



**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	Guntersville City Schools - 154
Mailing Address	P.O. Box 129
Physical Address	4200 AL Highway 79 S.
City/Town and Zip Code	Guntersville, AL 35976
Superintendent's Name	Dr. Frederic E. Ayer
Contact Person	Dr. Paige Raney
Contact Person Position	Chief Academic Officer
Contact Telephone Number	256-582-3159
Contact Email	palgeraney@gcboe.net

**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	
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	

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: \$25,382.00

- The LEA will use the allocation above for equipping school buses with Wi-Fi capabilities.  
 The LEA will not use this allocation for equipping school buses with Wi-Fi capabilities.

**Complete the section below only if your LEA chooses not to use this allocation:**

Reason/Rationale: We feel that having a WiFi system instead of bus WiFi will be more beneficial to our students.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$25,382.00  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \_\_\_\_\_

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

LEA Allocation for Section C: \$66,917.00

- The LEA will use the allocation above for providing additional academic support to students.  
 The LEA will not use this allocation for providing additional academic support to students.

**Complete the section below only if your LEA chooses not to use this allocation:**

Reason/Rationale: \_\_\_\_\_

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)  
Amount to be transferred: \_\_\_\_\_  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \_\_\_\_\_

D. Provide before and after school tutoring as defined in the Alabama Literacy Act for learning and remediation in schools within the LEA.

LEA Allocation for Section D: \$23,075.00

- The LEA will use the allocation above for providing tutoring to students.  
 The LEA will not use this allocation for providing tutoring to students.

**Complete the section below only if your LEA chooses not to use this allocation:**

Reason/Rationale: \_\_\_\_\_

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?**

Guntersville City Schools does not have any private schools that wish to participate in GEER Funding.

**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.

**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.

See Attachment 2C

**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.

See Attachment Vulnerable Populations Supports

**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.

See Attachment 2D



## **2C: Additional Academic Supports to Bridge Learning and Achievement Gaps**

### **Reading and Math Family Engagement / At-Home Learning Resources**

Through the utilization of GEER funds, Guntersville City Schools will be able to provide additional academic supports and resources to bridge learning and achievement gaps for students in our district. Our elementary teachers have been trained in Orton-Gillingham structured literacy practices. In order to support this work, we are purchasing Orton-Gillingham alphabet readers which align to the Alabama ELA course of study standards for foundational reading. These materials will reinforce key grade level concepts. Additionally, we plan to purchase the Orton-Gillingham T4R resource kits which provide academic supports in foundational reading to teachers and students

Additionally, we plan to utilize GEER funds to provide individual student opportunities for intervention which will be used both at school and in a way to build learning opportunities at home. By purchasing a district license of the following software platforms, our students will interact with learning platforms which support and align to the Alabama ELA and math courses of study. These software platforms include iSpire, BrainPop, ReadLive, MathSeeds, and Reading Eggs.

Our school system intends to extend student learning by providing additional academic supports to bridge learning and achievement gaps by offering academic opportunities during the summer break for students in kindergarten through fifth grade who meet established criteria for learning and achievement gaps. GEER funds will be spent for these efforts by providing highly-qualified

teachers to work with students during the summer break and will also be spent to provide resources for students to use at home in order to reinforce key grade level concepts and build connections at home. Also, we will extend student learning for students in vulnerable populations by providing them with summer learning opportunities with highly qualified staff as well as purchasing at-home learning resources to build connections at home.

### **Vulnerable Populations Supports**

Through the utilization of GEER funds, Guntersville City Schools will be able to provide additional academic supports and resources for vulnerable populations in our district. Guntersville City Schools will employ a ½ time contract teacher to support students who have academic achievement gaps in first and second grades. The students who will be served by this teacher will be identified according to data from Amplify mClass DIBELS.

Also, we will work with EL students to provide supports through the purchase of Ellevation software to assist with the development and implementation of their individualized learning plans. This software will also provide teachers a way to monitor students' progress and adjust instruction to best meet students changing needs. One area we want to support is building academic language for our EL students across the district. Ellevation provides resources to ensure students learn key grade-level concepts in math, and these resources can be delivered virtually which supports EL students in all phases of instruction since our district is 1:1 and internet accessibility is provided throughout our city and district.

For teachers, Ellevation will support a streamlined approach to gather, use, and monitor identified vulnerable population data by tracking data in a consistent method in relation to a student's individualized learning plan.

Additionally, to support our EL students and their individualized learning plans, we intend to use GEER funds to purchase dual language books for students to use and read at home. We know EL students lack resources in their home to provide a strong home/school connection, and through the use of these texts, students can build background knowledge, work on foundational reading skills, and frontload knowledge prior to lessons they will receive in the classroom.



Additionally, the district will purchase software platforms which will be used to support the academic achievement gaps of vulnerable populations. These platforms will include iSpire, BrainPop, Read Naturally / Read Live, Reading Eggs, and Math Seeds. These platforms will create learning and practice opportunities for students in both literacy and mathematics.

Guntersville City Schools will purchase equipment to establish full-time student - only WiFi in the low-income housing areas in our city. Specifically, we have partnered with the City of Guntersville to establish permanent hotspots across areas in our city where low-income students will be able to utilize high-speed internet which is necessary for virtual learning.

## **2D. Before / After School Tutoring**

Guntersville City Schools will provide before and after school tutoring services to students who demonstrate a consistent reading deficiency according to the Alabama Literacy Act. These additional learning opportunities will be provided by highly qualified teachers and instructional aides outside of the traditional school day. Our K-2 school, Guntersville Elementary School, will be provided 250 hours of before and after school tutoring with these funds. Our third grade school, Cherokee Elementary School, will be provided 200 hours of before and after school tutoring with these funds. Additionally, tutoring resources will be purchased from the Institute of Multisensory Education to support phonological awareness and phonics instruction delivered in intervention tutoring.

The job description of our before / after school tutors includes:

1. Administers, scores, and records such achievement and diagnostic tests as needed for individual students.
2. Works with individual students or small groups of students to reinforce learning material or skills initially introduced by general education teachers.
3. Assists students by devising special strategies for reinforcing materials or skills based on understanding of individual students, their needs, interests, and abilities.
4. Helps students master instructional materials assigned by general education teachers.

5. Guides independent study and remedial work set up and assigned by general education teachers.
6. Maintains daily log of progress of individual students.
7. Reads to students, listens to any problem or special information about an individual student.
8. Alerts the regular teacher about any problem and/or special information about an individual student.

The job description of our before and after school teachers includes:

- Plans and implements a program of instruction that adheres to the system philosophy, goals, and objectives as outlined by the ALSDE;
- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task;
- Plans and implements a program of study designed to meet the needs of all students;
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies;
- Encourages student enthusiasm for the learning process and the development of good study habits;
- Provides progress and interim reports as required;
- Prepares substitute folder containing appropriate information as required by the principal;
- Plans and prescribes purposeful assignments for hospital homebound services, tutors, etc. as needed;
- Recognizes learning difficulties and makes referrals as appropriate;
- Keeps current in subject matter knowledge and learning theory;
- Assists in the ongoing curriculum revision process;
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities;
- Develops, in accordance with system guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied;
- Takes necessary and reasonable precautions to protect students, equipment, materials, and facilities;
- Responsibly supervises students during the school day and assigned extra-curricular activities;
- Upholds and enforces Board policy, administrative procedures, and school rules and regulations;
- Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time;

- Cooperates with the administration in planning appropriate professional development at a school or at the system level;
- Attends staff, department, and committee meetings as required;
- Evaluates accomplishments of students on a regular basis using multiple assessment methods;
- Makes appropriate adjustments in the instructional program as required by the principal;

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

In Guntersville City Schools, teacher collaborative teams are established to work together to plan for implementation efforts. Teachers, reading specialists, principals, and central office leaders will determine which students should participate in before and after school tutoring based on progress monitoring DIBELS data and STAR Reading data. Highly qualified teachers and instructional aides will be recruited to work with identified students before and after school. Each four weeks, through the Problem Solving Team structure, instructional impact will be determined by measuring growth using the DIBELS assessment data and STAR Reading assessment data.

The implementation of the installation of the hardware for internet accessibility throughout low-income neighborhoods in Guntersville will be implemented by our Technology Department. The impact of these purchases will be measured by the number of students who have access to virtual learning and the increased ability on the part of teachers to use digital technology as a means of instruction and targeted practice since a significant portion of our low income students will now have internet access.

In order to provide additional academic support to bridge learning and achievement gaps of students, the software platforms, print resources, and contract intervention teacher will create a positive impact for students. The implementation of these platforms and teaching students to effectively use them will provide academic practice opportunities for students who may experience achievement gaps. Teachers, reading specialists, and principals will determine the effectiveness of the software platforms, print resources, and contract intervention teacher by analyzing student data in these platforms and determine if improvements are being made and if gaps are closing.

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

The timeline for providing services and assistance to students and staff will begin in February 2021 and will continue through September 30, 2022.

**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?**

Guntersville City Schools will ensure equitable participation in opportunities to close academic achievement gaps for all students. By using achievement data, the selection of students will be fair and will not create any barriers based on gender, race, color, national origin, disability, or age. Many of the software platforms being purchased will be available to all students at our schools. If any barriers arise, we will handle them as quickly as possible.

**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>\$115,374.00</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			0
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)			
		Total	

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

			Total Section C Allocation	\$92,299.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries	1/2 of Contract Teacher-Intervention Services	1100-118-1200	\$17,000.00	
Benefits (If applicable)		1100-200-250-1200	\$1,321.75	
Classroom Supplies (Including print materials)	IMSE Materials and take-home reading resources	1100-419-1200	\$18,495.25	
Transportation (If applicable)				
Indirect Costs				
Other (If applicable)				
Instructional Software	Ellevation	1100-414-1200/1500	\$30,100.00	
	iSpire			
	Brain Pop			
	Read Naturally			
	Reading Eggs			
	Math Seeds			
Wi-Fi Equipment	Hardware for internet	2190-495-8210	\$25,382.00	
	Connectivity for low-income students			

**3D. Before/After School Tutoring**

			Total Section D Allocation	\$23,075.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries	Instructional Tutors	9130-199-4800	\$18,000.00	
Benefits (If applicable)	Instructional Tutors	9130-200-250-4800	\$3,624.00	
Classroom Supplies (Including print materials)	IMSE Materials	9130-419-4800	\$1,451.00	
Transportation (If applicable)				
Indirect Costs				
Other (If applicable)				

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

See Attachment

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

See Attachment

**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?**

See Attachment



**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

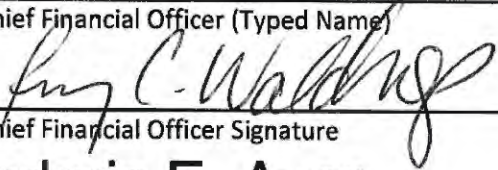
(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or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

**Amy Waldrop**

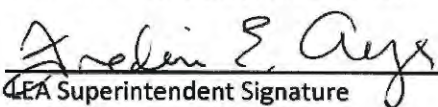
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

**Frederic E. Ayer**

LEA Superintendent (Typed Name)



LEA Superintendent Signature

256-582-3159

Telephone Number

1/15/21

Date

256-582-3159

Telephone Number

1/15/21

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: 1/15/2021

Date ALSDE Approved: 2/3/2021



State Superintendent and/or Designee Signature

2-3-21  
Date

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