



**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**

<b>1. LEA Information</b>	
LEA Name	Phenix City Schools
Mailing Address	PO Box 460
Physical Address	1212 9th Avenue
City/Town and Zip Code	Phenix City, AL 36868
Superintendent's Name	William R. Wilkes
Contact Person	William R. Wilkes
Contact Person Position	William R. Wilkes
Contact Telephone Number	(334) 520-4847
Contact Email	rwilkes@pcboe.net

**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: \$105,463.00

- 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: LEA has sufficient WiFi on buses.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$55,463.00  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \$50,000.00

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

LEA Allocation for Section C: \$278,040.00

- 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: NA

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)  
Amount to be transferred: \$0.00  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \$0.00

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: \$95,876.00

- 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: NA

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)  
Amount to be transferred: \$0.00  
 Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$0.00

**NOTE: Only answer the questions below that apply to how the LEA will use GEER funds.**

## **2A. Equitable Services Assurances**

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

- The LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
- The LEA will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.

**Provide a brief explanation answering the following questions:**

- 1) Were services from private schools accepted or refused in your LEA?**
- 2) If services were accepted by private schools, who accepted and what allocation did they receive?**
- 3) When did private schools in your LEA receive timely and meaningful consultation?**
- 4) What services will each private school receive and when will the services be implemented?**
- 5) How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA?**
- 6) If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used?**

There are no private schools in Phenix City Schools' service area.

**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.

Not Applicable

**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.

**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.**

NA

**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).**

NA

**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 the inserted explanation.

**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.

Please see the inserted explanation.

**Mr. Randy Wilkes**  
Superintendent  
Educational Services Center  
1212 Ninth Avenue (36867)  
PO Box 460  
Phenix City, AL 36868-0460  
(334) 298 - 0534 Office



**Board Members**  
Dr. Mesha Patrick, President  
Rev. Brady Baird, Vice-President  
Ms. Patricia Alexander  
Mrs. Fran Ellis  
Mr. Samuel Estrada  
Mr. Will Lawrence  
Mr. Todd Stanfill

### **Vulnerable Populations Supports**

Through the employment of an EL teacher, special education teachers, and interventionists, and the implementation of social emotional learning supports, the aforementioned conditions will be maximized by: collecting data regarding students in most need, formalization of individual learning plans that maximize educational benefits, use of appropriate and clear communication in a language understood by parents/guardians; implementation of evidence based learning activities aligned with student plans, and the provision of other applicable services to vulnerable populations as deemed appropriate and necessary. The following data reports will be utilized to direct instructional practices:

1. Priority Reports identify students for small-group instruction and gather supplemental teacher directed lessons and materials.
2. Student Summary Handouts includes each student's performance, usage details, Lexile® measure, assessment percentile rank, assessment grade equivalency, and priority alerts.
3. Classroom Summary Reports support administration of small-group instruction by grouping students and tracking skill performance.
4. Executive Summary Reports for school and district administrators summarize campus assessment results and includes skill growth by tier.
5. Usage Trend Reports track average minutes of instruction each month across the school year with a tier-by-tier comparison.
6. Skill Growth Reports help evaluate effectiveness of critical support with a class view that teachers can use to monitor skill acquisition.

Using Istation's automated tools and flexible resources, learning plans will be developed. Paths will reflect customized instruction and diverse teaching approaches that may include small- and whole-group learning. Resources to be used with the learning plan are:

1. Istation Cards provide tips and tools that help teachers gain insight into student data and more.
2. Online lesson libraries include searchable supplemental instruction and digital lessons.

3. Interactive tools help teachers lead classes and engage with animated content.
4. Fully scripted teacher-directed lessons include printables and instructional tools.
5. Lexile® Find a Book lists appropriate supplemental reading materials based on student abilities.

Social emotional consultation will be provided via the W.O.R.K.S. program. The W.O.R.K.S. Program uses a Social Emotional Learning framework with an emphasis on Restorative Justice, to educate the whole child by teaching them how to be accountable for their behavior. Relative to the current pandemic, program purposes are to:

- To counsel students with Covid related matters.
- To improve the relationship between school and home through parental involvement, by embedding Social Emotional Learning.
- To implement Restorative Justice practices to improve teacher student relationships.
- To integrate strategies to proactively improve student behavior.
- To teach appropriate positive behavior at home, school, and in the community.
- To decrease the amount of instructional time lost for students adversely affected by Covid-19.

### **Before and After School Tutoring**

Through the employment of before and after school tutors, the aforementioned conditions will be maximized through the alignment of activities with the Alabama Literacy Act requirements for students who are identified with a reading deficiency. Provisions for learning opportunities outside of the traditional school day will be implemented by providing tutoring services for applicable students including, but not limited to, special education students and English language learners.

A description of employee duties/responsibilities aligned to intensive intervention needs is as follows: (1.) Persons delivering before and after school tutoring will provide needed instructional services based on data collected by the school (i.e., iStation, WAPT, formal and informal assessments). (2.) Data will be aligned to Alabama Literacy Act as will the prescribed activities. (3.) Before and after school tutors will maintain case load data for each child served of which will be compared to those not receiving services (beginning, mid, and spring data points)



Activities will be streamlined (aligned as noted above) with the goals and objectives of the Alabama Literacy Act requirements and present-day classroom instruction. Building level teams, such as, but not limited to, the Multi-Tiered System of Support (MTSS) Team, will utilize a comprehensive framework to target support for all learners and collaborate those supports with tutors so that needs of the whole child are met. Collaborative efforts will focus on achievement gaps by offering additional support to struggling students that complement and reinforce learning that takes place in the classroom. Collaboration and alignment among schools and these expanded learning programs will offer students the opportunity to participate in a complementary learning environment where students can truly thrive. Ample opportunities to reinforce and practice the skills needed for success will be provided.



<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			<b>Total Section C Allocation</b>	<b>\$333,503.00</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>	
Salaries	EL Teacher, Special Ed. Teachers, Interventionists	1100-010/0018-1200/1500/1857/2300	\$235,072.00	
Benefits (if applicable)	EL Teacher, Special Ed. Teachers, Interventionists	1100-210/220/230/240/250-1200/1500	\$63,431.00	
Classroom Supplies (including print materials)				
Transportation (if applicable)				
Indirect Costs				
Other (if applicable)	Social emotional consultation	1100-311-1890	\$35,000.00	

<b>3D. Before/After School Tutoring</b>			<b>Total Section D Allocation</b>	<b>\$145,876.00</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>	
Salaries	Tutors	9130-010-4600/4800	\$59,048.00	
Benefits (if applicable)	Tutors	9130-220/230/240/250-4600/4800	\$11,827.00	
Classroom Supplies (including print materials)				
Transportation (if applicable)				
Indirect Costs				
Other (if applicable)	contracted tutoring	1100-311-2900	\$75,000.00	

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

The LEA has employed English language and special education teachers. The LEA has committed to consultative sources and plans to implement August 17, 2020.

Effectiveness will be measured using academic growth computations (iStation reports) of students. Disaggregated data using social economic factors will also be considered and compared.

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

The EL and special education teachers will be employed for FY21. Tutoring sources will be expended FY21 and F22. 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?**

The LEA proposes to assist students, teachers, and other program beneficiaries to overcome barriers by implementing the following:

- 1.) Providing MiFis to students who are in need of Internet access (not covered via GEER)
- 2.) Communicating to students and parents in a language easily understood by all
- 3.) Implementing best teaching practices for each subgroup noted
- 4.) Providing instruction that aligns both with the Literacy Act and student's individual learning plan
- 5.) Providing before/after school tutoring services in addition to the normal day 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.

**Cheryl Burns**

LEA Chief Financial Officer (Typed Name)

*Cheryl Burns*  
LEA Chief Financial Officer Signature

**William R. Wilkes**

LEA Superintendent (Typed Name)

*William R. Wilkes*  
LEA Superintendent Signature

(334) 298-0534

Telephone Number

08/19/2020

Date

(334) 298-0534

Telephone Number

08/19/2020

Date

**Send completed application to CARESapp@alsde.edu.  
Upon approval of the application, funds will be released to the LEA.**

**ALSDE Internal Use Only**

Date Application Received: 8/12/2020

Date ALSDE Approved: 8/20/2020

*[Signature]*  
State Superintendent and/or Designee Signature

08/20/2020  
Date

Date GEER Funds Released: \_\_\_\_\_