



**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	Limestone County Schools
Mailing Address	300 S. Jefferson Street
Physical Address	300 S. Jefferson Street
City/Town and Zip Code	Athens, AL 35611
Superintendent's Name	Dr. Randy Shearouse
Contact Person	Allison Romine Usery
Contact Person Position	Director of Federal Programs, Homeless Liaison, DHR & Foster Care Point of Contact
Contact Telephone Number	(256) 998-6169
Contact Email	Allison.Usery@lcsk12.org

**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	\$684,308.00
Total LEA Private School Allocation	\$14,395.18
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	2.00
Total Student Enrollment at the LEA	3,118.00
Total Student Enrollment at ALL Participating Private Schools	67.00

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: \$147,380.82

- 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: LCS bus doors do not lock, so buses could not be left unattended.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$147,380.82  
 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: \$388,549.44

- 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: \$133,982.56

- 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: LCS wants to provide tutoring for all students K-12.

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: \$133,982.56

**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) Both non-public schools accepted the services offered by LCS for GEER.
- 2) Athens Bible School (ABS) accepted services and their allocation is \$7,090.16. Lindsay Lane Christian Academy Cub Campus (LLCA) also accepted services and their allocation is \$7,305.01.
- 3) Athens Bible School received timely and meaningful consultations 9/9/2020, 11/10/2020, and 11/12/2020. Lindsay Lane received timely and meaningful consultations 9/8/2020, 11/10/2020, and 11/16/2020.
- 4) Athens Bible School will use their GEER funds for after school tutoring for elementary and high school students. GEER funds will be utilized to hire LEA certified teachers to bridge learning and achievement gaps and purchase supplies for the after school tutoring. \$6,977 is for teacher salaries and benefits (\$6,480 salaries and \$497 benefits) and \$113.16 in materials and supplies for after school tutoring. Lindsay Lane Christian Academy wants to use the funds to purchase a math intervention program Math-U-See and other math materials for \$7,305.01 to bridge the learning and achievement gap of students at the LLCA Cub campus. Math-U-See is secular in nature and designed for small group instruction and will be used with students who have gaps and need remediation.
- 5) Both non-public schools ABS and LLCA used ESSER funds to improve remote learning and technical capacity, so they wanted to use GEER to help bridge the gaps that were caused due to the amount of loss instruction due to COVID-19.
- 6) Limestone County is not taking a private school administrative set-aside, so the administrative set-aside is \$0.

**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.

Not-applicable

**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 checked="" type="checkbox"/> | Reading/ELA Family Engagement/At-Home Learning Resources |  |  |  |
| <input checked="" type="checkbox"/> | Math Family Engagement/At-Home Learning Resources        |  |  |  |
| <input type="checkbox"/>            | Dyscalculia-Specific Screener                            |  |  |  |
| <input type="checkbox"/>            | Dyslexia-Specific Screener                               |  |  |  |
| <input checked="" type="checkbox"/> | Vulnerable Populations Resources or Supports             | ES <input checked="" type="checkbox"/> | MS <input checked="" type="checkbox"/> | HS <input checked="" type="checkbox"/> |

**NOTE: Only answer the questions below that apply to supports selected above by the LEA.****Reading and Math Family Engagement/At-Home Learning Resources**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

Limestone County Schools (LCS) will purchase resources, tools, and other supports using GEER funds that align to the Alabama English Language Arts and Math course of study. Many of the resources will be available for parents to use at home to extend learning past the school day. Limestone County will have parent resource rooms with books, games, reading and math manipulatives, and technology (Chromebooks and iPads) available to check out. Parents will be surveyed to determine their needs. The resources will also be used to reinforce key grade level concepts for reading and math nights at school that will have make it/take it as part of it. LSC will provide fun, engaging learning activities. The district will also celebrate student accomplishments and keep building positive relationships with families. The federal programs coordinator will provide a monthly calendar of suggested activities to do at home.

**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.

Not-applicable

**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).

Not-applicable

**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.

Limestone County Schools (LCS) data (STAR Reading STAR Math, DIBELS 8 Amplify, Scantron, ACCESS 2.0) shows that many students need intervention to bridge the gap. LCS plans to hire intervention teachers to provide intensive intervention paying close attention to students in vulnerable populations. LCS needs an online registration platform that will provide a safe and timely way to register students and that is available in a language understood by the parents. This platform will also provide parents access to all other forms they may need throughout the year. LCS will provide parent training on virtual platforms and strategies to support student success with virtual learning. LCS will create family resource rooms and purchase resources for parents to use at home. Training on the items will be provided, if needed. The district will also purchase classroom materials, manipulatives, and supplies to teach Alabama standards. LCS plans to purchase additional Heggerty Phonemic Awareness Curriculum for intervention teachers and after school tutors. LCS wants to provide dyscalculia professional development to provide teachers with knowledge on what dyscalculia is, signs and symptoms, and intervention strategies. The schools system also plans to purchase additional grade-level appropriate math interventions for students K-12 to address gaps in students' mathematics learning. DIBELS 8 Amplify will be used to assess student reading skills, and LCS will address their literacy needs through evidenced-based resources that are approved by the state department. All funds will be expended by September 30, 2022.

\*See attachment

**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.

Not applicable

## **Vulnerable Populations Supports Attachment**

Limestone County's data showed that many students have academic deficiencies and need additional intensive intervention. Limestone County's Before/After School Tutoring aligns to the Alabama Literacy Act by requesting that all students who have a SRIP attend before/after school tutoring. The lesson format also meets the guidelines in the Literacy Act. All teachers have been trained and the materials that will need to be purchased like Heggerty's Phonemic Awareness, SPIRE, etc... Elementary schools (K-5) will be providing two after school tutoring sessions a week. High schools (6-12) will be providing two before or after school tutoring sessions. The elementary school tutoring employees will be responsible for following lesson protocols that meet the Literacy Act and guidelines for best practices for students with reading deficiencies. They will also follow AMSTI guidelines for math intervention. Tutors will monitor progress and adjust lessons as needed. The high school tutoring employees will also use evidence-based practices for tutoring. Some of the high schools will also expend funds for a tutor that will monitor students who were virtual first semester who are attending classes face to face second semester and need to complete the first semester module in various courses. Transportation will be provided for after school tutoring, so the budget includes funds for drivers' salaries, benefits, and mileage. The LEA will hire support staff for meal distribution. All funds will be expended by September 30, 2022.

**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:** **\$684,308.00**  
 (NOTE: Make sure to include Equitable Services in the total)

**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.**

<b>3A. Equitable Services</b>			
<b>Total Section A Allocation</b>			\$14,395.18
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A	9200-411-4900, 9200-(010, 230, 2 40, 250) 4900	<b>\$14,395.18</b>
Private School Admin. Costs	See Detailed Narrative in Section 2A	N/A	<b>\$0.00</b>

<b>3B. Equipping School Buses with WI-Fi Capabilities</b>			
<b>Total Section B Allocation</b>			\$0.00
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**

			<b>Total Section C Allocation</b>	<b>\$668,912.82</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>	
Salaries	Intervention teachers and instructional assistants	1100-(010, 101)-8100	\$150,000.00	
Benefits (if applicable)	Benefits for intervention teachers	1100-(220, 230, 240, 250)-8100	\$30,030.00	
Classroom Supplies (including print materials)	Classroom materials & supplies for intervention	1100-411-8100	\$25,564.00	
Transportation (if applicable)	Mileage for transportation for tutoring	4150-391-4800	\$20,000.00	
Indirect Costs			\$0.00	
Other (if applicable)	Family Engagement At-home learning resources	2190-413-8210	\$50,000.00	
Family Engagement At-home learning resources	Technology that can be checked out from Parent Resource Room	2190-491-8210	\$45,000.00	
Family Engagement At-home learning resources	Furniture/shelving to set up Parent Resource Rooms	2190-492-8210	\$25,000.00	
Data	Online Enrollment Platform	1100-411-8100	\$40,000.00	
Screener	DIBELS Amplify 8	1100-411-8100	\$10,000.00	
PD to bridge gaps	Professional development for teacher to bridge gaps	2215-380-8220	\$14,000.00	
Transportation	Salaries (\$15,000) and benefits (\$3,003) for bus drivers	4150-(161, 220, 230, 240, 250)-4800	\$18,003.00	
Salaries	Salaries for teachers and support staff for tutoring	9130-(010, 101)-4800	\$194,850.00	
Benefits	Benefits for teachers and support staff for tutoring	9130-(220,230,240,250)-4800	\$39,009.00	
Supplies	Materials and supplies for tutoring	9130-411-4800	\$8,456.82	

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

			<b>Total Section D Allocation</b>	<b>\$0.00</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>	
Salaries				
Benefits (if applicable)				
Classroom Supplies (including print materials)				
Transportation (if applicable)				
Indirect Costs				

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

Limestone County has been surveying parents and staff throughout the pandemic to be aware of needs. Parents and teachers will be surveyed about the items and services needed for the family resource rooms. Intervention teachers and after school tutors will keep track of students progress on a spreadsheet. The district has prepared for before/after school tutoring by looking at student data from the fall to mid-year, and has created lesson protocols to ensure the intervention services meet the students deficiencies to help close the academic gap. Progress monitoring and end of the year benchmark assessments will measure the impact of the intervention teachers. Student data, surveys, and how often parents use the family resource room will be used to measure the effectiveness of the purchases. Surveys will be used to determine the effectiveness of the professional development. Lindsay Lane will use teacher observations to ensure implementation of the math intervention program and will use teacher observations and student math data to measure the impact.

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

LCS after school tutoring will begin in February 2021 at every school. Additional reading intervention for K-3 students during the school day will also begin February 2021 at elementary schools. LCS plans for the first family resource room to open the first of March 2021, with other resource rooms to open shortly afterwards. All services will conclude 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, 85, 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?**

Extensive efforts will be made to ensure all beneficiaries receive notification of the availability of the program. Remind notifications, directions to the information on school and district websites, school newsletters (printed and digital)--all in the primary languages spoken by our population--will be utilized to communicate the details of the program to all parents in our communities. Further, when students are identified as the ideal receivers of the services, school personnel will work to remove any limiting factors that may prevent students from participating by ensuring transportation, scheduling, and language ability are addressed in the individual student plans. For example, if a student needs after school tutoring and the only transportation to and from school is via school bus, the school administrator and federal programs department will make arrangements for school bus transportation to eliminate that transportation barrier. If a student has limited English speaking ability or an identified special education status, the program will partner with the English Language/Special Education specialist and/or coordinator to ensure the student receives the services in a method and schedule that optimizes the student's best learning environment. All efforts will be made to identify students of all demographics for participation and to include students of all demographics in participation. If any barriers arise, LCS will handle them expeditiously.

**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.

**Kimberly Hubbard**

LEA Chief Financial Officer (Typed Name)

*Kimberly H. Hubbard, CPA*

LEA Chief Financial Officer Signature

**Randy Shearouse**

LEA Superintendent (Typed Name)

*Randy Shearouse*

LEA Superintendent Signature

(256) 232-5353

Telephone Number

01/22/2021

Date

(256) 232-5353

Telephone Number

01/22/2021

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: 1/25/2021

Date ALSDE Approved: 2/10/2021

2-10-21

Date

*[Signature]*

State Superintendent and/or Designee Signature

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