



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	Marshall County Board of Education
Mailing Address	12380 US Highway 431 South
Physical Address	12380 US Highway 431 South
City/Town and Zip Code	Guntersville, AL 35976
Superintendent's Name	Dr. Cindy Wigley
Contact Person	Dr. Annie Spike
Contact Person Position	Deputy Superintendent
Contact Telephone Number	2565823171
Contact Email	spikeai@marshallk12.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: \$90,147.00

- 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: _____

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

LEA Allocation for Section C: \$237,660.00

- 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: Bus wifi and after school tutoring are the major priority needs for district

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)
Amount to be transferred: \$112,748.00
- Before and After School Tutoring for Learning and Remediation in Schools (D)
Amount to be transferred: \$124,912.00

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: \$81,951.00

- 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?**

The district reached out Marshall Christian Academy and they declined to participate.

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 hotspot will allow School buses to be parked in centralized areas to ensure rural or underserved students have connectivity and access to remote learning options. Students could remain in parked cars within proximity of the Wi-Fi-enabled bus and/or a Wi-Fi-enabled bus is parked near apartment complexes, etc. The connected bus also helps enforce social distancing. When school is in session, the connected bus provides 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):

- 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.

N/A

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.

With the utilization of the funding tied to the GEER fund, targeted students in K-3, across 4 elementary schools, will be provided after school tutoring beginning in September of the 2020-2021 school year as a means to accelerate catch-up growth and lessen foundational skills deficits impeding their progress towards on-grade level reading ability. Time allotment for after school tutoring is would be approx. 90-120 min., twice weekly (i.e. 4 hours per week). Targeted planning and instruction afforded to students will center on: phonological awareness, print awareness/decoding-encoding, fluency and language/meaning building opportunities via content-rich text. Instructional resources that will be utilized include, but are not limited to: IMSE structured literacy resources, SPIRE and/or iSPIRE blended intervention resources, knowledge & language building supports via CKLA "Listening and Learning" components. Explicit instruction implementation will focus on both whole group and small group/differentiated supports. Assessments utilized in selecting students to participate include: DIBELS, iReady and other relevant formative assessments tied to PST team reviews (NOTE: 2020-2021 BOY screening/diagnostics will be leaned on heavily in order to arrive at a finite list of students targeted to participate). Assessments that will be used in order to monitor progress after tutoring begins

BOARD OF EDUCATION

Mr. Terry Kennamer
Mr. Brian Naugher
Mr. Mark Rains
Mr. Tony Simmons
Mr. Joe Van Burch

SUPERINTENDENT

Dr. Cindy Wigley



**MARSHALL COUNTY
BOARD OF EDUCATION**
12380 U.S. Highway 431 South
Guntersville, Alabama 35976
www.marshallk12.org
(256) 582-3171
(256) 582-3178 FAX

2D. Before/After School Tutoring

With the utilization of the funding tied to the GEER fund, targeted students in K-3, across 4 elementary schools, will be provided after school tutoring beginning in September of the 2020-2021 school year as a means to accelerate catch-up growth and lessen foundational skills deficits impeding their progress towards on-grade level reading ability. Time allotment for after school tutoring would be approx. 90-120 min., twice weekly (i.e. 4 hours per week). Targeted planning and instruction afforded to students will center on: phonological awareness, print awareness/decoding-encoding, fluency and language/meaning building opportunities via content-rich text. Instructional resources that will be utilized include, but are not limited to: IMSE structured literacy resources, SPIRE and/or iSPIRE blended intervention resources, knowledge & language building supports via CKLA "Listening and Learning" components. Explicit instruction implementation will focus on both whole group and small group/differentiated supports. Assessments utilized in selecting students to participate include: DIBELS, iReady and other relevant formative assessments tied to PST team reviews (NOTE: 2020-2021 BOY screening/diagnostics will be leaned on heavily in order to arrive at a finite list of students targeted to participate). Assessments that will be used in order to monitor progress after tutoring begins include: progress monitoring checks included within SPIRE, iReady and DIBELS. Personnel will be trained in both SPIRE and CKLA and ensure each component is faithfully implemented over the course of each tutoring session with students. These educators will also monitor progress, attendance, and communicate regularly with school admin on student needs. Bilingual Staff will assist in developing and improving Marshall County EL students' early literacy skills in an effort to bridge the academic gap and improve language acquisition skills as well as assist in meeting state benchmarks. Bilingual Staff will be highly qualified and trained in research-based early literacy strategies and collaborate with classroom teaching staff to enhance daily literacy opportunities and conduct literacy assessments to increase the number of children on target with early reading predictors. Bilingual Staff will also assist with communicating with non-English speaking parents to help prevent barriers for students' success.

3D. Before/After School Tutoring

Total Section D Allocation 206,863.00

Expense Items	Brief Description of Expense Items	Funding Source (Function-Object-Program)	Estimated Budget Amount
Salaries	4 After School Teacher per campus	9130-011/101/109-4800	\$105,600
Benefits(if applicable)	After School Teacher Benefits	9130-220/230/240/250-4800	\$20,420.40
Classroom Supplies (including print materials)	CKLA Listening/Learning Kits, SPIRE Hybrid Kits Level 1, SPIRE Hybrid kits	0130-411/414/419-4800	\$40,407.35

	Level 2, Sounds Sensible Kits, Sounds Sensible Workbooks, SPIRE manipulative kits, iSPIRE Workbooks, Continental Press TEAM and Finish Line Materials.		
Transportation (if applicable)	N/A	N/A	N/A
Indirect Costs	N/A	N/A	N/A
Other (if applicable)			
Professional Development	CKLA; & SPIRE/iSPIRE PD & Training	9130-399-4800	\$7,000
iSPIRE License	150 students iSPIRE Access	9130-399-4800	\$15,000
Bilingual (Salary)	Bilingual Instructional Assistants	9130-011/101/109-4800	\$15,360.00
Bilingual (Benefits)	Bilingual Instructional Assistants	9130-220/230/240/250-4800	\$3,075.07

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)	409,758.00
---	-------------------

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
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A	NA		
Private School Admin. Costs	See Detailed Narrative in Section 2A	NA		

3B. Equipping School Buses with Wi-Fi Capabilities			Total Section B Allocation	202,895.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Wi-Fi Equipment	WiFi Equipment for buses	1100-491-8100	202,895.00	
Indirect Costs				
Other (If applicable)				

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			0
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)			

3D. Before/After School Tutoring			
Total Section D Allocation			206,863.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	4 After School Teacher per camp	9130-011/101/109-4800	\$76,800.00
Benefits (if applicable)	After School Teacher Benefits	9130-220/230/240/250-4800	\$15,375.36
Classroom Supplies (including print materials)	CKLA Listening/Learning Kits, SPIRE Hybrid Kits Level 1, SPIRE Hybrid kits Level 2, Sounds Sensible Kits, Sounds Sensible Workbooks,	9130-411/414/419-4800	\$74,252.57
Transportation (if applicable)	N/A	N/A	N/A
Indirect Costs	N/A	N/A	N/A
Other (if applicable)			
Professional Deve	CKLA; & SPIRE/iSPIRE PD & Trai	9130-399-4800	\$7,000
iSpire License	150 students iSPIRE Access	9130-399-4800	\$15,000
Bilingual (Salary)	Bilingual Instructional Assistants	9130-011/101/109-4800	\$15,360.00
Bilingual (Benefits)	Bilingual Instructional Assistants	9130-220/230/240/250-4	\$3,075.07

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

Instructional Staff and bilingual instructional assistants will be hired in September 2020. Student data will be analyzed in September 2020 to identify students in K-3 with significant academic deficits in reading and math. The after-school program will begin September 2020 and will conclude in May 2022. Walkthroughs and data meeting results will be reviewed to gauge effective student mastery and academic growth. Formative and benchmark assessment data will be reviewed on an ongoing basis to gauge student need/mastery. Purchase orders will be monitored for requests that tie directly to the after-school tutoring program.

The district conducted a needs assessment and identified the lack of home Internet access. Wifi usage reports will be monitored to measure impact.

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

The after school tutoring and WIFI will be provided September 2020 - May 2022. The program will run two hours per day for four days per week while school is in session.

All services will conclude 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?

It is the policy of the Marshall 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. Any student determined Homeless by the McKinney Vento Education Homeless Assistance Act, Migrant, Immigrant, English Language Learner, or in foster care will not be denied admission or discriminated against in any school or program in the Marshall County School System. Students will be identified using test data, progress monitoring information, and PST information. Bilingual staff will be used to convey to our second language learners the opportunity to participate. All parents will receive documentation as well as an invitation to participate in after school tutoring.

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.

Bob Hagood
LEA Chief Financial Officer (Typed Name)

256-582-3171
Telephone Number

Bob Hagood
LEA Chief Financial Officer Signature

11/6/2020
Date

Cindy L. Wigley
LEA Superintendent (Typed Name)

256-582-3171
Telephone Number

Cindy Wigley
LEA Superintendent Signature

11/6/2020
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: 9/21/2020

Date ALSDE Approved: 11/9/2020

[Signature]
State Superintendent and/or Designee Signature

11-9-2020
Date

Date GEER Funds Released: _____