



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	St. Clair County Board of Education
Mailing Address	410 Roy Drive
Physical Address	410 Roy Drive
City/Town and Zip Code	Ashville, AL 35953
Superintendent's Name	Mr. Mike Howard
Contact Person	Debra Carroll
Contact Person Position	Federal Programs Coordinator
Contact Telephone Number	(205) 594-2055
Contact Email	debra.carroll@sccboe.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: \$128,441.00

- 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: \$338,618.00

- 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: _____

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: \$116,765.00

- 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?**

There are two (2) private schools within the geographical boundaries of the St. Clair County school system. The private schools in the St. Clair County school district were contacted by numerous emails and by phone about the availability of the GEER funding, and the "Intent to Participate" forms were emailed to them. Although both were contacted, neither private school in the St. Clair County school district chose to participate in the GEER funding, as indicated by the "intent to participate" form submitted for each.

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 St. Clair County school system will purchase technology to enable buses to be used as mobile "hotspots" to provide Wi-Fi access to students who are served by the local educational agency. This Wi-Fi will serve to aid in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities.

The St. Clair County school system will provide enabled devices to provide 5G coverage to students on buses.

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 checked="" type="checkbox"/>	Reading/ELA Family Engagement/At-Home Learning Resources
<input checked="" 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 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.

GEER funds will be used to purchase hands on materials for reading such as letter tiles, phoneme - grapheme cards, decodable and leveled readers. Reading specialists will upload video demonstrations to school websites modeling correct use of these materials. These materials will be sent home to parents with weekly practice suggestions. Math manipulatives such as color counters and subitizing cards will be purchased to increase early numeracy skills. Math teachers will upload video demonstrations to school websites modeling correct use of these materials. These materials will be sent home to parents with weekly practice suggestions. The Lexia reading program (a 3-prong program consisting of in person lessons, online practice, and offline skill review) will be extended to all students rather than just those students needing Tier III intervention. An on-line math program will be purchased for use in and out of school for reinforcement of math skills, intervention, and acceleration. In the event of a long-term school closure, students will be included in the state funded SchoolsPLP online curriculum. GEERS monies will be used to purchase the SchoolsPLP management portion of the program for these students.

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.

EL – Educational software, specifically designed for use by teachers with EL students, both in the regular classroom and on-line, will be purchased with funding from the GEER monies. Both technology hardware and connectivity will be provided to those students who do not have access to them on their own, through Geer money or other ESSER grant sources. This will streamline the process of getting lessons to students and receiving their feedback from those assignments. For both online students and those students attending traditional school, these resources will allow students to extend the classroom after hours and provide opportunities for additional academic interventions and enrichment activities. This software will also enable those students to access the curriculum on a daily basis, at their academic level, in order to progress through the standards in all content areas. Without the funding for these resources, many students would not have the access necessary to bring the classroom into their homes, nor have the advantage of curriculum specifically designed to meet their particular needs.

To provide a streamlined approach to gather, use, and monitor identified and vulnerable population data, the benchmark and progress monitoring assessment programs of AimswebPlus for reading and math in elementary and Scantron Performance Series for reading and math in secondary will be used. In addition, ACCESS data will provide evidence of the progress made by EL students.

Reports will be printed and shared with parents in a parent friendly format to include reports in the parent's native language. Data binders will house longitudinal data. In the case of school closure, electronic portfolios will be used to share data with parents and, when necessary, translators will be utilized.

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 allow schools to provide before and after school tutoring to those students identified as having a reading deficiency. These deficiencies will be identified through the use of the state approved early reading assessment. Following assessment, teachers selected to provide before and/or after school tutoring will be expected to meet the following expectations:

- Collaborate with reading specialist to plan strategic lessons / learning opportunities based on the science of teaching reading.
- Deliver strategic lessons / learning opportunities based on the science of teaching reading.
- Continuously monitor and document students' progress in acquiring early literacy skills and adjust instruction as needed
- Regularly communicate students' progress with parents /guardians.
- Prepare resources for at-home reading plan
- Assure that all activities are in alignment with the Alabama Literacy Act

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps

			Total Section C Allocation	\$338,618.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries				
Benefits (If applicable)				
Classroom Supplies (including print materials)	Classroom materials and supplies	1100-411-8100		\$55,135.63
Transportation (If applicable)				
Indirect Costs				
Other (If applicable)	Instructional software	1100-414-8100		\$283,482.37

3D. Before/After School Tutoring

			Total Section D Allocation	\$116,765.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries	Teacher/aide/ salaries for before & after	9130-134-4800		\$97,287.93
Benefits (If applicable)	Social security, retirement, medicare, unemployment benefits	9130-(220-250)-4800		\$12,024.80
Classroom Supplies (including print materials)	Materials and supplies	9130-411-4800		\$7,452.27
Transportation (If applicable)				
Indirect Costs				
Other (If applicable)				

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

Purchases funded by GEER monies will focus on improving teaching/learning for all students, providing high quality resources for math/reading family engagement, providing high quality learning resources for virtual learning in the case of school closures due to Covid-19, and providing before/after school tutoring opportunities. The ultimate goal of all of these purchases is to improve student learning and close the achievement gaps of those identified as most vulnerable. Through on-going data collection of benchmark assessments and state accountability assessments, we will measure student growth trends in reading and math and disaggregate data to determine closure of identified achievement gaps. The goal of the school system is to reduce the gaps in achievement due to the early school closure in spring of 2020 as evidenced by a comparison of reading and math student data from Fall 2020 to Fall 2022.

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

Upon approval of the GEER application, orders for all materials will be placed immediately. Once resources are received to outfit buses for WI-FI capabilities, along with academic resources to bridge the learning and achievement gaps of students, they will be placed in needed areas and immediately put into service. It is the plan of the St. Clair County school system to have all resources in place prior to 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 (Non-procurement) 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?

Through implementation of its current policies, the St. Clair County school system will continue to provide services to students, teachers, and other program beneficiaries without barriers, regardless of the manner in which those services are provided. Should the need arise for school closure, those resources needed by students and/or teachers to provide continuation of the educational program through on-line instruction, will be provided by the school system to those individuals who do not have access to those resources and materials on their own. If any individual should encounter a barrier of any kind, it will be the mission of the St. Clair County school system, to immediately act in a manner to remove such barriers.

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

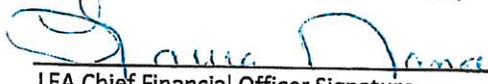
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or 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.

Laura Nance

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

(205) 594-2028

Telephone Number

9/4/20

Date

Mike Howard

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(205) 594-2282

Telephone Number

9/4/20

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: 9/4/2020

Date ALSDE Approved: 9/15/2020

09/15/2020
Date



State Superintendent and/or Designee Signature

Date GEER Funds Released: _____