



**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**

<b>1. LEA Information</b>	
LEA Name	Hoover City Schools
Mailing Address	2810 Metropolitan Way
Physical Address	2810 Metropolitan Way
City/Town and Zip Code	Hoover, AL 35243
Superintendent's Name	Dr. Kathy Murphy
Contact Person	Michele McCay
Contact Person Position	Chief School Finance Officer
Contact Telephone Number	(205) 439-1012
Contact Email	mccay@hoover.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	\$811,376.00
Total LEA Private School Allocation	\$28,233.46
Total LEA Private School Administrative Costs Set-Aside	\$2,823.35
Total # of Private Schools Participating	2.00
Total Student Enrollment at the LEA	13,980
Total Student Enrollment at ALL Participating Private Schools	604

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: \$172,291.36

- 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 don't need the whole allocation to meet bus wifi needs

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$145,035.09
- Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \$56.27

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

LEA Allocation for Section C: \$454,222.67

- 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: \$158,628.51

- 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. Meaningful consultation occurred between the private schools that operate within the city limits of Hoover and the LEA representative, Dr. Debra Walker Smith.

2. Both schools accepted participation. Prince of Peace Catholic School's allocation is \$23,393.44 and Hoover Christian School's allocation is \$2,016.68.

3. The initial communication occurred via email on July 28, 2020. After receiving the intent to participate back electronically from both private schools, a phone conference was held (July 29, 2020 - Prince of Peace Catholic School; August 5, 2020 - Hoover Christian School) to provide support and discuss the details associated with these funds.

4. Due to the fact that neither school provides bus service to their students, funds will be used to pay a contracted teacher to provide additional academic supports to bridge learning and achievement gaps and provide evidence-based materials and supplies to support before and after school tutoring. These services will conclude on or before September 30, 2022.

5. GEER funds will be used to improve remote learning services and support technical capacity and access at private schools by purchasing additional devices (Chromebooks, laptops, hotspots) and digital resources.

6. The administrative set-aside, \$2,823.35, will be used to supplement the salary of a technician to set-up the devices and for software to maintain inventories of equipment/materials requested by the private schools.

**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 equipped 8 buses with wi-fi in 2019. We will equip 10 more buses this year with this funding. These buses will be parked at area apartment complexes with high poverty student enrollment and kept there overnight and on weekends to support remote learning for those families.

**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):**

- Reading/ELA Family Engagement/At-Home Learning Resources
  - Math Family Engagement/At-Home Learning Resources
  - Dyscalculia-Specific Screener
  - Dyslexia-Specific Screener
  - Vulnerable Populations Resources or Supports
- ES  MS  HS

**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.

We plan to purchase reading and math workbooks aligned with our digital curriculum to support full-time virtual students in grades K-5. The digital curriculum is Accelerate Education, and the workbooks are provided by that company. This will prevent those families from having to print paper worksheets at home or pick up copied worksheet packets from their school.

- \* The Accelerate Education curriculum is fully aligned to Alabama ELA and Mathematics course of study standards.
- \* The workbooks will provide opportunities to extend learning and build connections at home by supporting off-screen learning activities for full-time virtual students. Adult learning coaches in the home will appreciate this additional support.
- \* The activities in the workbooks will reinforce key grade level concepts through practice, feedback, and reinforcement.
- \* Schools will provide appropriate grade-level manipulative resources necessary to support mathematics and reading lessons for full-time virtual students.
- \* Full-time virtual students will be provided the same opportunities for intervention and enrichment support as in-person learners. Google Meet will be used to facilitate small group and individual intervention and enrichment.
- \* The Accelerate Education curriculum includes clear guidance for adult learning coaches, and our teachers will also use Google Classroom as a primary communication and calendar sharing point.

**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.

We plan to purchase FLEX Literacy for the 2020-21 school year to support lower functioning special education students in grades 6-12 in the area of Reading. We also plan to purchase digital curriculum for reading and math K-12 for the 2021-22 school year, and we plan to purchase virtual reading library resources for grades K-8 for the 2021-22 school year.

- FLEX Literacy tracks student progress towards individualized reading comprehension goals over the course of an academic year. It is a product that features high interest rich-text selections for adolescent learners.
- FLEX Literacy is used exclusively with students who have individualized education plans.
- Digital curriculum resources, Accelerate Education and Edgenuity, provide support for many languages including Spanish which is the most common among our non-English speaking population.
- FLEX Literacy, Accelerate Education, and Edgenuity use evidence-based learning strategies that align to student learning plans.
- FLEX Literacy, Accelerate Education, and Edgenuity are rich learning resources that support a variety of student learning 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.

We plan to use these funds to support a district wide summer reading camp in 2021 for students identified with a reading deficiency in grades K-2 (rising 1st to 3rd grades). Funds will be used to pay teacher salaries and purchase materials. Teachers will meet qualifications as specified in the Alabama Literacy Act to provide intensive intervention based in the science of reading and will spend a minimum of 70 hours of contact time (beyond traditional school calendar and days) with students who have been identified with a reading deficit. Teachers will use multisensory, phonics, and blended literacy strategies for this instruction.

**3. Budget Development**

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

The LEA will use GEER funds for activities outlined in the application and allowable under Section 18002(c) of Division B of the CARES Act. The United States Department of Education **does not** expect administrative or executive salaries and benefits for IHEs, SEAs, or the other education related entities referenced at Section 18002(c)(3) to be a lawful purpose for GEER funds.

Total CARES Act - GEER Allocation: (NOTE: Make sure to include Equitable Services in the total)	<b>\$811,376.00</b>
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Provide a detailed budget to explain how GEER funds will be used at the LEA as identified by data, needs assessments, and other areas impacted by the COVID-19 pandemic.

**3A. Equitable Services**

			Total Section A Allocation	\$28,233.46
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A	9200-010+-4900	<b>\$25,410.11</b>	
Private School Admin. Costs	See Detailed Narrative in Section 2A	9200-300+-4900	<b>\$2,823.35</b>	

**3B. Equipping School Buses with WI-Fi Capabilities**

			Total Section B Allocation	\$27,200.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Wi-Fi Equipment	wifi equipment for ten (10) school buses	4170-362-8410	\$27,200.00	
Indirect Costs				
Other (If applicable)				



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

Reading and math performance will be assessed three times a year in all grade levels; fall, winter, and spring. This data will be used to identify students who need intervention and to guide instructional planning. Over time, we expect to see typical academic progress (at least 2% improvement in proficiency per year) being made despite the disruptions created by the COVID-19 pandemic.

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

Fall 2020: Purchase K-5 workbooks for math and reading, purchase Flex Literacy for special education 6-12

Summer 2021: Summer reading camp K-2, purchase digital curriculum for math and reading K-12 for 2021-22 school year, purchase digital reading library resource K-8 for 2021-22 school year

All funds will be encumbered no later than September 30, 2022.

**OTHER ASSURANCES AND CERTIFICATIONS**

**4. Other Assurances and Certifications**

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

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

**5. Section 427 of the General Education Provisions Act Assurances**

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

(a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -

(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.

(b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

(c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.

(d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the

**What steps does the LEA propose to take to permit students, teachers, and *other program* beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program?**

Hoover City Schools is dedicated to eliminating barriers based on gender, race, color, national origin, disability and age that prohibits equal access to educational and extracurricular offerings. The district's strategic plan outlines goals, objectives, resources and outcomes to ensure comparable access to programs and activities. Additionally, supplemental funding is utilized to eliminate financial barriers for at-risk stakeholders. Annual needs assessments are used to identify areas where additional support is needed. Building and district administrators collaborate throughout the school year to ensure participation and program offerings are accessible to all students, and that pertinent professional development is provided to all teachers.

**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

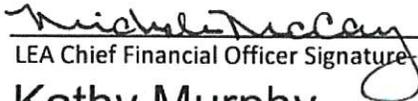
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or 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.

Michele McCay

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Kathy Murphy

LEA Superintendent (Typed Name)



LEA Superintendent Signature

05-439-1010

Telephone Number

08/11/2020

Date

05-439-1010

Telephone Number

08/11/2020

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: 8/19/2020

Date ALSDE Approved: 8/24/2020



State Superintendent and/or Designee Signature

8-24-2020

Date

Date GEER Funds Released: \_\_\_\_\_