



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	Tallapoosa County
Mailing Address	679 East Columbus Street
Physical Address	679 East Columbus Street
City/Town and Zip Code	Dadeville, AL 36853
Superintendent's Name	Joseph C. Windle
Contact Person	Tommy Thweatt
Contact Person Position	CSFO
Contact Telephone Number	(256) 825-0746
Contact Email	tommy.thweatt@tallapoosak12.org

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for GEER funds under the CARES Act. The Governor of Alabama allocated \$48,851,495 to the Alabama State Department of Education. GEER funds can be obligated through 9/30/2022. Pre-award costs to the GEER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Section

The LEA Superintendent or his/her authorized representative assures or certifies that they will use the awarded GEER funds in the following ways (select one option per letter):

A. Private School Equitable Services Allocation

NOTE: Use the Private School Equitable Services Implementation Form for this section.

- ☐ The LEA has no private schools in their attendance area
☒ The LEA has private schools but ALL declined to participate in CARES Act GEER funding
☐ The LEA has private schools that will participate in CARES Act GEER funding

Complete the section below only if you have private schools that will be participating in GEER funds:

Total LEA GEER Allocation	
Total LEA Private School Allocation	
Total LEA Private School Administrative Costs Set-Aside	
Total # of Private Schools Participating	
Total Student Enrollment at the LEA	
Total Student Enrollment at ALL Participating Private Schools	

B. Equip school buses with Wi-Fi capabilities to increase Internet connectivity and help bridge the digital divide within the LEA.

LEA Allocation for Section B: \$43,829.00

- ☒ The LEA will use the allocation above for equipping school buses with Wi-Fi capabilities.
☐ The LEA will **not** use this allocation for equipping school buses with Wi-Fi capabilities.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: We are only equipping buses we need.

We will transfer this allocation to:

- ☒ Academic Support to Bridge Learning and Achievement Gaps of Students (C)

Amount to be transferred: \$19,308.00

- ☒ Before and After School Tutoring for Learning and Remediation in Schools (D)

Amount to be transferred: \$6,523.00

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

LEA Allocation for Section C: \$115,549.00

- ☒ 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: \$39,845.00

- ☒ 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?

1. Services were presented but refused.
2. N/A
3. We immediately contacted the school as soon as we received the information.
4. N/A
5. N/A
6. N/A

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.

There will be three buses at each district (Dadeville, Horseshoe Bend and Reeltown) equipped with wi-fi for a total of 9. These buses will be used to provide wi-fi to areas of our district where it is not readily available. This will be contracted out at a cost of \$2,000 per bus for a total of \$18,000.00.

2C. Additional Academic Supports to Bridge Learning and Achievement Gaps

Applicable Grade-Level(s) (Check all that apply):

Pre-K ☐ K ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐

Applicable Support(s) (Check all that apply):

- | | | | | |
|-------------------------------------|--|--|--|--|
| <input type="checkbox"/> | Reading/ELA Family Engagement/At-Home Learning Resources | | | |
| <input type="checkbox"/> | Math Family Engagement/At-Home Learning Resources | | | |
| <input type="checkbox"/> | Dyscalculia-Specific Screener | | | |
| <input type="checkbox"/> | Dyslexia-Specific Screener | | | |
| <input checked="" type="checkbox"/> | Vulnerable Populations Resources or Supports | ES <input checked="" type="checkbox"/> | MS <input checked="" type="checkbox"/> | HS <input checked="" type="checkbox"/> |

NOTE: Only answer the questions below that apply to supports selected above by the LEA.

Reading and Math Family Engagement/At-Home Learning Resources

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

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

N/A

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.

N/A

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).

N/A

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.

Intervention teachers will be hired at each k-6 elementary school to target at risk students. Decisions will be made from beginning of year aimsWeb and AlaKids assessments. In the area of reading SPIRE (a evidence-based program) will be used for instruction. In the area of math Reflex Math will be used as an instructional tool. Students will be reevaluated informally through out the year and a benchmark assessment will be given mid and end of year. Students served will be based on this data. The groups will be fluid and changed as students' needs change.

***Salary \$17,700.00 and Benefits \$1,341.00

After school program for high school students: 3 teachers per school (total 9), 3 hrs per week, 31 weeks, \$25.00 per hour (\$20,925 Salary + \$4,194 Benefits) At the high school level, Scantron and pre-course assessments will be used to determine student groups. Subject specific teachers will work with students that need assistance in their area of expertise.

Classworks, an evidence based program will be used to remediate and provide learning paths for students that are struggling. (\$30,000.00)

Classroom materials and supplies to include progress monitoring materials and manipulative to use with SPIRE. (\$30,737.00)

Total for all above: \$134,855.00

Communication with parents/guardians will be made by teachers either face to face, telephone, email, virtual classroom, Dojo, Remind etc.

We are also making Classworks, Renaissance and other online programs like Reflex Math available outside the regular school day. Teachers will communicate with students and parents on what can be worked on outside school instructional time to help close the gap for our vulnerable population.

***Purchase professional development from the vendor to properly implement purchased programs in the classroom \$29,958.00.

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.

K-3 students who need additional instruction will be identified through aimsWeb Plus and AlaKids beginning of year benchmark tests. Teachers who have been trained or who are being trained in the science of reading will be employed for the extended day program. Selected teachers will provide the needed support, as identified by benchmark screening, using an evidence-based program (SPIRE). Instruction will be based on student needs and adjusted as needed. Teachers will work with reading coach, teachers and administration in planning and implementing a targeted program of instruction designed to meet individual needs of students.

1.5 hours per day / 2 days a week @ \$25.00 per hour 31 weeks (throughout 20-21 School Year)

Total personnel will be 15 people (5 at each elementary school).

\$34,875.00 salary and \$6,993 for a total of \$41,868.00 salary and benefits.

Supplies for instruction \$4,500 (additional paper, student books, and general supplies for all 5 schools)

Total Salary, benefits, and supplies: \$46,368

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: (NOTE: Make sure to include Equitable Services in the total)	\$199,223.00
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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			\$0.00
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

[illegible]

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

Total Section C Allocation			\$134,855.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Intervention Personnel (during school)	1100 129 1810	\$17,700.00
Benefits (If applicable)	Intervention Personnel (during school)	1100 230-250 1810	\$1,341.00
Classroom Supplies (including print materials)	Progress monitoring materials for reading and math	1100 411 1810	\$30,737.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			
Software	Remediation / Intervention software to use during intervention time	1100 414 1810	\$30,000.00
Salaries	Remediation (after school)	9130 134 4800	\$20,925.00
Benefits	Remediation (after school)	9130 220-250 4800	\$4,194.00
Professional Development	PD for purchased programs	2215 399 8220	\$29,958.00

3D. Before/After School Tutoring

Total Section D Allocation			\$46,368.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Teacher Salaries for after school program	9130 134 4800	\$34,875.00
Benefits (If applicable)	Teacher Benefits for after school program	9130 220-250 4800	\$6,993.00
Classroom Supplies (including print materials)	Supplies for teachers to implement programs and provide services to students.	9130 411 4800	\$4,500.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

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

Teachers will be secured for each after school program and start on September 14, 2020. Informal assessment will take place regularly and benchmark assessments/post course tests will be given at beginning, middle and end of year. The data will be analyzed and gains will be documented by data teams. The data gathered beginning and mid year will be used to target instruction.

Classworks will be used to provide students at school and at home with additional targeted instruction in areas of need. Benchmark assessments are also available to measure progress. End of year data will determine the effectiveness of this program we will use throughout the year.

Progress monitoring materials and supplies will be used to implement the after school program and for teachers to use tracking the progress of identified students. These materials allow the teachers to do one-on-one progress monitoring. Improvement can be tracked between each progress monitoring period.

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

The start date for the after school program is September 14, 2020 and the end date will be May 14, 2021. The program will be carried weekly throughout the whole school year. Computer program and materials will be used starting with school (August 31, 2020) and used throughout the school year (May 28, 2021). All services will conclude on or before September 30, 2022.

OTHER ASSURANCES AND CERTIFICATIONS**4. Other Assurances and Certifications**

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

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (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 programs and resources will be open to all students, teachers and program beneficiaries. Administrators and teachers will be aware that there are no barriers based on gender, race, color, national origin, disability or age. Information will be sent out by flyers, email, SchoolCast, social media, school websites, Remind, and other app will also be used to communicate with all involved.

If a barrier arises, our district will address and resolve as soon as possible.

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.

Tommy Thweatt

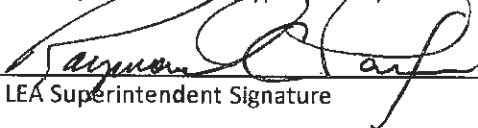
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Raymond C. Porter

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(256) 825-0746

Telephone Number

07/01/2021

Date

(256) 825-0746

Telephone Number

07/01/2021

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: 6/24/2021

Date ALSDE Approved: 7/9/2021



State Superintendent and/or Designee Signature

7/9/21

Date

Date GEER Funds Released: