



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	Jefferson County Board of Education
Mailing Address	2100 18th Street South
Physical Address	2100 18th Street South
City/Town and Zip Code	Birmingham, AL 35209
Superintendent's Name	Walter B. Gonsoulin Jr., Ph.D.
Contact Person	Janet P. Hagood
Contact Person Position	Director of Federal Programs
Contact Telephone Number	(205) 379-2152
Contact Email	jhagood@jefcoed.com

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	\$0.00
Total LEA Private School Allocation	\$0.00
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	0.00
Total Student Enrollment at the LEA	0.00
Total Student Enrollment at ALL Participating Private Schools	0.00

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: \$556,304.00

- 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: The signal distance was minimal when tested in this district. It would only reach about 200 feet from the bus, thus not meeting the needs of JoCoEd. In addition, the monthly cost of the Wi-Fi is not feasible.

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: \$556,304.00

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

LEA Allocation for Section C: \$1,466,620.00

- 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: More funds are needed to provide quality after-school and summer programs for 2 years.

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: \$324,285.00

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: \$505,731.00

- 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?

1) JefCoEd mailed letters to several private schools, as well as, reached out via telephone and email. Two accepted services originally but changed their minds when the recalculation was announced.

2-6) 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.

JefCoEd will use GEER funds to purchase math manipulatives and reading materials to be sent home with students to extend learning and build connections at home on grade level concepts. The items to be purchased will be aligned with Alabama Course of Study Standards and will provide individual learning opportunities for students, which may include intervention or enrichment activities. All materials will be easy to follow for students and, in addition, teachers will provide explicit instructions for students and parents on the best way to utilize the resources.

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.

A dyscalculia screener that identifies tendencies in students will be purchased and administered to students in grades K-5; however, the screener will allow for additional opportunities to screen students beyond grade 5. A screener will be used to identify possible indicators or characteristics of dyscalculia and estimate whether an individual is 'at risk' of having dyscalculia. Not only will the screener provide useful insight into areas of difficulty but it will also include a recommendation as to whether or not a more formal diagnostic assessment should follow the screening. It will provide JefCoEd staff the opportunity to interpret reports and provide guidance to both parents and teachers in the area of mathematics.

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.

Students often need additional academic supports in order to be successful. We know that many students come to school with barriers in front of them. Sometimes, the barriers are so great that they must be addressed before getting to those academic supports. According to Maslow, students will not achieve their full potential if their basic needs or psychological needs haven't been met. Due to COVID, many students will be returning to school with a variety of unmet needs. Those needs may manifest themselves as depression, high anxiety, low self-esteem, and various mental health issues. Research has already proven this to be the case. It is critical that we address those basic/psychological needs in order to help students develop to their full potential, ultimately bridging learning so that the achievement gaps can be addressed.

The GEER funds will be used to address two specific initiatives in JefCoEd. First, Jefferson County will purchase a SEL screener for determining needed assistance for students. The screener will be used to gather information to determine which students could benefit the most from Social-Emotional Learning (SEL) services. The screener will assist in developing plans for the most vulnerable populations in the district. The screener will be administered to students in grades K-12. With a Social-Emotional Learning Screener schools can customize and administer the screener, generate reports and insights about their students, discuss results with parents, develop at home plans, and target resources. In addition to the customizing reports, the screener will provide high-level pictures of SEL at each school, including strengths and opportunities for growth, reports and analytics to understand how schools are doing, and district-level analytics to show results across all schools and to identify trends across the district.

Next, GEER will fund a total of 6 social workers with 3 being hired by the district to assist all schools in JefCoEd. The other 3 will be provided through a Board approved contract with a mental health agency. The funds will be used to fund these positions for 2 years.

These employees will be assigned to work in specific school zones, and will be tasked with the following responsibilities:

*Coordination of social services and support;

*Making appropriate referrals to community agencies;

*Case management and support;

*Home visits;

*Transportation assistance;

*Liaison services between home, school, and agency/community providers;

*Consultation and collaborative services with school administrators, counselors, teachers, and other school staff.

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.

GEER funds will be utilized to provide an after-school tutoring program, as well as, a summer program, with both focusing on K-3 literacy. An after-school tutoring program that aligns to the requirements set forth from the AL Literacy Act will be implemented during the 2020-2021 school year. The plan is to begin the after-school tutoring in November 2020 and end in March 2021 with it running a minimum of three days/week for one hour each of those days. The program will focus on students in grades K-3 who will be provided direct, explicit, and systematic reading intervention services and support to improve any identified areas of reading deficiency. The sessions will focus on scientifically-based reading instruction to include, but not limited to, independent instruction in phonological awareness, phonics, vocabulary, fluency and comprehension. Students will be identified using state reading and early learning assessments. The plan includes staffing the program with highly effective teachers of reading as demonstrated by student reading performance data, completion of multi-sensory structured language education, and teacher performance evaluations.

In addition, a quality summer literacy program will also be offered to students in grades K-3 and will run for at least 6 weeks, offering more than 70 hours of instruction to students who are identified with a reading deficiency. The summer program will follow the same evidence based teaching strategies as the after-school program and will be in alignment with the AL Literacy Act.

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) **\$2,528,655.00**

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	N/A	\$0.00	
Private School Admin. Costs	See Detailed Narrative in Section 2A	N/A	\$0.00	

3B. Equipping School Buses with Wi-Fi Capabilities

			Total Section B Allocation	\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Wi-Fi Equipment				
Indirect Costs				
Other (If applicable)				

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			\$1,142,336.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	3 Social Workers (12 months) x 2 years	12-5-2150-122-8694-4291-0-8210-0016	\$420,000.00
Benefits (If applicable)	Fringe benefits for the 3 social workers x 2 years	12-5-2150-(220-250)-8694-4291-0-8210-0016	\$143,000.00
Classroom Supplies (Including print materials)	Math manipulatives & reading materials	12-5-1100-411-8694-4291-0-8100-0016	\$104,335.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			
SEL Screener	Screener to determine SEL needs	12-5-2130-481-8694-4291-0-8210-0016	\$100,000.00
Mental Health Agency Contract	Hire 3 social workers x 2 years	12-5-2170-329-8694-4291-0-8210-0016	\$360,000.00
Dyscalculia Screener	Screener to detect dyscalculia in students	12-5-2130-481-8694-4291-0-8210-0016	\$15,000.00

3D. Before/After School Tutoring			
Total Section D Allocation			\$1,388,320.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Teachers for after-school program	12-5-9130-010-8694-4291-0-4800-0017	\$200,000.00
Benefits (If applicable)	Fringe benefits for teachers for after-school program	12-5-9130-(220-250)-8694-4291-0-4800-0017	\$40,000.00
Classroom Supplies (Including print materials)	Materials for after-school program which may include basic supplies, consumable materials, or curricula.	12-5-9130-411-8694-4291-0-4800-0017	\$15,000.00
Transportation (If applicable)	Cost of mileage for buses for after-school and summer programs	12-5-4120-391-8694-4291-0-8410-0017	\$40,000.00
Indirect Costs			
Other (If applicable)			
Salaries	Teachers for summer literacy program x 2 years	12-5-1100-010-8694-4291-0-4300-0017	\$800,000.00
Benefits	Fringe benefits for teachers for summer literacy program x 2 years	12-5-1100-(220-250)-8694-4291-0-4300-0017	\$160,320.00
Salaries	Bus drivers for after-school program	12-5-4120-161-8694-4291-0-8410-0017	\$30,000.00
Benefits	Fringe benefits for bus drivers for after-school program	12-5-4120-(220-250)-8694-4291-0-8410-0017	\$6,000.00
Salaries	Bus drivers for summer literacy program x 2 years	12-5-4120-161-8694-4291-0-8410-0017	\$60,000.00
Benefits	Fringe benefits for bus drivers for summer literacy program x 2 years	12-5-4120-(220-250)-8694-4291-0-8410-0017	\$10,000.00
Classroom supplies	Materials for summer program which may include basic supplies, consumable materials, or curricula.	12-5-1100-411-8694-4291-0-4300-0017	\$35,000.00

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

Plan for Implementation:

Dyscalculia Screener - Assess students in grades K-12 (as needed) to determine if students exhibit dyscalculia tendencies and create a plan of intervention.
SEL Screener - Assess students in grades K-12 to determine which students are in need of SEL assistance. School personnel will then work with identified students.
Social Workers - Hire 6 social workers to serve the district, addressing individual student needs and connecting students and their families to outside agencies
After-School Tutoring - Provide a quality reading (aligned with AL Literacy Act expectations) extended day program for students most at risk in grades K-3.
Summer Literacy Camp - Provide a summer literacy program (at least 70 hours) for students most at risk in grades K-3 as outlined by the AL Literacy Act.

Measure Impact for Effectiveness:

Dyscalculia Screener - Examine academic data and teacher knowledge of proven strategies as evidenced by walk-throughs, surveys, reflections, etc.
SEL Screener - Examine data which may include academic, attendance, and behavior.
Social Workers - Examine data to include, but not limited to, academic, attendance, and behavior. Number of students served by the social workers and outside community agencies will be examined, as well as, survey results.
After-School Tutoring - Student progress will be measured by using formative assessments, as well as, classroom artifacts (student work samples) and data to include academic, diagnostic, screening, attendance, and behavior.
Summer Literacy Camp - Each student will be administered a reading assessment at the beginning and end of the summer reading program to measure progress.

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

October 1, 2020 - 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?

Equal access will be provided to all students, teachers, and other program beneficiaries in Jefferson County. Opportunities will be given to all involved to participate in any program or activity while promoting high standards and providing the necessary resources. If a barrier is discovered, it will be immediately addressed by district staff and removed to ensure full participation in the program. (Examples: Language Barrier - addressed through translation services, quality programs, etc.

Technology Barrier - addressed through providing a device and/or internet capability & training will be provided for staff to most effectively deliver instruction.)

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.

Sheila Jones

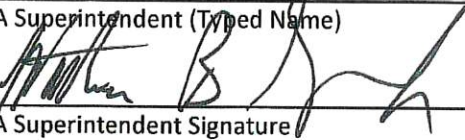
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Walter B. Gonsoulin Jr., Ph. D.

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(205) 379-2001

Telephone Number

10/02/2020

Date

(205) 379-2225

Telephone Number

10/02/2020

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: 10/5/2020

Date ALSDE Approved: 10/8/2020

10/08/2020
Date


State Superintendent and/or Designee Signature

Date GEER Funds Released: _____