



CARES Act (ESSER & GEER) Equitable Services Update

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ALSDE Federal Programs CARES Act Team

Molly Killingsworth
Director
Federal Programs
mkillingsworth@alsde.edu

Calandra Hawkins
Education Specialist
Federal Programs
calandra.hawkins@alsde.edu

Jason Isaacs
Education Specialist
Federal Programs
jason.isaacs@alsde.edu

CARES Act

Equitable Services Timeline of Events

April 30, 2020
(Non-Regulatory Guidance)

Non-Regulatory Guidance issued by the U.S. Department of Education about Equitable Services for students and teachers in non-public schools under the CARES Act.

July 1, 2020
(Interim Final Rule)

Interim Final Rule published by the U.S. Department of Education establishing regulations on determining proportionate share and serving non-public schools under the CARES Act.

September 4, 2020
(Court Ruling – IFR)

The U.S. District Court for the District of Columbia issued an opinion and an order vacating the IFR.

The IFR is no longer in effect.

September 25, 2020
(U.S. Department of Education Response)

The U.S. Department of Education issued a letter stating that they will not appeal the ruling from September 4, 2020.

CARES Act (ESSER & GEER) Equitable Services Changes

Process Prior to September 9th

“An LEA uses enrollment data in non-public school whose students and teachers will participate under the CARES Act programs compared to enrollment in public schools in the LEA to determine proportional share.”

PROVIDING EQUITABLE SERVICES TO STUDENTS AND TEACHERS IN NON-PUBLIC SCHOOLS UNDER THE CARES ACT PROGRAMS, April 30, 2020, 10B

| Private School Enrollment Information (only if participating) | |
|---------------------------------------------------------------|--|
| TOTAL Student Enrollment at the Private School | |
| TOTAL Number of Teachers at the Private School | |

Process After September 9th

“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.”

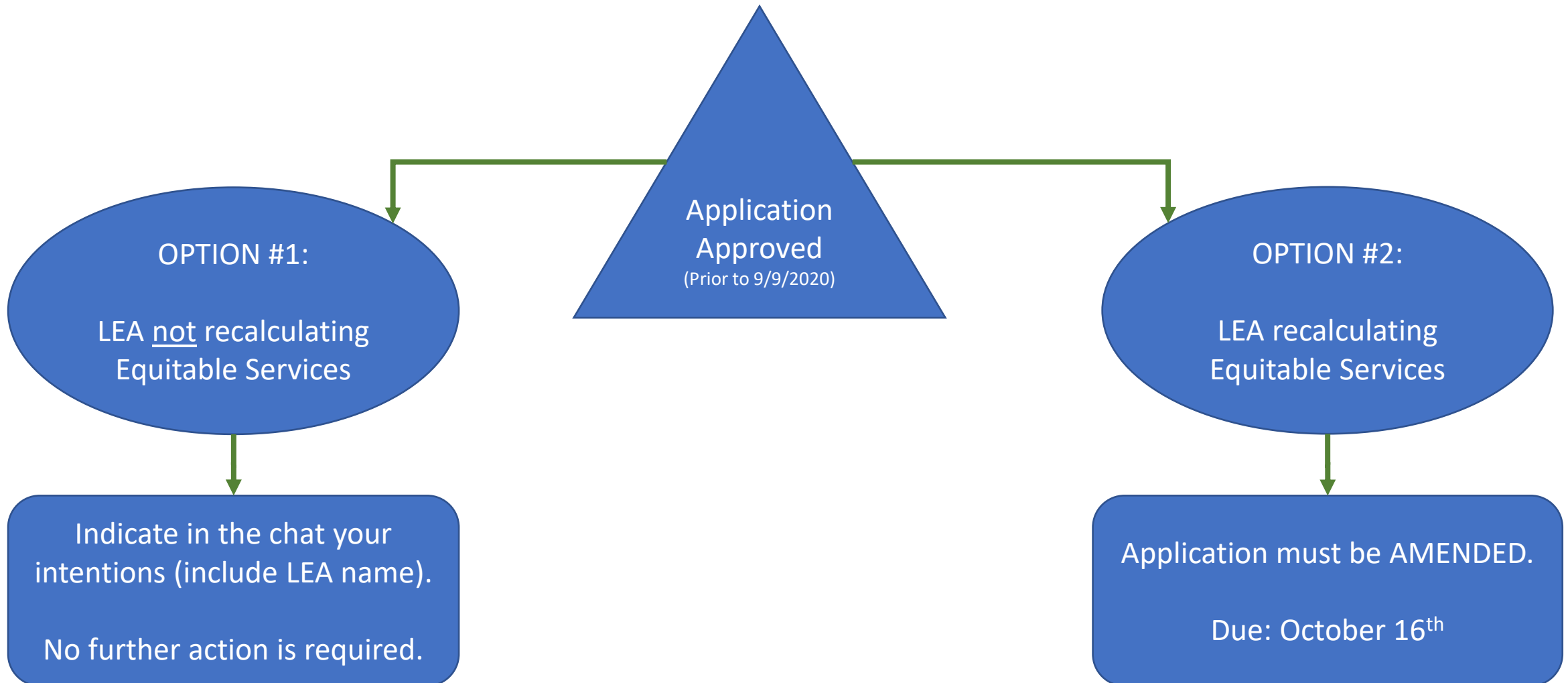
ESSA Section 1117(a)(4)(A)(i)

| Private School Enrollment Information (only if participating) | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------|
| # of low-income students from served Title I attendance areas: <input type="text"/> | Methods for Determining Poverty (choose only 1 option) |
| Student Enrollment Data must be prior to March 14, 2020 | <input type="checkbox"/> Free and Reduced Lunch Applications |
| Student Enrollment Data Date (mm/dd/yyyy): <input type="text"/> | <input type="checkbox"/> % Proportion |
| | <input type="checkbox"/> Scholarship Information |
| | <input type="checkbox"/> Poverty Survey |

If you have any questions about completing this portion of the form, please reach out to the Public School Contact above.

OPTIONS FOR LEAs

APPROVED BEFORE SEPTEMBER 9TH



Determining the Number of
Eligible Private School Children

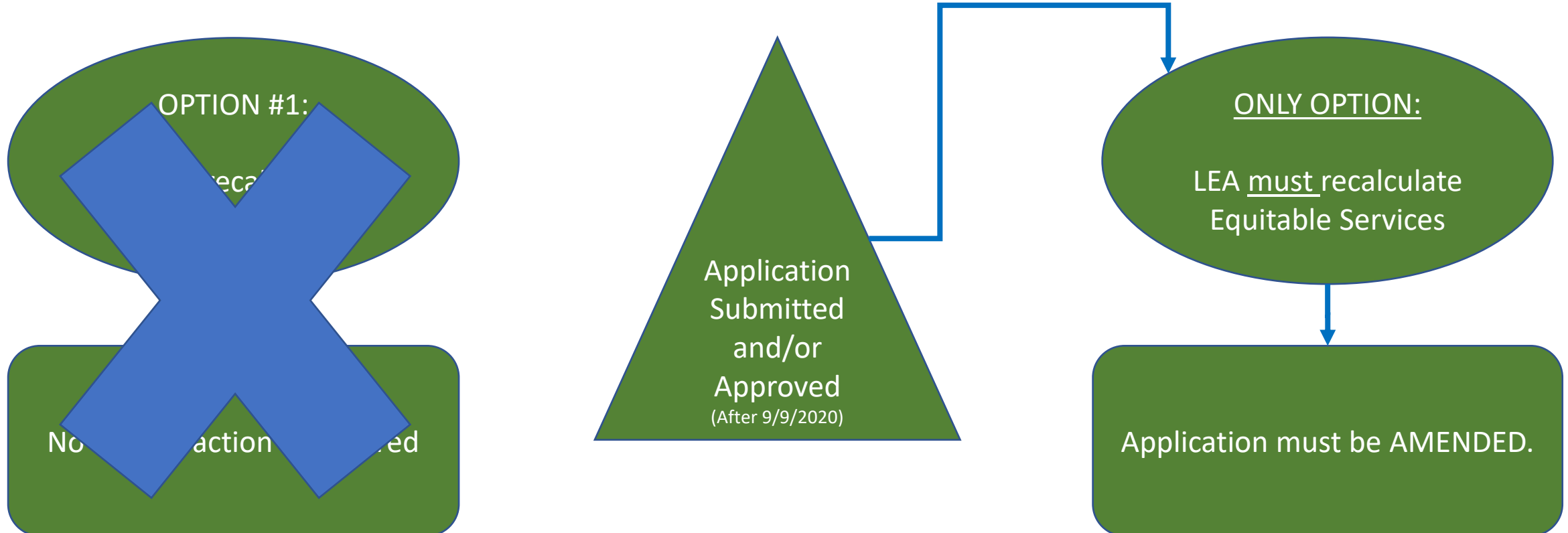
Consultation with Private
School Officials

Items to Consider for
Option #2
(Approved Prior to 9/9/20)

Services already purchased
with ESSER and/or GEER
funds for private schools.

Consultation with LEA
Leadership Team and
Board Attorney

OPTIONS FOR LEAs SUBMITTED AND/OR APPROVED AFTER SEPTEMBER 9TH



Scenario #1:

ESSER Approved before 9/9/2020
GEER Approved after 9/9/2020

| | |
|------------------------|------------------------|
| ESSER Application | GEER Application |
| Approved: 6/30/2020 | Approved: 9/15/2020 |

WHAT OPTIONS DO I HAVE:

ESSER: The LEA has the option to keep the application as submitted or amend the application.

GEER: The LEA must amend the application and resubmit.

Scenario #2:

ESSER and GEER
Approved before 9/9/2020

| | |
|------------------------|------------------------|
| ESSER Application | GEER Application |
| Approved: 6/30/2020 | Approved: 8/30/2020 |

WHAT OPTIONS DO I HAVE:

ESSER and GEER: The LEA has the option to keep the applications as submitted or amend the applications.

Scenario #3:

ESSER Approved after 9/9/2020
GEER Not Submitted

| | |
|------------------------|-------------------------------------|
| ESSER Application | GEER Application |
| Approved: 9/15/2020 | Application <u>NOT</u> Submitted |

WHAT OPTIONS DO I HAVE:

ESSER: The LEA must amend the application and resubmit.

GEER: The LEA must use the amended process when submitting the application.

The following slides are only for
LEAs that need and/or want to
amend or submit their applications.



AMENDED

Equitable Services Allocation Process

STEP 1

Invite ALL private schools who serve students who live within your attendance area to participate:

- Private Schools who are located within the LEA attendance area
- Private Schools who serve LEA students but are located outside the LEA attendance area
- Private Schools who are located Out-of-State (LEAs that border neighboring states)

Make sure to record all outreach on the Outreach Log – 3 ways using 2 methods is the minimum.

| OUTREACH LOG DOCUMENTATION | | | |
|-------------------------------------------------------------------------------------------------------------------------------|--------|-------------------|--------|
| <div><div>(LEA/School District Name)</div> attempted to contact <div>(Private School Name)</div> in the following ways:</div> | | | |
| Attempt # | Method | Date (mm/dd/yyyy) | Status |
| 1 | | | |
| 2 | | | |
| 3 | | | |

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)
INTENT TO PARTICIPATE

NOTICE:
If you have confirmation from a prior ESSER and/or GEER Intent to Participate this form is **not required**.
Low-income data **must** be documented and attached to the Intent to Participate on file at the LEA.

Public School Information

School System Name: _____ Contact Person: _____
Mailing Address: _____ Telephone Number: _____
City/Town & Zip Code: _____ Email: _____

Private School Information

Private School Name: _____ Contact Person: _____
Mailing Address: _____ Telephone Number: _____
City/Town & Zip Code: _____ Email: _____

Private schools are eligible to receive services through the LEA under the CARES Act ESSER & GEER funds. Private schools do not receive direct funding. Please read carefully and contact the school system with any questions.

Complete the information below and return to the LEA Contact (even if you choose not to participate) by: _____

ESSER Funds

☐ I do not wish to participate in the CARES Act - ESSER services. ☐ I do not wish to participate in the CARES Act - GEER services.
☐ I do wish to participate in the CARES Act - ESSER services. ☐ I do wish to participate in the CARES Act - GEER services.

Private School Enrollment Information (only if participating)

of low-income students from _____ Methods for Determining Poverty (choose only 1 option)
served Title I attendance areas: ☐ Free and Reduced Lunch Applications
Student Enrollment Data must be prior to March 14, 2020 ☐ % Free and Reduced Lunch Applications
☐ Scholarship Information ☐ Poverty Survey ☐ If you have any questions about completing this portion of the form, please reach out to the Public School Contact above.

Student Enrollment Data Date (mm/dd/yyyy): _____ Date (mm/dd/yyyy): _____

Private School Representative Signature (Add-on Digital Signatures are allowed) _____

Private school officials have the right to inspect this form and the LEA's Confidentiality Policy and agree to participate for the next meeting and hereby do not give the information to the LEA or the private school official. Consents should be obtained in writing, signed, and submitted to the Alabama State Department of Education - Student Privacy Bureau, 600 North State Street, Montgomery, AL 36103. Phone: (205) 462-4312.

If you have confirmation from a prior ESSER and/or GEER Intent to Participate the amended form is **not required**.

Low-income data **must** be documented and attached to the Intent to Participate on file at the LEA.

This form **must** be used if you have not previously contacted one or more private schools.

Frequently Asked Questions

Question:

We do not have any private schools in our area. Why was my application returned?

Question:

The private school in our area did not want to participate. Why was my application returned?

Answer:

All LEA applications approved and/or submitted after September 9th were returned in order for LEAs to review their equitable services for private schools based on the requirements of Title I, Part A.

Methods of Calculating Poverty:

“A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by –

- (A) using the same measure of low-income used to count public school children;
- (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
- (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
- (D) Using an equated measure of low-income correlated with the measure of low-income used to count public school children.”

ESSA 1117(c)(1)

(C) Proportionality - Example

Private School Data must reflect student enrollment prior to March 13, 2020

- Private School Total Enrollment – 200
- Private School Students Residing in LEA – 100
 - Private School Students Residing in Title I Attendance Areas – 70
 - Students who qualify for School A (80% Poverty): 40 (**$40 \times .80 = 32$**)
 - Students who qualify for School B (70% Poverty): 20 (**$20 \times .70 = 14$**)
 - Students who qualify for School C (60% Poverty): 10 (**$10 \times .60 = 6$**)
 - Private School Students NOT Residing in Title I Attendance Areas – 30
- Total # of Private School Students (Poverty Count): **52 students**

AMENDED

Equitable Services Allocation Process

STEPS 2 & 3

Complete the AMENDED Private School Enrollment Survey using verified data from Private Schools.

(Duplicate this form as needed)

AMENDED: September 22, 2020

SCHOOL SYSTEM:

TOTAL **LOW-INCOME STUDENT ENROLLMENT FOR LEA:

LEA **Low-Income Student Data was pulled from the
FY20 Title I, Part A Set-Asides Page in eGap.

Please check box and return if there are NO private schools in your attendance area OR no private schools are participating in ESSER or GEER funding.

For each participating private school in your attendance area please provide the following information:

1. Name and address of each participating private school in your attendance area.
2. Total **low-income enrollment of each participating private school.

**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. ESSA 1117(a)(4)(A)(i)

| 1 | | 2 | |
|------------------------|---------------------------|----------------------------------------------------------------|------------|
| Name of Private School | Address of Private School | TOTAL **Low-Income Enrollment of Participating Private Schools | |
| | | ESSER Funds | GEER Funds |
| | | | |
| | | | |
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| | | | |
| | | | |

Total Number of Private School Students:

LEA Low-Income Enrollment will auto fill once you select your LEA.

Amended Applications will not be processed without this form.

Email to
sally.meek@alsde.edu

AMENDED

Equitable Services Allocation Process

STEP 4

CONSULTATION
IS THE KEY TO
SUCCESS

**YOU ARE REQUIRED TO CONSULT WITH ALL
PRIVATE SCHOOLS WHO WISH TO PARTICIPATE
IN ESSER OR GEER PROGRAMS.**

POINTS TO CONSIDER DURING CONSULTATION:

- Discuss new methodology
- Calculation Process
- Data to be Collected and Verified
- Implementation Plan Revisions

AMENDED

Equitable Services Allocation Process

STEPS 5 & 6

Complete the AMENDED Equitable Services Implementation Form using data from the AMENDED Private School Survey.



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: _____ Contact Person: _____
 Mailing Address: _____ Telephone Number: _____
 City/Town & Zip Code: _____ Email: _____

Public School Information

School System Name: _____ Contact Person: _____

This form must be completed and signed by both the LEA Representative and Private School Officials.

This form is **required** if you have private schools participating.

Email to sally.meek@alsde.edu

**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(g)(4)(A)

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) | |
| **A2. TOTAL Private School Low-Income Student Enrollment for ALL participating schools | |
| **A3. TOTAL Low-Income Student Enrollment (A1 + A2) | 0 |
| **A4. Public School Proportion = 0.00% | **A5. Private School Proportion = 0.00% |
| B. Private School Equitable Service Allocation | |
| B1. Total LEA CARES Act Allocation | |
| 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 | - |
| 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 | |
| E2. CARES Act Allocation for (E1 x D2) | \$0.00 |

Frequently Asked Questions

Question: What if I have submitted my application after September 9th and I have no changes to the Equitable Services?

Answer: You will need to submit the following only:

1. AMENDED Private School Survey
2. Updated Signature Page

Question: What if I have already submitted my application but I have changes that are needed for Equitable Services?

Answer: We will provide additional guidance over the next few slides detailing the process.

Frequently Asked Questions

Question: What if I have not submitted an application?

Answer: Email your completed application using the revised equitable services guidance for review.

Question: What if I have an approved application prior to September 9th and do not want to make any changes?

Answer: Indicate in the chat that no changes will be made by your LEA (include LEA name). No further action is required.

AMENDMENT PROCESS FOR **ESSER** APPLICATIONS:

- 1) Update the Budget on page 2 of the ESSER application with any budget allocation changes.
 - **NOTE:** The amount for equitable services should match the total amount from the AMENDED Equitable Services Implementation Form (including any overages due to the inability of retrieving some services from private schools).

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

- 2) Update the Equitable Services Assurance section on page 3 of the ESSER application to include the following information:
 - How will equitable service funds be used by the private schools?
 - How will timely and meaningful consultation occur with private schools?
 - What is the proposed timeline for services and assistance to be implemented by private schools?

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

- 3) If you are allocating funds to an area already identified on the original LEA budget, no additional changes are needed.
- 4) If you are allocating funds for additional services to the application, update the following boxes:
- How will the LEA determine the most important educational needs as a result of COVID-19? (page 1)
 - Which allowable activities will the LEA use ESSER funds to provide educational services? (page 2)
 - What is the LEA's proposed timeline for providing services and assistance to students and staff? (page 3)
 - How will the LEA use ESSER funds to promote remote learning? (page 3)
- For example: You did not allocate funds for PPE but now would like to purchase PPE.
- 5) Once all revisions are completed, please have the CSFO and Superintendent sign the application.
- 6) Email the amended ESSER application to CARESapp@alsde.edu for review and approval.

AMENDMENT PROCESS FOR **GEER** APPLICATIONS:

1) Update Private School Equitable Services Allocation on page 1 of the GEER application.

- **NOTE:** The amount for equitable services should match the total amount from the AMENDED Equitable Services Implementation Form (including any overages due to the inability of retrieving some services from private schools).

| | |
|----------------------------------------------------------------------------------------------------------------|--|
| A. Private School Equitable Services Allocation | |
| NOTE: Use the Private School Equitable Services Implementation Form for this section. | |
| <input type="checkbox"/> The LEA has no private schools in their attendance area | |
| <input type="checkbox"/> The LEA has private schools but ALL declined to participate in CARES Act GEER funding | |
| <input type="checkbox"/> 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 | |

2) Update the LEA Allocations for Section B, Section C, and Section D on page 2 of the GEER application.

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B. Equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide within the LEA.</p> <p>LEA Allocation for Section B: _____</p> <p><input type="checkbox"/> The LEA will use the allocation above for equipping school buses with Wi-Fi capabilities. <input type="checkbox"/> The LEA will not use this allocation for equipping school buses with Wi-Fi capabilities.</p> <p>Complete the section below only if your LEA chooses not to use this allocation:</p> <p>Reason/Rationale: _____</p> <p>We will transfer this allocation to:</p> <p><input type="checkbox"/> Academic Support to Bridge Learning and Achievement Gaps of Students (C) Amount to be transferred: _____</p> <p><input type="checkbox"/> Before and After School Tutoring for Learning and Remediation in Schools (D) Amount to be transferred: _____</p> | <p>C. Provide additional academic support to bridge learning and achievement gaps of students within the LEA.</p> <p>LEA Allocation for Section C: _____</p> <p><input type="checkbox"/> The LEA will use the allocation above for providing additional academic support to students. <input type="checkbox"/> The LEA will not use this allocation for providing additional academic support to students.</p> <p>Complete the section below only if your LEA chooses not to use this allocation:</p> <p>Reason/Rationale: _____</p> <p>We will transfer this allocation to:</p> <p><input type="checkbox"/> Equipping School Buses with Wi-Fi Capabilities (B) Amount to be transferred: _____</p> <p><input type="checkbox"/> Before and After School Tutoring for Learning and Remediation in Schools (D) Amount to be transferred: _____</p> | <p>D. Provide before and after school tutoring as defined in the Alabama Literacy Act for learning and remediation in schools within the LEA.</p> <p>LEA Allocation for Section D: _____</p> <p><input type="checkbox"/> The LEA will use the allocation above for providing tutoring to students. <input type="checkbox"/> The LEA will not use this allocation for providing tutoring to students.</p> <p>Complete the section below only if your LEA chooses not to use this allocation:</p> <p>Reason/Rationale: _____</p> <p>We will transfer this allocation to:</p> <p><input type="checkbox"/> Equipping School Buses with Wi-Fi Capabilities (B) Amount to be transferred: _____</p> <p><input type="checkbox"/> Academic Support to Bridge Learning and Achievement Gaps of Students (C) Amount to be transferred: _____</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3) Update the Equitable Services Assurances Section on page 3 of the GEER application.

- **NOTE:** Make sure to answer all 6 questions based on the Equitable Services Implementation Form.

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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? |
| |

4) Update the Budget on pages 7 & 8 of the GEER application with any budget allocation changes.

| 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 | | |
| Private School Admin. Costs | See Detailed Narrative in Section 2A | | |

| 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) | | | |

| 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) | | | |

5) If you are allocating funds to an area already identified on the original LEA budget no additional changes are needed.

- 6) If you are allocating funds for additional services to the application, update the following boxes:
- 2B. Equipping School Buses with Wi-Fi Capabilities (page 4)
 - 2C. Additional Academic Supports to Bridge Learning and Achievement Gaps (pages 4-6)
 - 2D. Before/After School Tutoring (page 6)
 - How will the LEA plan for implementation and measure impact for effectiveness for purchases identified? (page 9)
 - What is the proposed timeline for providing services and assistance to students and staff? (page 9)

For example: You did not allocate funds for PPE but now would like to purchase PPE.

- 7) Once all revisions are completed, please have the CSFO and Superintendent sign the application.
- 8) Email the amended GEER application to CARESapp@alsde.edu for review and approval.

**THANK YOU FOR
JOINING US!**

