. Moreover, the district will purchase additional screeners to evaluate students beyond grade 3. Additional dyslexia screeners are needed for intermediate teachers to evaluate and identify students with phonological and auditory deficits. The additional screeners can ultimately provide teachers in grades K-5 with valuable data needed to target students in Tier II and Tier III.

SPIRE and AIMs WebPlus (K-3)

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 Greene County School District will maximize its streamlined approach to gather, use, and monitor identified vulnerable population data by coordinating and initiating new programs with the district's IEP Teams at each school, Parent-Engagement Facilitator/Homeless Liaison, school and mental health counselors, social workers from Greene County's Department of Human Resources, representatives from the local health department and local community organizations. Moreover, the special education coordinator, administrators and special education case managers will report the needs of students with disabilities who are in need of additional services. Funds will be utilized to acquire resources such as social emotional learning programs and mental health services to aid students who are affected by the school closure due to COVID-19. Communication tools the district will use are local media groups (newspaper, radio stations, or cable television) to reach parent/guardians. Not only will EL and special education students be identified, but all students in the district will benefit from the resources purchased with GEER funds. Each school will provide evidence-based learning activities that aligns with students' plans and provide referrals to other agencies for assistance.

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.

Eutaw Primary School is in alignment with the Alabama Literacy Act that requires all elementary schools K-3 to have a reading and math benchmark assessment for our students. The assessment will be given during the fall, winter and spring. Parents will be notified of the results for each benchmark assessment period. We have chosen Aims Web Plus by Pearson. Our team will be engaged in professional development on Aug. 19, 2020, which will include training for benchmark assessments and progress monitoring. The educators will also be trained on the Dyslexia portion of the program Shaywitz, which will be utilized with our students. Additional support will be provided by our district office as well as our Regional Literacy Specialist and the Alabama Reading Initiative Department. We will meet and discuss student data on an on-going basis to make decisions as it pertains to the instructional process and intervention measures outlined.

In an effort to ensure that we meet the needs of our students that are identified as being deficient in reading, the following plan of action will be followed:

- a. Highly Qualified teachers will work with groups of student's after-school and during the summer to address the weaknesses found in the reading ability of our students. Teachers will provide intervention sessions virtually/remotely during Phase I of our re-opening plan and will continue with sessions during Phase II and Phase III as outlined by our district.
- b. Resources will also be purchased to assist students and teachers during the after-school tutorial sessions and the summer learning opportunities.

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			\$60,792
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)	Student transportation, (if/as needed)	4120-xxx-8410	\$3,500.00
Indirect Costs			
Other (If applicable)	Purchase of instructional resources, licenses	1100-622-8100/2210-622-8640	\$20,000.00
	SPED contracted services	2215-399-8220	\$6,858.00
	MH contracted services	2190-399-8210	\$6,858.00
	ACT preparation contracted services	2190-399-8210	\$6,858.00
	Purchase of devices/hotspots	6420-495-8640	\$16,718.00

3D. Before/After School Tutoring			
Total Section D Allocation			\$15,197.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Teacher supplements for tutoring services	2215-191-8220	\$9,740.23
Benefits (If applicable)	Benefits - Retirement, SSI, MC, SUI	2215-(220-250)-8220	\$1,956.77
Classroom Supplies (Including print materials)	Classroom supplies	1100-411-8100	\$1,000.00
Transportation (If applicable)	To provide transportation before/after school, as needed	4120-xxx-8410	\$2,500.00
Indirect Costs			
Other (If applicable)			

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

The Greene County School District will plan for implementation and measure impact for effectiveness by conducting monitoring with virtual walk-throughs, pre- and post- tests (Performance Series), parent and student orientations and continues progress meetings, and offering staff professional development.

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

Beginning with the 2020-2021 school year, starting August 24, 2020, student first day of instruction. All funds to be expended by September 30, 2022.

OTHER ASSURANCES AND CERTIFICATIONS

4. Other Assurances and Certifications

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

5. Section 427 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- (a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -
- (1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and
 - (2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.
- (b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
- (c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.
- (d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the

What steps does the LEA propose to take to permit students, teachers, and *other program* beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program?

Any barriers which arise will be addressed in a timely manner, to include, any impediment to equal access or participation in programs. We will provide connectivity to students, teachers, or other program beneficiaries without access to ensure continuity of educational services. provide tutorial services to aid in any barriers which arises.

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.

Ms. LaVonda Blair

LEA Chief Financial Officer (Typed Name)

LaVonda Blair

LEA Chief Financial Officer Signature

(205) 372-3109

Telephone Number

08/20/2020

Date

Dr. Corey L. Jones

LEA Superintendent (Typed Name)

Corey Jones

LEA Superintendent Signature

(205) 372-3109

Telephone Number

08/20/2020

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: 8/13/2020

Date ALSDE Approved: 8/24/2020

[Signature]

State Superintendent and/or Designee Signature

8-24-2020
Date

Date GEER Funds Released: _____