



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	Madison City Schools
Mailing Address	211 Celtic Drive
Physical Address	211 Celtic Drive
City/Town and Zip Code	Madison, AL 35758
Superintendent's Name	Dr. Edwin Nichols
Contact Person	LaVerne Williams
Contact Person Position	Chief School Financial Officer
Contact Telephone Number	(256)464-8370
Contact Email	lwilliams@madisoncity.k12.al.us

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	\$612,767.00
Total LEA Private School Allocation	\$18,666.74
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	1.00
Total Student Enrollment at the LEA	11,935.00
Total Student Enrollment at ALL Participating Private Schools	375.00

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: 130,702.08

- 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 will transfer this allocation to:

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

Amount to be transferred: _____

- 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: 344,578.15

- 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: to provide tutoring as well as Wi-Fi to students

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)

Amount to be transferred: 4,108.94

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

Amount to be transferred: 3,732.95

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: 118,820.05

- 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) St. John the Baptist Catholic School (the only private school in the Madison City Schools attendance zone) chose to participate in the CARES Act - GEER Fund services.

2) St. John the Baptist Catholic School principal, Sheryl Lewis, served as a school representative to accept GEER Fund services. Allocation amount was calculated using Equitable Services Implementation Form proportionate share formula based on the allocation and enrollment numbers of the LEA and private school. Total equitable services allocation for St. John the Baptist Catholic School GEER Fund services was calculated at \$18,866.74.

3) Timely and meaningful consultation was provided via consultation meeting on July 30, 2020 and via ongoing email correspondence between LEA and private school to answer additional questions in the process of consultation and planning.

4) St. John the Baptist Catholic School will receive service to provide additional academic support to bridge learning and achievement gaps of their students in the form of contract supplementing of instruction and additional instructional software/hardware to support student needs described above. The services will be implemented between August 6, 2020 and October 31, 2021.

5) With virtual learning being a part of St. John's 20-21 program, LEA will provide services to St. John to improve remote learning through additional support for remote learning and services to support technical capacity and access via hardware and software purchase to address student remote learning needs.

6) No private school administrative set aside was used for this fund.

2B. Equipping School Buses with Wi-Fi Capabilities

Provide details as to how the LEA will use GEER funds to connect Wi-Fi to district buses.

We will use the GEER funds to connect Wi-Fi to all of our 83 district buses through a company called USAT. By doing this, we will improve student ability and ultimately student achievement by offering students access to Wi-Fi on all of the buses.

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.**

Read180 program will be used to diagnose, assess, and differentiate EL interventions for at-risk EL learners not meeting state accountability standards. By nature, programs like Read 180 are customizable and work to identify and target specific skills that must be addressed in order for our At-Risk students to show growth. Read 180 provides direct instruction from the teacher along with a computer-based individualized learning path. The combination of the direct instruction and computerized individualized learning path provide the support for grade level concepts and intervention.

iReady will be used to support our K-5 students with an adaptive diagnostic assessment and student instructional practice program. iReady provides a personalized learning path for each student but the teacher also has the ability to assign specific lessons providing the support for grade level concepts, intervention, and enrichment. iReady can be used by students both in the classroom and at home for extended learning opportunities.

Freckle will be used to support our 6-12 students with a STAR adaptive diagnostic assessment and student instructional practice program through Freckle. STAR and Freckle work together to provide a personalized learning path for each student but the teacher also has the ability to assign specific lessons providing the support for grade level concepts, intervention, and enrichment. Freckle can be used by students both in the classroom and at home for extended learning opportunities.

Read 180 and Math 180 are being used for students in grades 6-12 as a Tier III support. Read 180 and Math 180 provide direct instruction from the teacher along with a computer-based individualized learning path. The combination of the direct instruction and computerized individualized learning path provide the support for grade level concepts and intervention.

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.**

1. In alignment with the Alabama Literacy Act, students in grades K-3 who are at risk of academic failure and are identified for intensive intervention in reading will be provided with additional tutoring utilizing SPIRE and individualized reading tutoring services. Student progress will be assessed on a regular basis, and student groups for tutoring services will be adjusted as needed based on individual student progress and needs.

2. Tutoring services for K-3 students identified for intensive intervention in reading will be provided outside of the regular school day with transportation provided to remove transportation barriers and ensure students and families utilize this opportunity.

3. Tutors working with the K-3 students identified for intensive intervention in reading will meet minimum tutor qualifications set by the district with the preference given to individuals with a degree in education. All tutors will be trained to provide SPIRE intervention and will work under the supervision of the certified reading coach at each school. Minimum qualifications for tutors will include the following:

-Must have a secondary school diploma or its recognized equivalent.

-Completed two years of study at an institution of higher education; or

-Obtained an associate's (or higher) degree; or

-Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Duties and responsibilities of the tutor will include offering reading intervention tutoring utilizing intensive, structured, and spiraling SPIRE curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan.

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			336,738.26
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)			
instructional software	iReady, Star, Freckle, Read180, Math180	1100-333-1200/1500	336,738.26

3D. Before/After School Tutoring			
Total Section D Allocation			122,553.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	stipends for teachers/bus driver	1100/134/1200	75,000.00
Benefits (if applicable)	benefits	1100/2**/1200 4150/2**/8410	16,080.00
Classroom Supplies (Including print materials)	supplies for class	1100-411-1200	22,773.00
Transportation (if applicable)	bus driver	4150/161/8410	3,000.00
Indirect Costs			
Other (if applicable)	training	2215/623/1200	5,700

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

As a district, we will be using formative assessments to measure gaps in learning in the core areas when we return to school. With the addition of the Wi-Fi on buses, we will measure impact of effectiveness with usage reports. With the addition of tutoring, we will measure impact of effectiveness with grades.

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

The timeline for services and assistance to students & staff is September 2020 through September 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?

All teachers will be trained on the online curriculum in the event that virtual learning will be required throughout the school year. If barriers arise, Our District will work quickly to get them resolved.

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.

LaVerne Williams

LEA Chief Financial Officer (Typed Name)

LaVerne C. Williams

LEA Chief Financial Officer Signature

Dr. Edwin Nichols

LEA Superintendent (Typed Name)

Edwin Nichols

LEA Superintendent Signature

2564648370

Telephone Number

8/27/2020

Date

2564648370

Telephone Number

8/27/2020

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: *8/27/2020*

Date ALSDE Approved: *8/31/2020*

One Bear

State Superintendent and/or Designee Signature

8/31/2020

Date

Date GEER Funds Released: _____



Williams, Laverne <lwilliams@madisoncity.k12.al.us>

CARES Act GEER Approved Application

1 message

Tue, Sep 1, 2020 at 10:45 AM

Isaacs Jason <jason.isaacs@alsde.edu>
To: WILLIAMS LAVERNE <lwilliams@madisoncity.k12.al.us>, Nichols Edwin <Ed.Nichols@madisoncity.k12.al.us>
Cc: Martin Angela <amartin@alsde.edu>, Craig Andy <acraig@alsde.edu>, Kachelhofer Barry <barryk@alsde.edu>, Killingsworth Molly <mkillingsworth@alsde.edu>

Good Morning,

Thank you for submitting your CARES Act GEER Application. The application has been reviewed and approved by the Alabama Department of Education. You may start the process with the Alabama State Department of Education LEA Accounting section to draw-down your funds based on the budget narrative from your approved application. For your records, the final application has been attached to this email.

If there are any questions surrounding the approved application, feel free to contact us.

Mr. Jason Isaacs

Alabama Department of Education

Federal Programs Section

(334) 694-4516

jason.isaacs@alsde.edu

[Madison City Schools - Approved CARES Act GEER Application.pdf](#)
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