



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	i3 Academy
Mailing Address	P. O. Box 320308
Physical Address	1 55th Place S
City/Town and Zip Code	Birmingham, AL 35232
Superintendent's Name	Martin A. Nalls
Contact Person	Stephanie Yates
Contact Person Position	Chief School Financial Officer
Contact Telephone Number	(205) 403-5743
Contact Email	syates@i3academy.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?

i3 Academy's academic plans are based on the principle of diagnosing gaps and accelerating learning. A guiding document for planning for learning acceleration is the TNTP Learning Acceleration Guide. It is anticipated that students will be entering the 2020-2021 school year with as much as 30% learning loss in reading and 50% loss in math in what has been coined the COVID-19 slide (NWEA Research). Being a new school in the midst of this slide presents the added challenge of learning and getting to know our students. We have selected high quality curricular resources in literacy and math, and are working diligently to select assessments that can be administered quickly and efficiently. We will be able to combine these assessments with sending at-home learning resources for the start of school in literacy and math to help our educators understand and prepare for the various needs of students. We will be surveying parents as well to learn more about their experiences at the end of the 2019-2020 school year.

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

i3 Academy will address learning gaps head-on with resulting assessment data from our beginning-of-year assessments. i3 staff will prioritize standards in order to focus efforts on the most critical standards at each grade level. By design, i3 Academy has a comprehensive multi-tiered system of supports with a designated Math Lab and Literacy Lab. In each lab we have a teacher and paraeducator. These individuals will provide the Tier 3 supports necessary for students to get to grade level. We are also implementing the SIPPS phonics program through our literacy curriculum (Collaborative Literacy) in all grade levels. By addressing these foundational skills and gaps immediately, we will be able to diagnose learning gaps and provide the supports necessary. In order for this program to be most effective, additional para-educators may be necessary both to provide academic instruction and to accommodate for social distancing scenarios.

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 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 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 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 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 type="checkbox"/>	Providing mental health services and supports.
<input checked="" 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
1100	410	1200	\$10,000.00	At-home Curriculum (Read for Success program et al)
3400	540	0	\$160,000.00	420 10.2" 32GB iPads for students
3900	480	0	\$7,000.00	personal protective equipment (face masks, face shields, gloves)
3900	480	0	\$3,000.00	No contact thermometers
2215	380	0	\$20,000.00	Infectious disease training for staff and expert assistance with planning
3400	540	0	\$10,000.00	Audio equipment (handheld and lapel microphones and speakers)
3200	440	0	\$20,000.00	Cleaning/Sanitizing supplies/equipment (wipes, spray, bleach, hand sanitizer)
1100	470	1200	\$10,317.00	Supplies to create at-home materials
1100	310	1200	\$32,000.00	Afterschool and summer programs

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

May - Focus groups with educators and families to determine concerns about student and staff needs during this time.
June - Several learning opportunities and conferences have turned into virtual opportunities. Staff is able to begin learning content and building knowledge of curriculum resources in advance of originally scheduled July professional development.
July - Kickstart kits and pre-assessments - 13 staff will deploy journals and books through the Read for Success program, along with a package of at-home math games and activities. While parents pick these up, quick assessments will be conducted with students to determine supports necessary.
August - More in-depth assessments, iReady, Amira, Assessing Math Concepts, and the many assessments built into Collaborative Literacy and Investigations Math. Staff begins to prioritize standards and instruction and re-order curricular materials to fit student needs.
September-December - Teachers work in PLC's to address learning needs of individual students and to continue following learning acceleration plans.
January-May - Begin to prepare for summer and put in place plans to continue acceleration into 2021-2022. Summer will be a critical time to continue the accelerated learning.

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

i3 Academy is treating remote and virtual learning as an eventuality that we will need to be prepared for. The current plan is to create a strong blended learning model through the use of our learning management system that can be easily utilized in the virtual or remote learning space. As we have learned in the recent COVID-19 shutdown what happens in a classroom does not translate directly into a virtual space. We will purchase devices for every student in order to provide continuous learning in a shutdown or even in the eventuality of sick staff members and students. We need for students to be able to continue learning even when they are physically not in the school building, and we need to support any high risk students or staff members.

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?

N/A

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?

We are surveying our stakeholders to get a sense for specific barriers that may prevent access to the opportunities and resources available at i3 Academy. Once we analyze the survey data, we will engage community partners to help us fill any barriers/gaps that we are unable to fulfill with our current resources. Our team conducts quarterly meetings with our community partners and they are committed to helping our stakeholders access all of the opportunities that we have available.

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.

Dr. Stephanie R. Yates

(205) 403-5743

LEA Chief School Financial Officer (Typed Name)

Telephone Number

LEA Chief School Financial Officer Signature

Date (mm/dd/yyyy)

Dr. Martin A. Nalls

(205) 403-5777

LEA Superintendent (Typed Name)

Telephone Number

LEA Superintendent Signature

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: _____

Date ALSDE Approved: _____

State Superintendent and/or Designee Signature

Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____

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See attached form + email

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Stephanie R. Yates
LEA Chief School Financial Officer (Typed Name)

[Signature]
LEA Chief School Financial Officer Signature

Martin A. Nalls
LEA Superintendent (Typed Name)

M. A. Nalls
LEA Superintendent Signature

205-403-5743
Telephone Number

5/28/2020
Date (mm/dd/yyyy)

205-403-5777
Telephone Number

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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: 5/28/2020

Date ALSDE Approved: _____

[Signature]
State Superintendent and/or Designee Signature

6-3-2020
Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____