



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	Board of School Commissioners of Mobile County
Mailing Address	P O Box 180069, Mobile, AL 36618
Physical Address	1 Magnum Pass, Mobile, AL 36618
City/Town and Zip Code	Mobile, AL 36618
Superintendent's Name	Chresal D. Threadgill
Contact Person	Lori A Zirlott OR Belinda Roberts
Contact Person Position	Chief School Financial Officer Director of Federal Programs
Contact Telephone Number	(251) 221-4435
Contact Email	lazirlott@mcpss.com bwroberts@mcpss.com 251-221-5202

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	\$3,792,984.00
Total LEA Private School Allocation	\$478,667.71
Total LEA Private School Administrative Costs Set-Aside	\$47,866.77
Total # of Private Schools Participating	27.00
Total Student Enrollment at the LEA	53,419.00
Total Student Enrollment at ALL Participating Private Schools	7,715.00

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: \$729,149.58

- 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 are utilizing to provide Wi-Fi availability to students at home via a different method

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$729,149.58

- 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: \$1,922,303.45

- 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: \$662,863.26

- 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 have plans in place to address this need; student Wi-Fi access is our priority with these funds

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: \$662,863.26

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?**

Twenty-seven private schools completed GEER Intent to Participate forms with Mobile County Public Schools (MCPSS). An Equitable Services Implementation form will be completed for each of the 27 schools. Initial consultations were held August 18-21, 2020. Private schools will receive various services for additional academic support to bridge learning and achievement gaps of students. These services will be utilized to enhance both face to face and remote learning, as well as before and after school tutoring. Academic resources such as computer programs, supplemental reading and math materials, technology online resources/platforms for remote learning services as well as tutors for before and after school learning and remediation.

MCPSS has reserved an Administrative Cost allocation of \$47866.77. These funds will be utilized to contract with additional support persons to assist with providing ongoing support and consultations for the 27 schools, as well as other supplies and materials for this person. We begin supporting the private schools as soon as the application is approved and continue until the end date of 9/30/2022.

Schools participating and their allocations:

SCHOOL	ENROLLMENT	ALLOCATION
Angela Davis Christian School	18	\$1,005.11
Bright Beginnings Academy	52	\$2,903.65
Corpus Christi Catholic School	374	\$20,883.93
Cottage Hill Christian Academy	584	\$32,610.21
Covenant Christian School	239	\$13,345.62
Dixon Total Touch	36	\$2,010.22
Faith Academy	1666	\$93,028.43
Government Street Christian School	133	\$7,426.64
Knollwood Christian School	125	\$6,979.92
Little Flower Catholic School	96	\$5,360.58
Living Word Christian Academy	30	\$1,675.18
McGill-Toolen Catholic School	963	\$53,773.34
Mobile Christian School	660	\$36,854.00
Mobile Junior Academy	32	\$1,786.86
Most Pure Heart of Mary School	88	\$4,913.87
Prichard Preparatory School	131	\$7,314.96
Revelation Christian School	29	\$1,619.34
Safe Haven Christian Academy	7	\$390.88
St. Dominic Catholic School	313	\$17,477.73
St. Ignatius Catholic School	395	\$22,056.56
St. John's School for Tomorrow	7	\$390.88
St. Luke's Episcopal School	456	\$25,462.76
St. Mary's Catholic School	431	\$24,066.78
St. Pius Catholic School	142	\$7,929.19
Stanford Christian Academy	303	\$16,919.34
Trinity Lutheran School	100	\$5,583.94
Lighthouse Baptist Academy	305	\$17,031.02
TOTAL(S)	7715	\$430,800.94

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):

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

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

Reading and Math Family Engagement/At-Home Learning Resources

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

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

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.

Please see addendum attached.

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.

N/A



Mobile County PUBLIC SCHOOLS

1 Magnum Pass | Mobile, Alabama 36618 | 251-221-4000 | www.mcpss.com

BOARD OF SCHOOL COMMISSIONERS

Don Stringfellow, President - District 2
Reginald A. Crenshaw, Ph.D., Vice President - District 3
L. Douglas Harwell, Jr. - District 1
Robert E. Battles, Sr. - District 4
William C. Foster, Ed.D. - District 5

SUPERINTENDENT Chresal D. Threadgill

Addendum – Vulnerable Population Supports

The solution consists of a high density Outdoor Wireless mesh solution, which is comprised of outdoor mesh and rooftop access points, wireless controllers, and Wireless Control System software. Any school facility can serve as host by placing a relatively short, two- to three-meter, non-penetrating roof mounts on the roof of the building. The City of Mobile, Mobile County 911, and other local Mobile Government entities have partnered and offered the use of their facilities and Tower Assets to add capacity to the Network. Some examples are physical placement of access points on: 911 towers that make a ring around the county, MAWSS water towers, and city street lights.

The Mobile County Public Schools Wi-Fi Network initiative is a project utilizing the last mile wireless mesh broadband system covering rural and urban targeting underserved areas in Mobile County. This proposed wireless Network would provide broadband service to an estimated 35,000 potential end-users in a low income and underserved area of the Mobile County Public Schools. The targeted area consists of urban low income and county residents. The median household income level in the targeted areas for this broadband service is \$25,215 (US Census.) Per US census estimates, there are approximately 64,681 residents and 25,973 households in the broadband-targeted zones. By utilizing recent NTIA and US Bureau of Census estimates, 20.4% of the US population with income levels between \$15,000-\$19,999 is considered to have internet access or a computer. We project per these Federal estimates that 10,074 people in the target area have Internet or a computer, while 79.6% (27,606) of the same target population does not have Internet access. Per US underserved guidelines, if a contiguous tract has less than 40% broadband subscribership, it is underserved. Justifiably, since the estimated subscribership is 20%, our targeted service area is underserved. Additionally, per Census 2010, 80% of the students attending Mobile County Public Schools in the targeted area receive free and reduced lunch, and 36% of the households live in poverty. According to the Mobile Education Foundation, the dropout rate for this targeted service area is 48%. This same area consists of 74% African Americans, along with vulnerable populations, which includes Section 8 Public Housing Communities that house some of the poorest residents in the City of Mobile. Based on the US Poverty household income levels, a majority of the residents in this targeted area lack the discretionary income to acquire broadband services at the current competitive rates. We canvassed the area and performed a poll study of households within Mobile County Public Schools jurisdiction. We estimated, per our local poll study, that broadband subscribership is approximately 40%. In addition, surveys were conducted of all MCPSS parents that confirmed students in these areas are the most vulnerable regarding internet access.



Mobile County PUBLIC SCHOOLS

BOARD OF SCHOOL COMMISSIONERS
Don Stringfellow, President - District 2
Reginald A. Crenshaw, Ph.D., Vice President - District 3
L. Douglas Harwell, Jr. - District 1
Robert E. Battles, Sr. - District 4
William C. Foster, Ed.D. - District 5

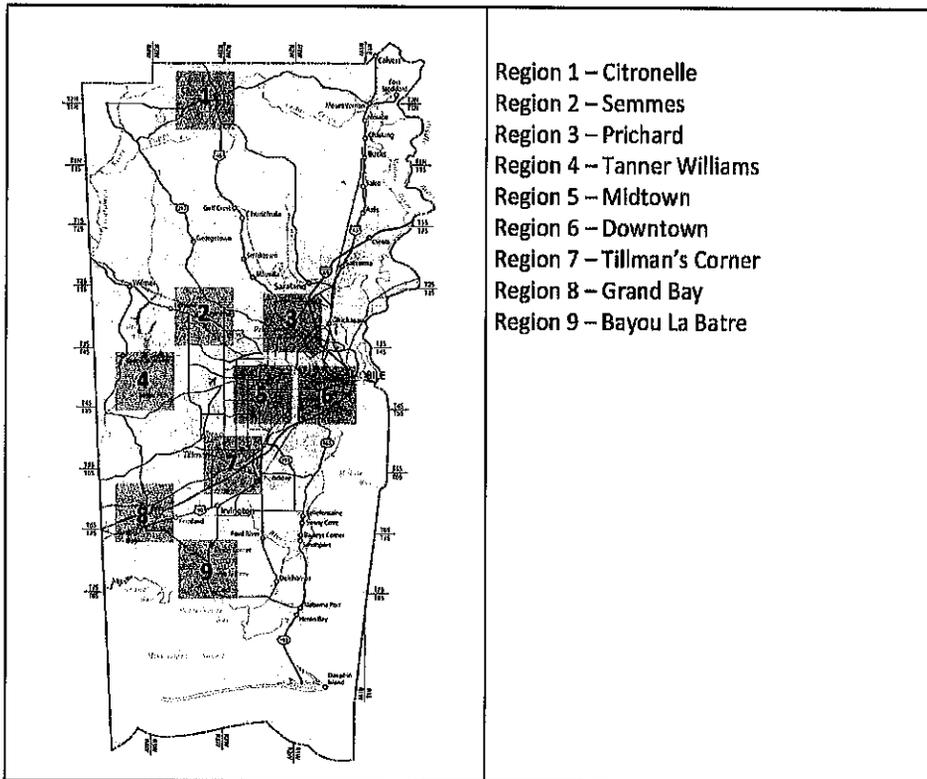
1 Magnum Pass | Mobile, Alabama 36618 | 251-221-4000 | www.mcpss.com

SUPERINTENDENT Chresal D. Threadgill

Coverage Area

The Cover area for this project will attempt to provide service to rural and densely populated areas of Mobile County. Please see the below map of the targeted areas:

MCPSS Wifi Network Proposal



LEARNING TODAY. LEADING TOMORROW.



Mobile County
PUBLIC SCHOOLS



Mobile County PUBLIC SCHOOLS

1 Magnum Pass | Mobile, Alabama 36618 | 251-221-4000 | www.mcps.com

BOARD OF SCHOOL COMMISSIONERS

Don Stringfellow, President - District 2
Reginald A. Crenshaw, Ph.D., Vice President - District 3
L. Douglas Harwell, Jr. - District 1
Robert E. Battles, Sr. - District 4
William C. Foster, Ed.D. - District 5

SUPERINTENDENT Chresal D. Threadgill

We have two options for student learning, remote or face-o-face instruction. Both instructional options will be utilizing the same platforms with all instruction, textbooks, classwork, homework, studying and testing handled via on-line (virtually). All district instructional platforms provide evidenced-based learning activities that align to student plans and assist in the development/implementation of these plans. Therefore all students need internet access at home to be successful.

Our instructional plan includes log-ins for all parents so that they may monitor student progress, participate in various parent/school groups, and receive regular communication of academic and other school information. Parents would have access to these on-line opportunities via the wireless mesh just like students do and can communicate to the school within the software.

Regular reports of students who live in the Wi-Fi districts will be cross-referenced with student activity/participation in our on-line academic forums to determine those students who are not utilizing the opportunity. Intervention will be made with these students and their parents to eliminate any barriers. Parent surveys will also be conducted to continue continuity of services.

LEARNING TODAY. LEADING TOMORROW.



Mobile County
PUBLIC SCHOOLS

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)	\$3,792,984.00
--	-----------------------

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	\$478,667.71
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A	9200-399-4900	\$430,800.94	
Private School Admin. Costs	See Detailed Narrative in Section 2A	9200-499-4900	\$47,866.77	

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			\$3,314,316.29
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)			
Wi-Fi	wireless mesh broadband system targeting underserved areas in Mobile County	6410 - 499 - 8640	\$3,314,316.29
Private Schools			

3D. Before/After School Tutoring			
Total Section D Allocation			\$0.00
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)			

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

The Mobile County Public Schools Wi-Fi Network Initiative is a project utilizing the last mile wireless mesh broadband system covering rural and urban targeting underserved areas in Mobile County. The targeted area consists of urban low income and county residents.

The MCPSS Wi-Fi Network project has developed partnerships with local City and County Entities to assist with the deployment of the Network. This partnership will be responsible for project management, implementation, and maintenance of the system. This proposed wireless Network would provide broadband service to an estimated 35,000 potential end-users in a low income and underserved area of the Mobile County Public Schools. The technology will be based on an open standard wireless mesh using 802.11 and the 4.5 GHz frequencies for Public access. The technology type is classified as wireless, fixed terrestrial wireless.

The overall solution includes core, distribution and access layer switching/routing, access and distribution layer 802.11 wireless infrastructure, network security, repeaters/CPE, monopoles for the distribution layer wireless points, network management software, spectrum analysis, consulting services and professional design/configuration services.

All legal devices will be permitted to access the Wireless Mesh Network with content filtering to comply with the Child Internet Protection Act. The system will be designed to limit or prevent subscribers from spreading viruses, malware, or any other content that would prevent other subscribers from receiving acceptable services. All traffic will be monitored using content filtering and packet shaping equipment to protect the Network from spam, denial of service attacks, illegal content, and other harmful activities. In the event suspicious activity by a user is detected on the system, this equipment will be used to ensure acceptable service levels to all end-users.

The overall target area will be divided into at least eight wireless mesh subareas. Each subarea will utilize a single licensed wireless backhaul link (depending on distance requirements) to transport data back to a central aggregation point. The aggregation point contains control, switching, and access control equipment to enable system functionality and security.

- We will measure the Impact for effectiveness:
- Increased student/family access to internet/wifi
 - Student usage and engagement on Schoology platform
 - Course Analytics Data- weekly dashboard by school -- data includes attendance
 - Monitoring of live action of Schoology -- by Principals and Central Office
 - Student Mastery of Assessments/rubrics aligned to standards/objectives (within Schoology)
 - Student, Parent, and Teacher Surveys
 - I-Ready Reading and Math Data
 - Student Performance/grades

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

MCPSS began working on a plan for converting to at-home instruction on or before March 13. The weekend of the 14th and 15th of March documents were prepared and printed for every student with the web sites to be utilized, login information, help desk numbers and the options for manual packets in lieu of on-line methods. We then converted to at-home instruction and made preparations to be ready for the start of school in the fall. We were in a position to start school as normal with health precautions, return to at-home instruction or implement a blended model of instruction. It was decided to utilize remote learning for the first quarter of the 2020-2021 school year. We will continue making accommodations and providing assistance to our students and staff as long as it is necessary to do so with a projected end date of 9/30/2022.

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?

A survey was administered to determine needs in our community with our families. Based on data we have identified physical areas of the county with the most students in need of internet access; our wireless mesh plan, which we will install utilizing the GEER funds, will bring home access to several 8 mile square areas with the most need. If any barriers arise, we will work to remove them as soon as possible.

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.

Lori A Zirlott

LEA Chief Financial Officer (Typed Name)

Lori A Zirlott

LEA Chief Financial Officer Signature

Chresal D. Threadgill

LEA Superintendent (Typed Name)

Chresal D. Threadgill

LEA Superintendent Signature

(251) 221-4434

Telephone Number

09/09/2020

Date

(251) 221-4394

Telephone Number

09/09/2020

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: 9/10/2020

Date ALSDE Approved: 9/15/2020

Awel

State Superintendent and/or Designee Signature

09/15/2020
Date

Date GEER Funds Released: _____