



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	Auburn City Schools
Mailing Address	P.O. Box 3270
Physical Address	855 E Samford Avenue
City/Town and Zip Code	Auburn, AL 36830
Superintendent's Name	Dr. Cristen Herring
Contact Person	Dr. Tim Havard
Contact Person Position	Director of Student Services
Contact Telephone Number	(334) 887-1927
Contact Email	tshavard@auburnschools.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	\$530,210.00
Total LEA Private School Allocation	\$0.00
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	2.00
Total Student Enrollment at the LEA	0.00
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: \$116,646.00

- ☐ 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: Due to the geographic and demographic nature of our district, this is not a priority not is it feasible.

We will transfer this allocation to:

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

Amount to be transferred: \$116,646.00

- ☐ 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: \$307,522.00

- ☒ 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: \$106,042.00

- ☐ 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: This is not the top priority in the LEA and this goal is supported by other programs/funds.

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: \$106,042.00

NOTE: Only answer the questions below that apply to how the LEA will use GEER funds.

2A. Equitable Services Assurances

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

- The LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
- The LEA will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Provide a brief explanation answering the following questions:

- 1) Were services from private schools accepted or refused in your LEA?
- 2) If services were accepted by private schools, who accepted and what allocation did they receive?
- 3) When did private schools in your LEA receive timely and meaningful consultation?
- 4) What services will each private school receive and when will the services be implemented?
- 5) How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA?
- 6) If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used?

The two private schools both accepted funds but after the re-calculation of GEER funds, they did not qualify due to having no student qualifying for Free/Reduced lunches (documented poverty status). The discussions about the changes in eligibility based on poverty status were held with the Head of School at Lee Scott Academy and the Director at Auburn Montessori. There were multiple e-mail and phone conversations that took place over the time that the application was developed, including multiple attempts during the time of the recalculation.

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.

No funds will be used for this purpose.

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 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.

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).

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.

GEER Funds will be used to provide a digital learning resources for vulnerable populations in grades 8-12 (those students in virtual learning environments due to COVID-19 related issues or concerns) so that they can, to the greatest extent possible, continue to make academic progress in courses that are necessary for their promotion and ultimately, graduation from high school. A significant number of students are learning in the remote environment and the availability of a comprehensive learning system is a necessity to keep them engaged and making satisfactory progress in the credit-awarding courses they are enrolled in during the 2020-21 school year. Edgenuity is the platform that the district has secured for this purpose and it meets the requirement listed above for evidence-based resources and tools that provide learning activities that align to students plans, it has multiple method of communication that allows meaningful communication to parents and students about progress, and assists in collecting meaningful data about student progress and needs.

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.

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: **\$530,210.00**

(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		\$0.00
Private School Admin. Costs	See Detailed Narrative in Section 2A		\$0.00

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			
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			
Benefits (If applicable)			
Classroom Supplies (including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			
Learning Support Resources	Edgenuity Online Curriculum and Learning Solution	1100-311-8100	\$530,210.00

3D. Before/After School Tutoring

Total Section D Allocation			
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			
Benefits (If applicable)			
Classroom Supplies (including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

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

The resources being purchased will provide detailed information about student progress that will enable the LEA to comprehensively measure impact and make decisions about additional ways that vulnerable students need to be supported.

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

The 2020-21 school year.

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?

Due to the nature of the resource being provided through this fund, barriers will be eliminated in the use of the online learning system. In order to ensure that barriers to access do not exist, the district has provided each student and teacher a device (students have iPads and teachers MacBooks) that allow for accessibility to the system. In addition, students who have issue of connectivity from home are provided with support from the district in order that they can successfully access the learning system in the remote environment.

6. Section 442 of the General Education Provisions Act Assurances

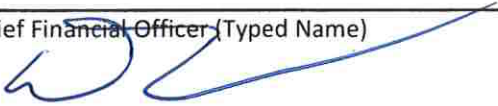
The LEA Superintendent or his/her authorized representative assures or certifies the following:

- (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.

Dennis Veronese

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

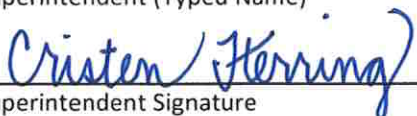
(334) 887-2100

Telephone Number

10/16/2020
Date

Cristen Herring

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(334) 887-2100

Telephone Number

10/16/2020
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: _____

Date ALSDE Approved: _____

State Superintendent and/or Designee Signature

Date

Date GEER Funds Released: _____

Alabama State Department of Education
Governor's Emergency Education Relief Fund (GEERF) Allocations
CFDA: 84.425C

School/System	Total GEERF Award	Area of Use		
		Bus Wi-Fi	Learning and Achievement Gaps	Before and After School Tutoring
Acceleration Day and Evening Academy	\$ 23,667	\$ 5,207	\$ 13,727	\$ 4,733
Alabaster City	\$ 378,239	\$ 83,213	\$ 219,379	\$ 75,647
Albertville City	\$ 407,972	\$ 89,754	\$ 236,624	\$ 81,594
Alexander City	\$ 215,441	\$ 47,397	\$ 124,956	\$ 43,088
Andalusia City	\$ 120,998	\$ 26,620	\$ 70,179	\$ 24,199
Anniston City	\$ 128,664	\$ 28,306	\$ 74,625	\$ 25,733
Arab City	\$ 158,895	\$ 34,957	\$ 92,159	\$ 31,779
Athens City	\$ 283,367	\$ 62,341	\$ 164,353	\$ 56,673
Attalla City	\$ 99,850	\$ 21,967	\$ 57,913	\$ 19,970
Auburn City	\$ 530,210	\$ 116,646	\$ 307,522	\$ 106,042
Autauga County	\$ 591,520	\$ 130,134	\$ 343,082	\$ 118,304
Baldwin County	\$ 1,828,046	\$ 402,170	\$ 1,060,267	\$ 365,609
Barbour County	\$ 53,239	\$ 11,713	\$ 30,879	\$ 10,647
Bessemer City	\$ 266,030	\$ 58,527	\$ 154,297	\$ 53,206
Bibb County	\$ 222,386	\$ 48,925	\$ 128,984	\$ 44,477
Birmingham City	\$ 1,680,804	\$ 369,777	\$ 974,866	\$ 336,161
Blount County	\$ 486,862	\$ 107,110	\$ 282,380	\$ 97,372
Boaz City	\$ 165,369	\$ 36,381	\$ 95,914	\$ 33,074
Brewton City	\$ 71,940	\$ 15,827	\$ 41,725	\$ 14,388
Bullock County	\$ 115,056	\$ 25,312	\$ 66,732	\$ 23,012
Butler County	\$ 217,368	\$ 47,821	\$ 126,073	\$ 43,474
Calhoun County	\$ 520,122	\$ 114,427	\$ 301,671	\$ 104,024
Chambers County	\$ 257,300	\$ 56,606	\$ 149,234	\$ 51,460
Cherokee County	\$ 245,761	\$ 54,067	\$ 142,541	\$ 49,153
Chickasaw City	\$ 105,285	\$ 23,163	\$ 61,065	\$ 21,057
Chilton County	\$ 499,324	\$ 109,851	\$ 289,608	\$ 99,865
Choctaw County	\$ 92,857	\$ 20,429	\$ 53,857	\$ 18,571
Clarke County	\$ 166,392	\$ 36,606	\$ 96,507	\$ 33,279
Clay County	\$ 119,451	\$ 26,279	\$ 69,282	\$ 23,890
Cleburne County	\$ 149,713	\$ 32,937	\$ 86,834	\$ 29,942
Coffee County	\$ 164,862	\$ 36,270	\$ 95,620	\$ 32,972
Colbert County	\$ 182,543	\$ 40,159	\$ 105,875	\$ 36,509
Conecuh County	\$ 133,335	\$ 29,334	\$ 77,334	\$ 26,667
Coosa County	\$ 57,928	\$ 12,744	\$ 33,598	\$ 11,586
Covington County	\$ 196,077	\$ 43,137	\$ 113,725	\$ 39,215
Crenshaw County	\$ 156,800	\$ 34,496	\$ 90,944	\$ 31,360
Cullman City	\$ 178,903	\$ 39,359	\$ 103,764	\$ 35,780
Cullman County	\$ 595,226	\$ 130,950	\$ 345,231	\$ 119,045
Dale County	\$ 207,698	\$ 45,694	\$ 120,465	\$ 41,539
Daleville City	\$ 77,892	\$ 17,136	\$ 45,177	\$ 15,579
Dallas County	\$ 229,780	\$ 50,552	\$ 133,272	\$ 45,956
Decatur City	\$ 608,151	\$ 133,793	\$ 352,728	\$ 121,630
DeKalb County	\$ 629,916	\$ 138,582	\$ 365,351	\$ 125,983
Demopolis City	\$ 146,476	\$ 32,225	\$ 84,956	\$ 29,295
Dothan City	\$ 595,042	\$ 130,909	\$ 345,124	\$ 119,009
Elba City	\$ 42,732	\$ 9,401	\$ 24,785	\$ 8,546
Elmore County	\$ 773,678	\$ 170,209	\$ 448,733	\$ 154,736
Enterprise City	\$ 421,499	\$ 92,730	\$ 244,469	\$ 84,300
Escambia County	\$ 285,713	\$ 62,857	\$ 165,714	\$ 57,142
Etowah County	\$ 519,530	\$ 114,297	\$ 301,327	\$ 103,906
Eufaula City	\$ 419,519	\$ 92,294	\$ 243,321	\$ 83,904
Fairfield City	\$ 127,166	\$ 27,977	\$ 73,756	\$ 25,433
Fayette County	\$ 143,275	\$ 31,521	\$ 83,100	\$ 28,654
Florence City	\$ 287,967	\$ 63,353	\$ 167,021	\$ 57,593
Fort Payne City	\$ 221,680	\$ 48,770	\$ 128,574	\$ 44,336
Franklin County	\$ 264,729	\$ 58,240	\$ 153,543	\$ 52,946
Gadsden City	\$ 349,605	\$ 76,913	\$ 202,771	\$ 69,921
Geneva City	\$ 75,791	\$ 16,674	\$ 43,959	\$ 15,158

Alabama State Department of Education
Governor's Emergency Education Relief Fund (GEERF) Allocations
CFDA: 84.425C

School/System	Total GEERF Award	Area of Use		
		Bus Wi-Fi	Learning and Achievement Gaps	Before and After School Tutoring
Geneva County	\$ 166,903	\$ 36,719	\$ 96,804	\$ 33,380
Greene County	\$ 75,989	\$ 16,718	\$ 44,074	\$ 15,197
Gulf Shores City	\$ 104,812	\$ 23,059	\$ 60,791	\$ 20,962
Guntersville City	\$ 115,374	\$ 25,382	\$ 66,917	\$ 23,075
Hale County	\$ 171,448	\$ 37,719	\$ 99,440	\$ 34,289
Haleyville City	\$ 107,709	\$ 23,696	\$ 62,471	\$ 21,542
Hartselle City	\$ 206,957	\$ 45,531	\$ 120,035	\$ 41,391
Henry County	\$ 172,318	\$ 37,910	\$ 99,944	\$ 34,464
Homewood City	\$ 235,562	\$ 51,824	\$ 136,626	\$ 47,112
Hoover City	\$ 811,376	\$ 178,503	\$ 470,598	\$ 162,275
Houston County	\$ 400,954	\$ 88,210	\$ 232,553	\$ 80,191
Huntsville City	\$ 1,481,447	\$ 325,918	\$ 859,239	\$ 296,290
i3 Academy	\$ 19,889	\$ 4,376	\$ 11,536	\$ 3,977
Jackson County	\$ 322,652	\$ 70,983	\$ 187,138	\$ 64,531
Jacksonville City	\$ 95,749	\$ 21,065	\$ 55,534	\$ 19,150
Jasper City	\$ 187,661	\$ 41,285	\$ 108,843	\$ 37,533
Jefferson County	\$ 2,528,655	\$ 556,304	\$ 1,466,620	\$ 505,731
Lamar County	\$ 148,115	\$ 32,585	\$ 85,907	\$ 29,623
Lanett City	\$ 74,963	\$ 16,492	\$ 43,479	\$ 14,992
Lauderdale County	\$ 480,099	\$ 105,622	\$ 278,457	\$ 96,020
Lawrence County	\$ 309,032	\$ 67,987	\$ 179,239	\$ 61,806
LEAD Academy	\$ 19,697	\$ 4,333	\$ 11,424	\$ 3,940
Lee County	\$ 618,440	\$ 136,057	\$ 358,695	\$ 123,688
Leeds City	\$ 131,692	\$ 28,972	\$ 76,381	\$ 26,339
Legacy Prep	\$ 6,727	\$ 1,480	\$ 3,902	\$ 1,345
Limestone County	\$ 684,308	\$ 150,548	\$ 396,899	\$ 136,861
Linden City	\$ 36,847	\$ 8,106	\$ 21,371	\$ 7,370
Lowndes County	\$ 106,497	\$ 23,429	\$ 61,768	\$ 21,300
Macon County	\$ 142,044	\$ 31,250	\$ 82,386	\$ 28,408
Madison City	\$ 612,767	\$ 134,809	\$ 355,405	\$ 122,553
Madison County	\$ 1,096,812	\$ 241,299	\$ 636,151	\$ 219,362
Marengo County	\$ 68,288	\$ 15,023	\$ 39,607	\$ 13,658
Marion County	\$ 213,937	\$ 47,066	\$ 124,083	\$ 42,788
Marshall County	\$ 409,758	\$ 90,147	\$ 237,660	\$ 81,951
Midfield City	\$ 79,381	\$ 17,464	\$ 46,041	\$ 15,876
Mobile County	\$ 3,792,984	\$ 834,456	\$ 2,199,931	\$ 758,597
Monroe County	\$ 233,995	\$ 51,479	\$ 135,717	\$ 46,799
Montgomery County	\$ 2,159,681	\$ 475,130	\$ 1,252,615	\$ 431,936
Morgan County	\$ 494,724	\$ 108,839	\$ 286,940	\$ 98,945
Mountain Brook City	\$ 228,322	\$ 50,231	\$ 132,427	\$ 45,664
Muscle Shoals City	\$ 167,911	\$ 36,940	\$ 97,388	\$ 33,583
Oneonta City	\$ 88,017	\$ 19,364	\$ 51,050	\$ 17,603
Opelika City	\$ 311,901	\$ 68,618	\$ 180,903	\$ 62,380
Opp City	\$ 88,162	\$ 19,396	\$ 51,134	\$ 17,632
Oxford City	\$ 255,400	\$ 56,188	\$ 148,132	\$ 51,080
Ozark City	\$ 141,459	\$ 31,121	\$ 82,046	\$ 28,292
Pelham City	\$ 207,838	\$ 45,724	\$ 120,546	\$ 41,568
Pell City	\$ 256,905	\$ 56,519	\$ 149,005	\$ 51,381
Perry County	\$ 91,989	\$ 20,238	\$ 53,354	\$ 18,397
Phenix City	\$ 479,379	\$ 105,463	\$ 278,040	\$ 95,876
Pickens County	\$ 178,195	\$ 39,203	\$ 103,353	\$ 35,639
Piedmont City	\$ 66,450	\$ 14,619	\$ 38,541	\$ 13,290
Pike County	\$ 159,196	\$ 35,023	\$ 92,334	\$ 31,839
Pike Road City	\$ 144,494	\$ 31,789	\$ 83,807	\$ 28,898
Randolph County	\$ 149,473	\$ 32,884	\$ 86,694	\$ 29,895
Roanoke City	\$ 98,451	\$ 21,659	\$ 57,102	\$ 19,690
Russell County	\$ 228,509	\$ 50,272	\$ 132,535	\$ 45,702
Russellville City	\$ 184,505	\$ 40,591	\$ 107,013	\$ 36,901

Alabama State Department of Education
Governor's Emergency Education Relief Fund (GEERF) Allocations
CFDA: 84.425C

School/System	Total GEERF Award	Area of Use		
		Bus Wi-Fi	Learning and Achievement Gaps	Before and After School Tutoring
Saraland City	\$ 191,264	\$ 42,078	\$ 110,933	\$ 38,253
Satsuma City	\$ 95,782	\$ 21,072	\$ 55,554	\$ 19,156
Scottsboro City	\$ 150,119	\$ 33,026	\$ 87,069	\$ 30,024
Selma City	\$ 219,820	\$ 48,360	\$ 127,496	\$ 43,964
Sheffield City	\$ 72,709	\$ 15,996	\$ 42,171	\$ 14,542
Shelby County	\$ 1,248,377	\$ 274,643	\$ 724,059	\$ 249,675
St Clair County	\$ 583,824	\$ 128,441	\$ 338,618	\$ 116,765
Sumter County	\$ 94,624	\$ 20,817	\$ 54,882	\$ 18,925
Sylacauga City	\$ 132,250	\$ 29,095	\$ 76,705	\$ 26,450
Talladega City	\$ 134,252	\$ 29,535	\$ 77,866	\$ 26,851
Talladega County	\$ 472,144	\$ 103,872	\$ 273,844	\$ 94,428
Tallapoosa County	\$ 199,223	\$ 43,829	\$ 115,549	\$ 39,845
Tallassee City	\$ 114,226	\$ 25,130	\$ 66,251	\$ 22,845
Tarrant City	\$ 100,530	\$ 22,117	\$ 58,307	\$ 20,106
Thomasville City	\$ 80,861	\$ 17,789	\$ 46,899	\$ 16,173
Troy City	\$ 124,467	\$ 27,383	\$ 72,191	\$ 24,893
Trussville City	\$ 266,021	\$ 58,525	\$ 154,292	\$ 53,204
Tuscaloosa City	\$ 716,510	\$ 157,632	\$ 415,576	\$ 143,302
Tuscaloosa County	\$ 1,265,068	\$ 278,315	\$ 733,739	\$ 253,014
Tuscumbia City	\$ 94,271	\$ 20,740	\$ 54,677	\$ 18,854
University Charter School	\$ 27,625	\$ 6,078	\$ 16,023	\$ 5,524
Vestavia Hills City	\$ 379,493	\$ 83,488	\$ 220,106	\$ 75,899
Walker County	\$ 520,168	\$ 114,437	\$ 301,697	\$ 104,034
Washington County	\$ 174,969	\$ 38,493	\$ 101,482	\$ 34,994
Wilcox County	\$ 113,761	\$ 25,027	\$ 65,981	\$ 22,753
Winfield City	\$ 76,480	\$ 16,826	\$ 44,358	\$ 15,296
Winston County	\$ 147,175	\$ 32,379	\$ 85,362	\$ 29,434
Alabama Institute for Deaf and Blind	\$ 28,786	\$ 6,333	\$ 16,696	\$ 5,757
Alabama School of Mathematics and Science	\$ 16,669	\$ 3,667	\$ 9,668	\$ 3,334
Alabama School of Fine Arts	\$ 24,434	\$ 5,375	\$ 14,172	\$ 4,887
School of Cyber Technology and Engineering	\$ 20,083	\$ 4,418	\$ 11,648	\$ 4,017
Department of Youth Services	\$ 17,070	\$ 3,755	\$ 9,901	\$ 3,414
	<u>\$ 48,851,495</u>	<u>\$ 10,747,334</u>	<u>\$ 28,333,869</u>	<u>\$ 9,770,292</u>



Alabama State Department of Education

AMENDED

Coronavirus Aid, Relief, and Economic Security (CARES) Act

Section 18005 - Services to Non-Public Schools

Elementary and Secondary School Relief (ESSER) & Governor's Emergency Education Relief (GEER) Funds

EQUITABLE SERVICES IMPLEMENTATION FORM

AMENDED: September 22, 2020



General Information

This form must be completed by the public school official in consultation with private school officials for both ESSER and GEER funds. The private school official is required to certify this form and should add comments, if any, in the meaningful consultation section of the document.

Private School Information

Private School Name: Auburn Montessori School

Contact Person: Charlene Kam

Mailing Address: 231 E Drake Avenue

Telephone Number: (334) 740-6192

City/Town & Zip Code: Auburn, AL 36830

Email: amstchori@gmail.com

Public School Information

School System Name: Auburn City Schools

Contact Person: Dr. Tim Havard

Equitable Services - CARES Act Allocation

Funding Source:

☐ ESSER

☒ GEER

A. Determining Proportional Share for Equitable Services	
**A1. TOTAL Low-Income LEA Student Enrollment (from FY20 Title I, Part A Set-Asides Page in eGap)	1,182
**A2. TOTAL Private School Low-Income Student Enrollment for ALL participating schools	0
**A3. TOTAL Low-Income Student Enrollment (A1 + A2)	1,182
**A4. Public School Proportion = 100.00%	**A5. Private School Proportion = 0.00%
B. Private School Equitable Service Allocation	
B1. Total LEA CARES Act Allocation	\$530,210.00
B2. Proportional Share for Private School Equitable Services (A5)	0.00%
B3. Total Equitable Services Allocation for ALL Private Schools within LEA (B1 x B2)	\$0.00
C. Administrative Costs Set-Aside Amounts from Private School Allocation	
C1. Administrative percentage reserved by LEA	0%
C2. Administrative costs (up to 10%) reserved at LEA (B3 x C1)	\$0.00
D. Per Pupil Amount (PPA) for Private School Equitable Services	
D1. Total CARES Act Allocation after administrative costs (B3 - C2)	\$0.00
D2. Per Pupil Amount - PPA (D1 divided by A2)	
E. Private School Allocation	
**E1. TOTAL Low-Income Student Enrollment at Auburn Montessori School	0
E2. CARES Act Allocation for Auburn Montessori School (E1 x D2)	\$0.00

**Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds shall be determined based on the total amount of funds received by the local education agency under this part prior to any allowable expenditures or transfers by the local education agency.

ESSA 1117(o)(4)(A)

CARES Act Allowable Services - Consultation Required	
<div> <div>ESSER Funds</div> <div>GEER Funds</div> </div>	
<input type="checkbox"/> Activities authorized by the Every Student Succeeds Act (ESSA).	<input type="checkbox"/> Equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide.
<input type="checkbox"/> Activities authorized by the Individuals with Disabilities Education Act (IDEA).	<input checked="" type="checkbox"/> Provide additional academic support to bridge learning and achievement gaps of students.
<input type="checkbox"/> Activities authorized by the Adult Education and Family Literacy Act.	<input type="checkbox"/> Provide before and after school tutoring for learning and remediation.
<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 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 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 preparedness and response efforts.	
<input type="checkbox"/> Training and professional development for staff on sanitation and minimizing the spread of infectious diseases.	
<input type="checkbox"/> Purchasing supplies to sanitize and clean facilities.	
<input type="checkbox"/> Planning for and coordinating during long-term closures, including 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 IDEA and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	
<input type="checkbox"/> Purchasing educational technology (including hardware, software, and connectivity) for students 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 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 type="checkbox"/> Other activities that are necessary to maintain the operation of and continuity of services and continue to employ existing staff.	

Provide a detailed explanation as to how the private school will use ESSER or GEER funds as selected from the options above to improve student achievement.

The school has no children qualifying for Free/Reduced lunch status so there will be zero allocation due to them under and Equitable Services calculation.



Alabama State Department of Education

AMENDED

Coronavirus Aid, Relief, and Economic Security (CARES) Act

Section 18005 - Services to Non-Public Schools

Elementary and Secondary School Relief (ESSER) & Governor's Emergency Education Relief (GEER) Funds

EQUITABLE SERVICES IMPLEMENTATION FORM

AMENDED: September 22, 2020

General Information

This form must be completed by the public school official in consultation with private school officials for both ESSER and GEER funds. The private school official is required to certify this form and should add comments, if any, in the meaningful consultation section of the document.

Private School Information

Private School Name: Lee Scott Academy

Contact Person: Dr. Stan Cox

Mailing Address: 1601 Academy Drive

Telephone Number: (334) 821-2430

City/Town & Zip Code: Auburn, AL 36830

Email: scox@lee-scott.org

Public School Information

School System Name: Auburn City Schools

Contact Person: Dr. Tim Havard

Equitable Services - CARES Act Allocation

Funding Source:

☐ ESSER

☒ GEER

A. Determining Proportional Share for Equitable Services	
**A1. TOTAL Low-Income LEA Student Enrollment (from FY20 Title I, Part A Set-Asides Page in eGap)	1,182
**A2. TOTAL Private School Low-Income Student Enrollment for ALL participating schools	0
**A3. TOTAL Low-Income Student Enrollment (A1 + A2)	1,182
**A4. Public School Proportion = 100.00%	**A5. Private School Proportion = 0.00%
B. Private School Equitable Service Allocation	
B1. Total LEA CARES Act Allocation	\$530,210.00
B2. Proportional Share for Private School Equitable Services (A5)	0.00%
B3. Total Equitable Services Allocation for ALL Private Schools within LEA (B1 x B2)	\$0.00
C. Administrative Costs Set-Aside Amounts from Private School Allocation	
C1. Administrative percentage reserved by LEA	0%
C2. Administrative costs (up to 10%) reserved at LEA (B3 x C1)	\$0.00
D. Per Pupil Amount (PPA) for Private School Equitable Services	
D1. Total CARES Act Allocation after administrative costs (B3 - C2)	\$0.00
D2. Per Pupil Amount - PPA (D1 divided by A2)	
E. Private School Allocation	
**E1. TOTAL Low-Income Student Enrollment at Lee Scott Academy	0
E2. CARES Act Allocation for Lee Scott Academy	(E1 x D2) \$0.00

**Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds shall be determined based on the total amount of funds received by the local education agency under this part prior to any allowable expenditures or transfers by the local education agency.

ESSA 1117(o)(4)(A)

CARES Act Allowable Services - Consultation Required	
<div> <div>ESSER Funds</div> <div> <input 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 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 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 preparedness and response efforts. <input type="checkbox"/> Training and professional development for staff on sanitation and minimizing the spread of infectious diseases. <input type="checkbox"/> Purchasing supplies to sanitize and clean facilities. <input type="checkbox"/> Planning for and coordinating during long-term closures, including 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 IDEA and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. <input type="checkbox"/> Purchasing educational technology (including hardware, software, and connectivity) for students 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 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 type="checkbox"/> Other activities that are necessary to maintain the operation of and continuity of services and continue to employ existing staff. </div> </div>	<div> <div>GEER Funds</div> <div> <input type="checkbox"/> Equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide. <input checked="" type="checkbox"/> Provide additional academic support to bridge learning and achievement gaps of students. <input type="checkbox"/> Provide before and after school tutoring for learning and remediation. </div> </div>

<div> <div>Provide a detailed explanation as to how the private school will use ESSER or GEER funds as selected from the options above to improve student achievement.</div> <div> <p>Because the private school does not have students eligible under the poverty status required for the calculation, there are no students to count in regard to an equitable distribution of GEER funds.</p> </div> </div>
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