



**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	Tarrant City Schools
Mailing Address	1318 Alabama Street
Physical Address	
City/Town and Zip Code	Tarrant, AL 35217
Superintendent's Name	Dr. Sherlene McDonald
Contact Person	Dr. Ingrid Abner
Contact Person Position	Director of Curriculum and Instruction
Contact Telephone Number	205-849-3700
Contact Email	abner.ingrid@tarrant.k12.al.us

**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	\$100,530
Total LEA Private School Allocation	0
Total LEA Private School Administrative Costs Set-Aside	0
Total # of Private Schools Participating	0
Total Student Enrollment at the LEA	12,000
Total Student Enrollment at ALL Participating Private Schools	0

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: 22,117

- 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: \$22,117.00

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

LEA Allocation for Section C: \$58,307.00

- 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: \$20,106

- 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 LEA does not have any private schools in our attendance 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.

The LEA will not use this allocation for equipping school buses with Wi-Fi capabilities.

**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.

Additional resources, tools, and supports will be purchased to provide opportunities to extend learning and build connections at home. We will provide home kits to reinforce key grade-level concepts. The kits will include: manipulatives for both mathematics and reading for both individual intervention and enrichment activities, educational games, instructional documents, and family-planning calendars (also available on our district website). The kits (classroom supplies) will align with the Alabama ELA and math course of study and provide test prep materials (AlaKids, LETRS, ACT, etc). Additionally, a virtual parent summit is scheduled for the fall semester. This summit will review instructional expectations, testing requirements, and provide resources.

### **Dyscalculia Screener**

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

- Identifies dyscalculic tendencies in students and is not time intensive to administer;
- Recommends intervention strategies;
- Presents easy to interpret reports and information on a student's strengths and weaknesses;
- Provides diagnostic reports for teachers;
- Provides parent reports and guidance; and
- Provide additional opportunities to screen students beyond grade 3.

Dyscalculia is a learning disability that causes those affected to have trouble with math at many levels. They often struggle with key concepts like bigger vs. smaller. And they can have a hard time doing basic math problems and more abstract math. The district plans to use these funds to purchase parental and staff guidance resources; intervention tools and resources.

Teachers will administer the computer-based adaptive math screener assessment utilizing IStation Math. The students will then receive an assessment score, receive an individualized plan, and begin to learn fundamental mathematic concepts. Teachers can use this platform to provide targeted interventions for students who have fallen behind in math. This platform allows teachers and parents to have immediate access to personalized data profiles/reports to guide instructional decision-making and teach foundational skills for student mastery of mathematical concepts. Though the state has provides K-3 supports. The funds will be used to purchase additional supports for grades 4-8 including the I-station Curriculum Math platform for grades K-6.

### **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).

Students with dyslexia often experience difficulties with reading, writing, and spelling that are unexpected in view of their other abilities. Without identification and effective intervention, these initial learning challenges may instead develop into learning disabilities as the student's reading, writing, and spelling skills do not develop at the expected rate, and referral for Special Education evaluation may be needed.

These funds will be allocated to purchase resources and tools that align to evidence-based science of reading criteria to universally screen, identify risks, and report results in an effort to help close the achievement gap within our district. It is our plan to also provide additional opportunities to screen students beyond grade 3 through I-station (up to grade 8) and provide ongoing progress monitoring based on initial screener results. With the purchase of Istation Curriculum for ELA (grades K-6), our district will be able to provide ongoing progress monitoring and provide timely, seamless reports to teachers and parents regarding student progress.

### **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.

The Alabama Multi-tiered System of Supports model requires that each district provide academic support for ALL students. Through the use of our universal screener and our early literacy screener (Istation Math and Reading), we will be able to provide a streamlined approach for gathering and monitoring the data for vulnerable populations. This platform includes instructional resources that will assist with individualized learning plans and student needs. The use of Istation Spanish, Language line, and applications such as "SayHi" and "TalkingPoint", we are able to ensure that meaningful conversations are taking place in a language understood by our parents/guardians.

Through our virtual parent night and take-home kits, we will provide evidence-based learning activities that align to students' and provide other applicable services specific to student needs.

In addition to this, we are offering after school tutoring and a summer program that will target the needs of all students.

### **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.

In an effort to align with the Alabama Literacy Act requirements for students who are identified with a reading deficiency, our district will provide learning opportunities outside of the traditional school day. After-school tutoring will be offered from 3:30- 4:30 four days per week to provide intensive intervention for students.

Certified teachers will be asked to volunteer to assist school-aged children (grades K-6) with improving their reading skills through systematic reading/tutoring sessions conducted either in-person or virtually.

Tutors will be expected to engage in academic activities with selected students either one-on-one or with small groups, collaborate with his/her supervisor to assess the students' needs and how best to address them. The tutors will commit to work at least one semester and will be encouraged to work longer. The tutors will also conduct an initial orientation, and mid-semester professional development, and a reflective session at the end of each semester.

**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.

<b>Total CARES Act - GEER Allocation:</b> <b>(NOTE: Make sure to include Equitable Services in the total)</b>	100,530
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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	NA
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A		0	
Private School Admin. Costs	See Detailed Narrative in Section 2A		0	

**3B. Equipping School Buses with Wi-Fi Capabilities**

			Total Section B Allocation	NA
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Wi-Fi Equipment			0	
Indirect Costs			0	
Other (if applicable) <input type="checkbox"/>			0	

<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			<b>\$58,307</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	Summer Program Teachers	9130-199-4800	24,000.00
Benefits (If applicable)	Benefits for Summer Program Teachers	9130-220/230/240-4800	4,808.00
Classroom Supplies (including print materials)	Summer Program Supplies	1100-419-8100 (1200 and 1500)	6183.63
Transportation (If applicable)	NA	NA	NA
Indirect Costs	NA		
Other (If applicable)	Instructional Software and Resources for Istation (instructional kits, etc.)	1100-414-8100	19,005.00
	School Year Instructional Supplies	1100-419-8100-1200	3310.37
	Parent Summit Supplies/Resources	1100-419-8100-1200	1,000.00

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			<b>42,223.00</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	Tutorial Hours for After School Tutoring (\$25/hr for 4)	9130-199-4800	26,136.05
Benefits (If applicable)	Benefits for Tutoring Volunteers	9130-220/230/240-4800	5,229.82
Classroom Supplies (including print materials)	Tutorial and Intervention Supplies for Tutors and Students	1110-419-8100	10,857.13
Transportation (If applicable)	NA	NA	NA
Indirect Costs	NA		
Other (If applicable)			



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

The district will begin the implementation of this plan in the fall of 2020. The district Curriculum Coordinator will create an advisory committee consisting of a general education teacher, Special Education teacher, EL staff member, administrator, parent, community member, and student. This committee will progress monitor the program. Each semester, the committee will evaluate both after school program and the summer program for effectiveness. Necessary adjustments will be made as needed.

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

**Proposed:**

October 2020- Letter to Parents and Kick Off Party, Tutoring begins  
December 2021- Benchmark Assessment  
May 2021- Parent Meeting, Tutoring sessions end  
June-July 2021-Summer Program  
August 2021-Letter to Parents and 2021 Kick Off Party, Tutoring begins  
December 2021- Benchmark Assessment  
May 2022- Parent Meeting, Tutoring sessions end  
June-July 2022- Summer Program  
August 2022- Letter to Parents and 2022 Kick Off Party

**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 will ensure equal participation for all eligible students, teachers, and other program beneficiaries in any activity carried out under these programs. It is our goal to promote and meet high academic standards for all students regardless of race, ethnicity, or origin. All tutor applications will demote such by addressing the equitable participation. Also, it will be communicated to both parents and students that equitable participation will be offered to all Tarrant City School students meeting the criteria of these programs. Technical assistance and additional supports will be provided as needed for those meeting the requirements of the programs.

**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.

John Lewis

205-849-3700

LEA Chief Financial Officer (Typed Name)

Telephone Number



10/12/2020

LEA Chief Financial Officer Signature

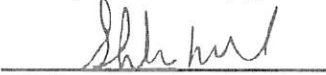
Date

Sherlene McDonald

205-849-3700

LEA Superintendent (Typed Name)

Telephone Number



10/12/2020

LEA Superintendent Signature

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: 9/22/2020

Date ALSDE Approved: 11/9/2020



State Superintendent and/or Designee Signature

11-9-2020  
Date

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