



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	HOMWOOD CITY SCHOOLS
Mailing Address	450 DALE AVE
Physical Address	450 DALE AVE
City/Town and Zip Code	HOMWOOD 35209
Superintendent's Name	JUSTIN HEFNER
Contact Person	LYNN BUCH
Contact Person Position	CSFO
Contact Telephone Number	(205) 877-4550
Contact Email	lbuch@homewood.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	\$235,562.00
Total LEA Private School Allocation	\$33,136.77
Total LEA Private School Administrative Costs Set-Aside	\$3,313.58
Total # of Private Schools Participating	3.00
Total Student Enrollment at the LEA	4,203.00
Total Student Enrollment at ALL Participating Private Schools	688.00

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: \$44,533.55

- ☐ 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 do not provide provide regular transportation services.

We will transfer this allocation to:

- ☒ Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: \$44,533.55
☐ 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: \$117,406.63

- ☒ 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: \$40,485.05

- ☐ 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: Need grades 4-12 tutoring as well.

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: \$33,032.96

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) Accepted.

2) Islamic Academy of Alabama (IAA) - \$9,753.95, Creative Montessori School (CM)- \$5,418.26, and Our Lady of Sorrows Catholic School (OLS) - \$14,650.98.

3) August 3, 2020.

4) IAA - tutoring services to students beginning August 18, 2020

CM - Apple Desktop, Chrome books, Distance Learning Instructional resources - August 2020

OLS - IXL Math & ELA programs, BrainPop, and Discovery Ed TechBooks. - August 19, 2020

5) IAA - Provide one on one intervention services to students who show learning and achievement gaps especially those struggling with concepts introduced during e-learning.

CM - Offering a hybrid, On-site/Distance Learning platform. Additional IT support is needed to ensure that students off-site have access to learning materials. Have a dedicated DL team that is working with On-site instructors to ensure instructional support is available. Our classrooms need additional tablets, laptops, DL instructional resources, and a two desktops to effectively offer this new programming.

OLS - Purchase software programs that provide academic support for remediation and adaptive lessons to address learning gaps.

6) We took 10% in the amount of \$3,313.58. These funds will help offset clerical staff salary & benefits needed to administer this program.

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.

N/A

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 checked="" 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).

Shaywitz Dyslexia Screen (by Pearson) The Shaywitz Dyslexia Screen is our universal dyslexia screener administered to all K-3 students each January. This assessment is used to determine which K-3 students may exhibit characteristics similar to dyslexia and may be in need of further testing and/or reading intervention. Results from the Connecticut Longitudinal Study and the national validity studies provide substantial support for the reliability, validity, and clinical utility of the Shaywitz DyslexiaScreen.

Dyslexia Screening Materials from Pro-Ed - Our district purchases four different assessments to screen students in grades 4-12 for dyslexia. These materials are also used to perform additional testing on students identified by the Shaywitz screener. These materials assess students' sight word efficiency (TOWRE), phonemic decoding efficiency (TWR), written spelling (TWS), and grade level reading accuracy (QRI).

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.

EDMARK Online- The Edmark Reading Program is a program for beginning readers of all ages who need an alternative to phonics to learn to read. The program motivates students by breaking learning into steps that ensure that even the poorest readers achieve over 90% accuracy. This approach eliminates incorrect responses and helps students view themselves as readers. The online program can be used at school or at home by virtual students. This program will be used for our lower functioning students that require direct instruction to target basic sight word skills. Reports from the EDMARK program will be used to measure progress of IEP goals.

Fast ForWord- is an evidenced-based adaptive reading and language program that will be used for our students that receive special education services as well as our EL population. Fast ForWord provides English phonics training, intensive grammar and vocabulary practice, and oral speaking and reading reinforcement to build basic academic skills. This program can be used within the school environment or for those students that have chosen the virtual learning environment.

Communication and Language Services

Linguisitica- Offers over-the-phone and virtual conferencing services in order to effectively communicate with parents/guardians. This program can be used by all employees of HCS for interpreting information to parents regarding services, programs, and day-to-day communication. Over 350 languages can be used by this program.

WorkPlace Readiness Skills

CONOVER Online- an online transition program that addresses career exploration and assessment, soft skills, social and emotional learning, and life skills. This research-based program will be used with our virtual students to address their transition IEP goals.

Learning Ally will provide audio book resources for students in grades K-12 that have a reading deficit (such as dyslexia), a visual impairment, or other disability that makes print reading difficult. Through Learning Ally, teachers are able to assign books at the appropriate level to students and monitor their reading progress. Learning Ally can be accessed by students at home or school. Learning Ally provides teacher and parent lesson plans to build connections at home and to improve students' reading confidence and comprehension.

IXL is purchased for students in grades 6-12 as well as special education students in grades PreK-12. IXL is used as a Tier II reading and math intervention program and as a supplemental instructional resource for ELA, Math, Science, and Social Studies. It is also used for enrichment purposes. IXL combines core academic curriculum with diagnostics and analytics in order to provide personalized instruction for students. The IXL content is aligned to the Alabama Course of Study and students' progress can be tracked by Alabama standards. IXL can be accessed at home or school, and provides parent resources for successful implementation at home.

Classworks is an online tiered intervention program that helps pinpoint learning gaps and deliver personalized math, reading, ELA, and science instruction. This resource will primarily be used for K-5 Tier II reading and math intervention, but will also be used in Tiers I and III when appropriate. Classworks will provide progress monitoring data for classroom teachers and be able to be utilized at both school and home.

In addition, contracted tutors will provide Reading and Math Intervention during the school day. Teacher supplements are provided for employees who implement tiered reading and math interventions before and after school, particularly at the middle and high school level.

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.

After School Homework Program at Hall-Kent Elementary - tutoring supplement & RISE Program after school at Hall-Kent - 2 tutoring supplements.

Employees above receive wages for these programs to provide small group/individual assistance to at-risk students, particularly in the areas of reading and math.

The RISE Program and Homework Program align with the Alabama Literacy Act because they target the students identified as most at-risk, including those identified with a reading deficiency according to the Literacy Act. These programs provide additional support and Interventions to address the academic, behavioral, social-emotional and mental health needs of at-risk students, which aligns with the MTSS framework described in the Alabama Literacy Act.

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)		\$235,562.00
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Provide a detailed budget to explain how GEER funds will be used at the LEA as identified by data, needs assessments, and other areas impacted by the COVID-19 pandemic.

3A. Equitable Services

Total Section A Allocation			\$33,136.77
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A	9200/089-250,414,495,622/4900	\$29,823.19
Private School Admin. Costs	See Detailed Narrative in Section 2A	9200/141-290/4900	\$3,313.58

3B. Equipping School Buses with Wi-Fi Capabilities

[illegible]

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

Total Section C Allocation			\$194,973.14
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Contracted Tutors (off contract)	2190/9130-(089,134,191)-1200/1500/4600	\$39,526.96
Benefits (If applicable)	Employer Paid Payroll Taxes	2190/9130-(220-250)-1200/1500/4600	\$4,805.03
Classroom Supplies (including print materials)	SHAYWITZ DYSLEXIA SCREENERS	2130-481-1200	\$2,343.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			
SOFTWARE SITE LICENSES	LEARINING ALLY, IXL, CLASSWORKS,	1100-622-1200/8100	\$117,363.90
	FAST FORWARD, EDMARK, CONOVERS	1100-622-2900	\$29,734.25
STUDENT EDU SERVICES	LINGUISTICIA	2190-311-1810	\$1,200.00

3D. Before/After School Tutoring

Total Section D Allocation			\$7,452.09
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	Tutors (off contract)	9130-(089,134,191)-4600	\$6,238.84
Benefits (If applicable)	Employer Paid Payroll Taxes	9130-220/250-4600	\$1,213.25
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?

Through collaboration among school administrators, specialty area directors, and teachers about the areas that impact instruction, basic needs, and social emotional learning, the greatest needs will be determined and addressed.

The district will facilitate discussions with regular and special education teachers regarding grade level teams and vertical teams to identify learning targets that could not be addressed and skills that were not mastered by students. This information will be used to determine best instructional alignments.

For over a decade, Homewood has utilized Star Renaissance as its progress monitoring and benchmark assessment system to monitor student progress and program effectiveness.

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

Beginning March 14, 2020, the district began its planning for communication with staff/parents and establishing practices to support elearning. All expenditures will be expended by 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?

Barriers that arise will be addressed on an individual basis by referral to an administrator and/or student assistance counselor in order to generate a plan that will remove said barriers.

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

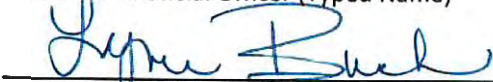
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or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

Lynn Buch

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

Justin Hefner

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(205) 877-4550

Telephone Number

03/16/2022

Date

(205) 870-4203

Telephone Number

03/16/2022

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: 3/10/2022

Date ALSDE Approved: 3/17/2022



State Superintendent and/or Designee Signature

3/17/22

Date

Date GEER Funds Released: _____