



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	Trussville City Schools
Mailing Address	113 North Chalkville Road
Physical Address	113 North Chalkville Road
City/Town and Zip Code	Trussville, AL 35173
Superintendent's Name	Dr. Pattie Neill
Contact Person	Jim Kirkland
Contact Person Position	CSFO
Contact Telephone Number	(205) 228-3021
Contact Email	jim.kirkland@trussvillecityschools.com

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	\$266,021.00
Total LEA Private School Allocation	\$0.00
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	0.00
Total Student Enrollment at the LEA	4,813.00
Total Student Enrollment at ALL Participating Private Schools	0.00

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: \$58,525.00

- 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: This application is not practical in our area.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$58,525.00
 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: \$154,292.00

- 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: \$53,204.00

- 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 no participating private schools in the attendance zone.

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.

We will not be equipping 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.

According to the Alabama Literacy Act Implementation Guide, parents will be provided "strategies and resources for the parent or legal guardian to use at home to help the student succeed in reading." Trussville City Schools wishes to purchase Power Readers (sets of 5), Supercharged Readers (sets of 5), and additional Bob Books that accompany Sound Partners.

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.

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).

Contract with a certified teacher to provide additional support for:

- progress monitoring and/or reporting
- intervention

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 resources, tools, and curriculum purchased will be utilized to support students with characteristics of Dyslexia. According to the Alabama Literacy Act Implementation Guide, "Dyslexia-specific intervention shall mean evidenced-based, specialized reading, writing, and spelling instruction that is multi-sensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement).

Dyslexia-specific intervention employs direct instruction of systematic and cumulative content." Trussville City Schools wishes to purchase additional teaching materials for Take Flight and multi-sensory tools for reading such as lip picture cards. Take Flight is a comprehensive, ungraded, structured, and sequential curriculum that utilizes multi-sensory techniques for basic instruction in reading, writing, and spelling. Task analysis was used to organize and sequence the following: phonetic regularities for reading, rules for syllable division, spelling, and other basic linguistic concepts. Take Flight comes highly recommended by the Alabama Literacy Task Force.

For the benefit of our continuous support of our EL students, we would like to purchase the ELovate program. Greater visibility. Increased accountability. Effective measurement.

Disparate student data sources, assessment results and program decisions must be analyzed every day. EL educators need confidence that they can access this information quickly and easily so they can perform their jobs at a high level. Elevallon makes the process of understanding EL students, and their data, straightforward and actionable to district stakeholders - all in one convenient place. When key information is accessible by everyone, from the district office to the principal's office, EL educators can create a culture of accountability where everyone is responsible for student success. Elevallon has been developed to provide the data you need to make the right instructional decisions at the right time, offer resources to help classroom teachers effectively differentiate instruction for ELs, and prepare ELs to access rigorous, grade level content.

Literacy for EL and other vulnerable populations (such as students with dyslexia and other reading based disabilities), requires access to the curriculum through modified or adapted resources. Wiser educational materials and High Noon Books can support vulnerable populations with access to curriculum by providing leveled texts for all reading levels. Middle and high school literature is often difficult to accommodate, but with classic literature sets, leveled textbooks, and other high interest books, we can provide the reader a sense of the author's style and an understanding of the novel's theme through a reading level that assures success and stimulates a desire for further reading.

Math is another area of concern for vulnerable students as it also is largely based on literacy levels. Math Talk is a program that allows the user to speak the math problem and talk it through steps that are captured in print. It also will read the problem out loud to the student. Both of these accommodations allows students to access the general curriculum and make progress alongside their peers in a supported and accommodated fashion.

Writing support for vulnerable students through the platform Ghotit will help students with word prediction, spelling and grammar errors, and will alleviate frustration and fatigue that can come with written expression activities.

Transition from school to work/college is also vital for vulnerable students. Providing a consistent curriculum for all students is key in their progress. The purchase of the James Stanfield Transition Curriculum will ensure these students are college and career ready when they exit school.

All of these resources above will provide significant support for our EL, dyslexic and other vulnerable populations in language acquisition and overall reading proficiency.

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.

The Alabama Literacy Act mandates that "Before school, or after school, or both, supplemental evidence-based reading intervention delivered by a teacher or tutor with specialized reading training" be provided to students demonstrating consistent reading deficiencies and those who do not respond to Tier 2/Tier 3 interventions during the regular school day.

For students showing consistent reading deficiencies as outlined by the Alabama Literacy Act, Trussville City Schools will provide tutorial support, when needed, beyond intervention services to students three times a week for one hour each day. Data from the state funded screener (AimswestPlus) will be used to determine which students qualify for this service and be included in the SRIP.

The specialists hired for the extended tutorial opportunities will provide explicit, systematic direct phonics instruction to students utilizing multi-sensory techniques from structured literacy. Each specialist will be highly trained in LETRS as recommended by the Alabama Literacy Act. Students will be progress monitored weekly to ensure that the interventions implemented are successful and advancing toward becoming proficient readers. Communication between the parent, student, and classroom teachers will be ongoing and documented in the students' SRIP. Data will be analyzed weekly by the reading specialist to determine next steps.

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:	\$266,021.00
(NOTE: Make sure to include Equitable Services in the total)	

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

3B. Equipping School Buses with Wi-Fi Capabilities

Total Section B Allocation			
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	\$212,817.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries	Additional teacher 2 x week to support Academic Support Specialist		\$8,012.16	
Benefits (If applicable)			\$1,609.64	
Classroom Supplies (Including print materials)	EL software and Literacy Resources, Kinesthetic and Sensory Devices for reluctant readers, Leveled textbooks and books, Writing and		\$203,195.20	
Transportation (If applicable)				
Indirect Costs				
Other (If applicable)				

3D. Before/After School Tutoring

			Total Section D Allocation	\$53,204.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries	After School Literacy Tutoring	9130-411-4800	\$8,177.33	
Benefits (If applicable)			\$2,022.67	
Classroom Supplies (Including print materials)	Take Flight, lip cards, Winston Grammar, TOWRE, etc.		\$43,004.00	
Transportation (If applicable)				
Indirect Costs				
Other (If applicable)				

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

Implementation will be monitored and data used to determine the effectiveness of our purchases and support. For example, For students showing consistent reading deficiencies as outlined by the Alabama Literacy Act, Trussville City Schools will provide tutorial support, when needed, beyond intervention services to students three times a week for one hour each day. Data from the state funded screener (AimswestPlus) will be used to determine which students qualify for this service and be included in the SRIP.

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

Spring of 2021

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?

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.

Mr. Jim Kirkland

(205) 228-3021

LEA Chief Financial Officer (Typed Name)

Telephone Number



01-14-2021

LEA Chief Financial Officer Signature


Date

Dr. Pattie Neill

(205) 228-3018

LEA Superintendent (Typed Name)

Telephone Number



01-14-2021

LEA Superintendent Signature

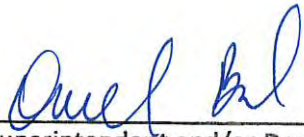
Date

**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: 1/14/2021

Date ALSDE Approved: 1/28/2021


State Superintendent and/or Designee Signature

1-28-21
Date

Date GEER Funds Released: _____