



State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Elementary and Secondary School Emergency Relief Fund (ESSER)
Local Educational Agency (LEA) Application

In order to receive a CARES Act ESSER Fund allocation, an LEA must submit this application to the SEA.

GENERAL INFORMATION

1. LEA Information

LEA Name	Crenshaw County Board of Education
Mailing Address	183 Votec Drive
Physical Address	183 Votec Drive
City/Town and Zip Code	Luverne, AL 36049
Superintendent's Name	Mr. Dodd Hawthorne
Contact Person	Mrs. Carolyn Broaden
Contact Person Position	Federal Programs Director
Contact Telephone Number	(334) 268-2411
Contact Email	carolyn.broaden@crenshaw-schools.org

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for ESSER funds under the CARES Act. The availability of funds is from 4/29/2020 to 4/29/2021. LEAs will be allowed to expend funds until 9/30/2022. Pre-award costs to the ESSER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Assurance

The LEA Superintendent or his/her authorized representative assures or certifies that:

The LEA will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act. The United States Department of Education **does not** consider the following to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

How will the LEA determine the most important educational needs as a result of COVID-19?

Please see the attached response.

How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?

Please see the attached response.

Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)	
<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
<input type="checkbox"/>	Activities authorized by subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
<input type="checkbox"/>	Coordination of preparedness and response efforts of local education agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of the individual schools.
<input checked="" type="checkbox"/>	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
<input type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input checked="" type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
<input checked="" type="checkbox"/>	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input type="checkbox"/>	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
<input checked="" type="checkbox"/>	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Provide a detailed budget to explain how ESSER funds will be used in your LEA.				
CARES Act ESSER Funds				
FUND SOURCE CODE 4290				
Function	Object	Program	Amount	Brief Description of Expenditure
				See attached spreadsheet.

Provide a detailed budget to explain how ESSER funds will be used in your LEA.

**CRENSHAW COUNTY BOARD OF EDUCATION
CARES ACT BUDGET**

Function	Object	Program	Amount	Brief Description of Expenditure
1100	495	1200	160,212.00	Instructional Technology K-6 (Chromebooks and WIFI)
1100	495	1500	160,213.00	Instructional Technology 7-12 (Chromebooks and WIFI)
2190	326	8210	30,000.00	Mental Health / SPED Professional Services
1100	520	3800	116,146.00	Instructional Machinery (Print Shop)
3200	441	8320	30,000.00	Cleaning and Sanitation Supplies
1100	414	1200	7,500.00	Online Curriculum & Supports K-6
1100	414	1500	7,500.00	Online Curriculum & Supports 7-12
2215	389	8220	22,447.19	Training and Professional Development
1100	419	1200	1,000.00	Instructional Supplies K-6
1100	419	1500	1,000.00	Instructional Supplies 7-12
9200	414	4900	5,000.00	Online Curriculum & Supports (Private School)
9200	419	4900	3,897.81	Instructional Supplies (Private School)
9200	449	4900	10,000.00	Maintenance - Other Supplies (Private School)
9200	495	4900	20,000.00	Instructional Computers (Private School)
6910	910	8690	28,000.00	Indirect Cost (less than 10%)
			\$602,916.00	Total Allocation

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

Please see the attached response.

How will the LEA use ESSER funds to promote remote learning?

Please see the attached response.

3. Equitable Services Assurances

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

- The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools as required under Section 18005 of Division B of the CARES Act.
- The LEA receiving ESSER 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 it will maintain control of funds for the services and assistance provided to a non-public school
- The LEA will ensure that it will have title to materials, equipment, and property purchased with ESSER funds.
- The LEA will ensure that services to a non-public school with ESSER funds will be provided by the LEA directly, or through contract with, another public or private entity.

Provide a brief explanation of the following: How will equitable service funds be used by the private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for services and assistance to be implemented by private schools?

Please see the attached response.

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 ESSER funds will, to the greatest extent practicable, continue to compensate 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. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- The LEA will request technical assistance on the use of ESSER funds for remote learning, which includes both distance education as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
- The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will use ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

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

- The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in both public and non-public schools, the uses of funds and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
- 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 comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 81, 82, 84, 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 Guidance in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

5. 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.

6. Section 427 of the General Education Provisions Act Assurances

(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 laws cited in section 400(d) of this Act.

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?

Please see the attached response.

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. Ken Wesley

LEA Chief School Financial Officer (Typed Name)



LEA Chief School Financial Officer Signature

Mr. Dodd Hawthorne

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(334) 335-6519

Telephone Number

7-1-2020

Date (mm/dd/yyyy)

(334) 335-6519

Telephone Number

7/1/2020

Date (mm/dd/yyyy)

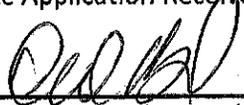
Send completed application to CARESapp@alsde.edu.

Upon approval of the application, funds will be released to the LEA.

ALSDE Internal Use Only

Date Application Received: 6/30/2020

Date ALSDE Approved: 7/1/2020


State Superintendent and/or Designee Signature

07/01/2020
Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____

How will the LEA determine the most important educational needs as a result of COVID-19?

The district leadership team met to develop a systematic plan for assessing the academic and social-emotional needs of students as they prepare for re-entering school in the Fall. The team analyzed data including the system's current needs assessment, recent parent/student surveys, Title I surveys, district technology plan, and local expenditures, for costs incurred after March 13, to determine priority areas due to COVID -19. Discussions included the use of CARES funds to promote remote learning and to ensure the health and safety of all students. System goals were developed to address the needs of students and the uncertain context in the next academic year. Instruction/Professional Development, Technology, and Operations were identified as priority areas for all schools.

How does the LEA intend to assess and address student learning gaps returning from the disruption in educational services?

At the beginning of the 2020-2021 school year, all students will be administered grade-level appropriate screeners and/or assessments to determine learning gaps that may have occurred due to the pandemic. Results will be compared to the Winter Scantron Assessment results - the most recent benchmark assessment data available. Assessment data from students who attended Summer Learning Camp will also be included in the data analysis. Through the data analysis process, critical standards and learning targets will be established to guide classroom instruction and determine student outcomes. Models for student-centered coaching will be implemented to provide support in adjusting instruction according to student-specific needs and to improve literacy and math outcomes. Individual learning gaps will be identified and the most critical losses will be addressed in individual improvement plans and monitored through RtI processes. Additional time throughout the day will be scheduled to provide intense intervention to close identified gaps. Progress monitoring will be used to assess a student's rate of improvement and to determine how they are responding to instruction. English Learners and students with disabilities will be assessed on their progress immediately to determine adjustments to instruction; IEPs and LEP's may need to be amended to reflect additional service times if necessary.

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

The funds will be utilized as soon as the LEA application is approved by the SEA. We will continue these services and assistance through the summer and into the 2020-2021 and 2021-2022 school year. All funds will be spent prior to September 30, 2022.

How will the LEA use ESSER funds to promote remote learning?

To promote remote learning, students' needs will be addressed through increased access to the internet, virtual learning, and age-appropriate software aligned to standards. Technology devices will be purchased to support teachers and students for distance learning at all schools. Standards-based software will be purchased to support distance learning for parents and students who choose this option and to support remote learning for English Learners. Teacher professional development will be provided to ensure staff members are well trained and supported for remote learning situations.

Provide a brief explanation of the following: How will equitable service funds be used by private schools? How will timely and meaningful consultation occur with private schools? What proposed timeline for services and assistance to be implemented by private schools?

The Intent to Participate letters were sent out on June 3, 2020, to Crenshaw Christian Academy. The response indicated an interest in participating in CARES ACT equitable services. On June 24, 2020, Crenshaw County School and Crenshaw Christian Academy met to begin the consultation process - needs assessment to determine priorities. During this meeting, the guidance for the CARES Act was explained and equitable service assurances were discussed. The leadership teams consisted of administrators, technology directors, and other stakeholders to form plans that would allow for continued education for all students. Several contingencies have been set which will allow for a focus on students and their educational progress. Based on the Crenshaw Christian Academy's developing timelines, they are preparing to begin expanding opportunities for remote learning by the scheduled opening - August 6. Scenarios are in place to be able to respond to whatever situation safety considerations might dictate. Crenshaw Christian Academy is prepared to order all the necessary technology and equipment immediately. Equitable funds will be used by Crenshaw Christian Academy in the following categories:

Instructional Technology - Materials/Supplies

- Laptops and other technology needed to provide curriculum support and foster online collaboration with students
- Document cameras/devices to allow teachers more freedom to use real-world documents, live with students during remote learning.
- Abeka Online Streaming - Abeka is the curriculum used in elementary school. Streaming curriculum content helps low-income students be able to watch instruction on varied devices as opposed to only being able to access instruction through a laptop or only using workbooks and textbooks.
- Instructional Professional Development is needed for teachers to efficiently use the new technology and be better at putting together online instruction. Also to prepare teachers for implementing safety and health procedures.
- Textbooks, instructional packets, and other curriculum materials needed to provide teaching and learning of particular subjects

Sanitizing and Social Distancing Equipment

- Extra Clorox wipes to clean desks between classes and throughout the day.
- Hand sanitizer with automatic dispensers placed throughout the campus
- Sanitation Stations placed in open areas so students will not need to gather in bathrooms to wash hands, etc.
- Face masks/shields to wear in cases where social distancing measures may be difficult to maintain.
- Thermometers in classrooms/specified areas to check temperatures at the door.
- Partitions needed:
 - Floor standing plexiglass partitions may be needed in main areas such as the lunchroom. This will keep lunchroom aides from being exposed to students coming through to purchase prepackaged snacks, drinks, pick up prepackaged lunches, or heat lunches from home
 - Table partitions and/or other resources needed to separate students during lunchtimes if they can't use the lunchroom. Some classes may be eating in their rooms.
 - Specified areas in the main office to provide additional protection

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?

Crenshaw County Schools will provide all students with equal opportunity and equal access to receive the necessary materials, equipment, and services for all students to experience success.