



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.  
State Superintendent of Education

July 23, 2020

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Eric G. Mackey *EGM*  
State Superintendent of Education

**RE:** Local Education Agency (LEA) Application for the Governor's Emergency Education Relief (GEER) Fund

The Alabama State Department of Education (ALSDE) received an allocation of \$48,851,495 from the Governor's Emergency Education Relief (GEER) Fund of the *Coronavirus Aid, Relief, and Economic Security Act (CARES Act)* due to COVID-19. The GEER Fund is an emergency appropriation to address the harm to students and the ongoing functionality of local education agencies (LEAs) caused by COVID-19. An LEA receiving the GEER Fund must obligate the funds by September 30, 2022. The purpose of these funds awarded are as follows:

1. To equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide within the LEA.
2. To provide additional academic support to bridge learning and achievement gaps of students within the LEA.
3. To provide before- and after-school tutoring as defined in the *Alabama Literacy Act* for learning and remediation in schools.

The ALSDE has implemented a simplified electronic process for each LEA to apply for the GEER funds based on allocations. You can access the GEER Fund application by clicking [here](#).

Prior to completion of this application, it is important that LEA officials collaborate to ensure the best use of the funds within the specified categories. Included in the application is a list of assurances and a detailed budget section associated with the utilization of the requested funds, such as Wi-Fi for buses, addressing learning and achievement gaps, and providing tutoring (before and after school).

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City and County Superintendents of Education  
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LEAs are also required to provide equitable services to non-public schools following Section 1117 of the *Elementary and Secondary Education Act* (ESEA) with the GEER funds. All LEAs must submit a completed application to [CARESapp@alsde.edu](mailto:CARESapp@alsde.edu) based on the attached allocations.

If you have any questions or if assistance is needed, please contact Mrs. Angela Martin by email at [amartin@alsde.edu](mailto:amartin@alsde.edu) or Dr. Daniel Boyd by email at [dboyd@alsde.edu](mailto:dboyd@alsde.edu).

EGM/AM/RH

Attachments

cc: Chief School Financial Officers  
Dr. Daniel Boyd  
Mr. Andy Craig  
Dr. Elisabeth Davis  
Dr. Molly Killingsworth  
Mr. Barry Kachelhofer  
Mr. J. Jason Swann  
Mrs. Jessica Sanders

FY20-2122



**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	Coosa County Schools
Mailing Address	PO Box 37
Physical Address	73 Nixburg Road
City/Town and Zip Code	Rockford 35089
Superintendent's Name	David Stover
Contact Person	Adam Hopper
Contact Person Position	Federal Programs Coordinator
Contact Telephone Number	(256) 377-4913
Contact Email	ahopper@coosaschools.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	\$57,928.00
Total LEA Private School Allocation	\$0.00
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	0.00
Total Student Enrollment at the LEA	780.00
Total Student Enrollment at ALL Participating Private Schools	0.00

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: \$12,744.00

- 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: School buses will not be safe in remote areas of Coosa County. Mifis are being supplied to students

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \_\_\_\_\_
- Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \$12,744.00

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

LEA Allocation for Section C: \$33,598.00

- 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: Title I funds are being utilized to close the achievement gaps for grades 4th - 12th grades

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: \$33,598.00

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: \$11,586.00

- 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?**

1. Coosa County does not have private schools in the county, therefore, all funds will be utilized for the Coosa County School System.

2. Again, Coosa County does not have private schools in the county, therefore, all funds will be utilized for the Coosa County School System.

3. Again, Coosa County does not have private schools in the county, therefore, all funds will be utilized for the Coosa County School System.

4. Again, Coosa County does not have private schools in the county, therefore, all funds will be utilized for the Coosa County School System.

5. Again, Coosa County does not have private schools in the county, therefore, all funds will be utilized for the Coosa County School System.

6. Again, Coosa County does not have private schools in the county, therefore, all funds will be utilized for the Coosa County School System.

**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.

**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.**

**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).**

### 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.

### 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.

The Coosa County School System will use the GEER funds to specifically focus on the students in grades K - 3 in order to meet the requirements of the Alabama Literacy Act. Students will be screened with a formative assessment in order to determine if further screenings or assessments need to be give by a person trained in dyslexia testing. The system has a person currently working with the system that will be able to fulfill these testing requirements. Students qualifying in the category of needing additional reading support will then be recruited to attend after school tutoring to support the deficits identified in the area of reading. A dyslexia supported program will be utilized as a tier three intervention in the classroom and outside of the classroom for extra time necessary to develop the areas identified per students in reading deficiency. Parents will be notified of the need for attendance to the extra tutoring and instruction as well as what it means for the child identified with the deficits and progress reports will be sent home monthly in order to keep parents abreast of the instruction and progress.

Students who are identified will receive extensive reading tutoring four days a week after school for one hour. Students will be receiving additional and a more intensified Tier III multi-sensory instruction focusing on the area(s) of deficiency.



**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: **\$57,928.00**  
 (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.

**3A. Equitable Services**

			Total Section A Allocation
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A		\$0.00
Private School Admin. Costs	See Detailed Narrative in Section 2A		\$0.00

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

			Total Section B Allocation
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Wi-Fi Equipment			
Indirect Costs			
Other (If applicable)			

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

			Total Section C Allocation
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			
Benefits (If applicable)			
Classroom Supplies (including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

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

			Total Section D Allocation
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	4 teachers/1hr per day/4 days/30 weeks	1100/191/4800	\$8,184.00
Benefits (If applicable)	retirement/SS/MED/SUI	1100/220-250/4800	\$1,648.29
Classroom Supplies (including print materials)	Sonday System, other materials and supplies for tutoring services	1100/411/1200	\$43,509.19
Transportation (If applicable)			
Indirect Costs			
Dyslexia Testing	Retired teacher for Dyslexia testing 20 days/312.42 per day \$6,248.40 Sal \$484.25 ben	2130/018/1200	\$4,256.61
	Retired Teacher Benefits	2130/2XX/1200	\$329.91
<b>Total Expenses</b>			<b>\$57,928.00</b>

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

The local reading specialist will train with Sylacauga City Schools' local reading specialist at Pinecrest Elementary School who is well versed in the Souday System. This mentorship will allow the recently hired reading coach to learn the ends and outs of the program as well as becoming an in house expert where she will have the ability to support teachers in the implementation of the program. Progress monitoring will be completely monthly so that all stakeholders will have a running record of the impact the instruction is having on each student. Additionally, further testing may be required for students not making adequate progress according to the LEAs expectations. Teachers will receive daily coaching support in efforts to insure implementation is appropriate for all teachers instructing during tutoring and during the school day.

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

Order kits as quickly as funds are released. Begin prior to purchase with LEA reading specialist training in Sylacauga City School System. Once kits have arrived, LEA Reading Specialist will begin implementation overview and training with ALL teachers whether tutoring or not. The LEA Coach will continue the training and coaching process daily for the first two weeks of virtual school. After Labor Day, teachers will begin the on-line version of the Souday System daily for the identified students currently needing the program support as identified by data from the previous school year.(Phonics First Screener)

**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?**

With the ability to overcome barriers due to lack of transportation, which is the greatest barrier for the Coosa County School System, on-line trained teachers will teach students utilizing the on-line version of the program. Students who are able to participate in person, will be granted the option. The after school tutoring teachers and LEA reading specialist will work closely in order to overcome additional barriers that were not identified at the beginning of the implementation process. No student needing the additional support will be excluded from the opportunity of receiving intensive reading instruction.

## 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 Davis**

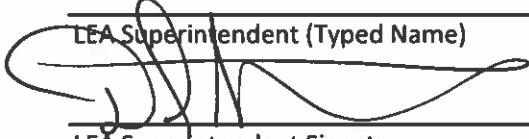
LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

**David Stover**

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(256) 377-4913

Telephone Number

01/31/2022

Date

(256) 377-4913

Telephone Number

01/31/2022

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: \_\_\_\_\_

Date ALSDE Approved: \_\_\_\_\_

\_\_\_\_\_  
State Superintendent and/or Designee Signature

\_\_\_\_\_  
Date

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

Alabama State Department of Education  
 Governor's Emergency Education Relief Fund (GEERF) Allocations  
 CFDA: 84.425C

School/System	Total GEERF Award	Area of Use		
		Bus Wi-Fi	Learning and Achievement Gaps	Before and After School Tutoring
Acceleration Day and Evening Academy	\$ 23,667	\$ 5,207	\$ 13,727	\$ 4,733
Alabaster City	\$ 378,239	\$ 83,213	\$ 219,379	\$ 75,647
Albertville City	\$ 407,972	\$ 89,754	\$ 236,624	\$ 81,594
Alexander City	\$ 215,441	\$ 47,397	\$ 124,956	\$ 43,088
Andalusia City	\$ 120,998	\$ 26,620	\$ 70,179	\$ 24,199
Anniston City	\$ 128,664	\$ 28,306	\$ 74,625	\$ 25,733
Arab City	\$ 158,895	\$ 34,957	\$ 92,159	\$ 31,779
Athens City	\$ 283,367	\$ 62,341	\$ 164,353	\$ 56,673
Attalla City	\$ 99,850	\$ 21,967	\$ 57,913	\$ 19,970
Auburn City	\$ 530,210	\$ 116,646	\$ 307,522	\$ 106,042
Autauga County	\$ 591,520	\$ 130,134	\$ 343,082	\$ 118,304
Baldwin County	\$ 1,828,046	\$ 402,170	\$ 1,060,267	\$ 365,609
Barbour County	\$ 53,239	\$ 11,713	\$ 30,879	\$ 10,647
Bessemer City	\$ 266,030	\$ 58,527	\$ 154,297	\$ 53,206
Bibb County	\$ 222,386	\$ 48,925	\$ 128,984	\$ 44,477
Birmingham City	\$ 1,680,804	\$ 369,777	\$ 974,866	\$ 336,161
Blount County	\$ 486,862	\$ 107,110	\$ 282,380	\$ 97,372
Boaz City	\$ 165,369	\$ 36,381	\$ 95,914	\$ 33,074
Brewton City	\$ 71,940	\$ 15,827	\$ 41,725	\$ 14,388
Bullock County	\$ 115,056	\$ 25,312	\$ 66,732	\$ 23,012
Butler County	\$ 217,368	\$ 47,821	\$ 126,073	\$ 43,474
Calhoun County	\$ 520,122	\$ 114,427	\$ 301,671	\$ 104,024
Chambers County	\$ 257,300	\$ 56,606	\$ 149,234	\$ 51,460
Cherokee County	\$ 245,761	\$ 54,067	\$ 142,541	\$ 49,153
Chickasaw City	\$ 105,285	\$ 23,163	\$ 61,065	\$ 21,057
Chilton County	\$ 499,324	\$ 109,851	\$ 289,608	\$ 99,865
Choctaw County	\$ 92,857	\$ 20,429	\$ 53,857	\$ 18,571
Clarke County	\$ 166,392	\$ 36,606	\$ 96,507	\$ 33,279
Clay County	\$ 119,451	\$ 26,279	\$ 69,282	\$ 23,890
Cleburne County	\$ 149,713	\$ 32,937	\$ 86,834	\$ 29,942
Coffee County	\$ 164,862	\$ 36,270	\$ 95,620	\$ 32,972
Colbert County	\$ 182,543	\$ 40,159	\$ 105,875	\$ 36,509
Conecuh County	\$ 133,335	\$ 29,334	\$ 77,334	\$ 26,667
Coosa County	\$ 57,928	\$ 12,744	\$ 33,598	\$ 11,586
Covington County	\$ 196,077	\$ 43,137	\$ 113,725	\$ 39,215
Crenshaw County	\$ 156,800	\$ 34,496	\$ 90,944	\$ 31,360
Cullman City	\$ 178,903	\$ 39,359	\$ 103,764	\$ 35,780
Cullman County	\$ 595,226	\$ 130,950	\$ 345,231	\$ 119,045
Dale County	\$ 207,698	\$ 45,694	\$ 120,465	\$ 41,539
Daleville City	\$ 77,892	\$ 17,136	\$ 45,177	\$ 15,579
Dallas County	\$ 229,780	\$ 50,552	\$ 133,272	\$ 45,956
Decatur City	\$ 608,151	\$ 133,793	\$ 352,728	\$ 121,630
DeKalb County	\$ 629,916	\$ 138,582	\$ 365,351	\$ 125,983
Demopolis City	\$ 146,476	\$ 32,225	\$ 84,956	\$ 29,295
Dothan City	\$ 595,042	\$ 130,909	\$ 345,124	\$ 119,009
Elba City	\$ 42,732	\$ 9,401	\$ 24,785	\$ 8,546
Elmore County	\$ 773,678	\$ 170,209	\$ 448,733	\$ 154,736
Enterprise City	\$ 421,499	\$ 92,730	\$ 244,469	\$ 84,300
Escambia County	\$ 285,713	\$ 62,857	\$ 165,714	\$ 57,142
Etowah County	\$ 519,530	\$ 114,297	\$ 301,327	\$ 103,906
Eufaula City	\$ 419,519	\$ 92,294	\$ 243,321	\$ 83,904
Fairfield City	\$ 127,166	\$ 27,977	\$ 73,756	\$ 25,433
Fayette County	\$ 143,275	\$ 31,521	\$ 83,100	\$ 28,654
Florence City	\$ 287,967	\$ 63,353	\$ 167,021	\$ 57,593
Fort Payne City	\$ 221,680	\$ 48,770	\$ 128,574	\$ 44,336
Franklin County	\$ 264,729	\$ 58,240	\$ 153,543	\$ 52,946
Gadsden City	\$ 349,605	\$ 76,913	\$ 202,771	\$ 69,921
Geneva City	\$ 75,791	\$ 16,674	\$ 43,959	\$ 15,158

Alabama State Department of Education  
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School/System	Total GEERF Award	Area of Use		
		Bus Wi-Fi	Learning and Achievement Gaps	Before and After School Tutoring
Geneva County	\$ 166,903	\$ 36,719	\$ 96,804	\$ 33,380
Greene County	\$ 75,989	\$ 16,718	\$ 44,074	\$ 15,197
Gulf Shores City	\$ 104,812	\$ 23,059	\$ 60,791	\$ 20,962
Guntersville City	\$ 115,374	\$ 25,382	\$ 66,917	\$ 23,075
Hale County	\$ 171,448	\$ 37,719	\$ 99,440	\$ 34,289
Haleyville City	\$ 107,709	\$ 23,696	\$ 62,471	\$ 21,542
Hartselle City	\$ 206,957	\$ 45,531	\$ 120,035	\$ 41,391
Henry County	\$ 172,318	\$ 37,910	\$ 99,944	\$ 34,464
Homewood City	\$ 235,562	\$ 51,824	\$ 136,626	\$ 47,112
Hoover City	\$ 811,376	\$ 178,503	\$ 470,598	\$ 162,275
Houston County	\$ 400,954	\$ 88,210	\$ 232,553	\$ 80,191
Huntsville City	\$ 1,481,447	\$ 325,918	\$ 859,239	\$ 296,290
i3 Academy	\$ 19,889	\$ 4,376	\$ 11,536	\$ 3,977
Jackson County	\$ 322,652	\$ 70,983	\$ 187,138	\$ 64,531
Jacksonville City	\$ 95,749	\$ 21,065	\$ 55,534	\$ 19,150
Jasper City	\$ 187,661	\$ 41,285	\$ 108,843	\$ 37,533
Jefferson County	\$ 2,528,655	\$ 556,304	\$ 1,466,620	\$ 505,731
Lamar County	\$ 148,115	\$ 32,585	\$ 85,907	\$ 29,623
Lanett City	\$ 74,963	\$ 16,492	\$ 43,479	\$ 14,992
Lauderdale County	\$ 480,099	\$ 105,622	\$ 278,457	\$ 96,020
Lawrence County	\$ 309,032	\$ 67,987	\$ 179,239	\$ 61,806
LEAD Academy	\$ 19,697	\$ 4,333	\$ 11,424	\$ 3,940
Lee County	\$ 618,440	\$ 136,057	\$ 358,695	\$ 123,688
Leeds City	\$ 131,692	\$ 28,972	\$ 76,381	\$ 26,339
Legacy Prep	\$ 6,727	\$ 1,480	\$ 3,902	\$ 1,345
Limestone County	\$ 684,308	\$ 150,548	\$ 396,899	\$ 136,861
Linden City	\$ 36,847	\$ 8,106	\$ 21,371	\$ 7,370
Lowndes County	\$ 106,497	\$ 23,429	\$ 61,768	\$ 21,300
Macon County	\$ 142,044	\$ 31,250	\$ 82,386	\$ 28,408
Madison City	\$ 612,767	\$ 134,809	\$ 355,405	\$ 122,553
Madison County	\$ 1,096,812	\$ 241,299	\$ 636,151	\$ 219,362
Marengo County	\$ 68,288	\$ 15,023	\$ 39,607	\$ 13,658
Marion County	\$ 213,937	\$ 47,066	\$ 124,083	\$ 42,788
Marshall County	\$ 409,758	\$ 90,147	\$ 237,660	\$ 81,951
Midfield City	\$ 79,381	\$ 17,464	\$ 46,041	\$ 15,876
Mobile County	\$ 3,792,984	\$ 834,456	\$ 2,199,931	\$ 758,597
Monroe County	\$ 233,995	\$ 51,479	\$ 135,717	\$ 46,799
Montgomery County	\$ 2,159,681	\$ 475,130	\$ 1,252,615	\$ 431,936
Morgan County	\$ 494,724	\$ 108,839	\$ 286,940	\$ 98,945
Mountain Brook City	\$ 228,322	\$ 50,231	\$ 132,427	\$ 45,664
Muscle Shoals City	\$ 167,911	\$ 36,940	\$ 97,388	\$ 33,583
Oneonta City	\$ 88,017	\$ 19,364	\$ 51,050	\$ 17,603
Opelika City	\$ 311,901	\$ 68,618	\$ 180,903	\$ 62,380
Opp City	\$ 88,162	\$ 19,396	\$ 51,134	\$ 17,632
Oxford City	\$ 255,400	\$ 56,188	\$ 148,132	\$ 51,080
Ozark City	\$ 141,459	\$ 31,121	\$ 82,046	\$ 28,292
Pelham City	\$ 207,838	\$ 45,724	\$ 120,546	\$ 41,568
Pell City	\$ 256,905	\$ 56,519	\$ 149,005	\$ 51,381
Perry County	\$ 91,989	\$ 20,238	\$ 53,354	\$ 18,397
Phenix City	\$ 479,379	\$ 105,463	\$ 278,040	\$ 95,876
Pickens County	\$ 178,195	\$ 39,203	\$ 103,353	\$ 35,639
Piedmont City	\$ 66,450	\$ 14,619	\$ 38,541	\$ 13,290
Pike County	\$ 159,196	\$ 35,023	\$ 92,334	\$ 31,839
Pike Road City	\$ 144,494	\$ 31,789	\$ 83,807	\$ 28,898
Randolph County	\$ 149,473	\$ 32,884	\$ 86,694	\$ 29,895
Roanoke City	\$ 98,451	\$ 21,659	\$ 57,102	\$ 19,690
Russell County	\$ 228,509	\$ 50,272	\$ 132,535	\$ 45,702
Russellville City	\$ 184,505	\$ 40,591	\$ 107,013	\$ 36,901



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School/System	Total GEERF Award	Area of Use		
		Bus Wi-Fi	Learning and Achievement Gaps	Before and After School Tutoring
Saraland City	\$ 191,264	\$ 42,078	\$ 110,933	\$ 38,253
Satsuma City	\$ 95,782	\$ 21,072	\$ 55,554	\$ 19,156
Scottsboro City	\$ 150,119	\$ 33,026	\$ 87,069	\$ 30,024
Selma City	\$ 219,820	\$ 48,360	\$ 127,496	\$ 43,964
Sheffield City	\$ 72,709	\$ 15,996	\$ 42,171	\$ 14,542
Shelby County	\$ 1,248,377	\$ 274,643	\$ 724,059	\$ 249,675
St Clair County	\$ 583,824	\$ 128,441	\$ 338,618	\$ 116,765
Sumter County	\$ 94,624	\$ 20,817	\$ 54,882	\$ 18,925
Sylacauga City	\$ 132,250	\$ 29,095	\$ 76,705	\$ 26,450
Talladega City	\$ 134,252	\$ 29,535	\$ 77,866	\$ 26,851
Talladega County	\$ 472,144	\$ 103,872	\$ 273,844	\$ 94,428
Tallapoosa County	\$ 199,223	\$ 43,829	\$ 115,549	\$ 39,845
Tallassee City	\$ 114,226	\$ 25,130	\$ 66,251	\$ 22,845
Tarrant City	\$ 100,530	\$ 22,117	\$ 58,307	\$ 20,106
Thomasville City	\$ 80,861	\$ 17,789	\$ 46,899	\$ 16,173
Troy City	\$ 124,467	\$ 27,383	\$ 72,191	\$ 24,893
Trussville City	\$ 266,021	\$ 58,525	\$ 154,292	\$ 53,204
Tuscaloosa City	\$ 716,510	\$ 157,632	\$ 415,576	\$ 143,302
Tuscaloosa County	\$ 1,265,068	\$ 278,315	\$ 733,739	\$ 253,014
Tuscumbia City	\$ 94,271	\$ 20,740	\$ 54,677	\$ 18,854
University Charter School	\$ 27,625	\$ 6,078	\$ 16,023	\$ 5,524
Vestavia Hills City	\$ 379,493	\$ 83,488	\$ 220,106	\$ 75,899
Walker County	\$ 520,168	\$ 114,437	\$ 301,697	\$ 104,034
Washington County	\$ 174,969	\$ 38,493	\$ 101,482	\$ 34,994
Wilcox County	\$ 113,761	\$ 25,027	\$ 65,981	\$ 22,753
Winfield City	\$ 76,480	\$ 16,826	\$ 44,358	\$ 15,296
Winston County	\$ 147,175	\$ 32,379	\$ 85,362	\$ 29,434
Alabama Institute for Deaf and Blind	\$ 28,786	\$ 6,333	\$ 16,696	\$ 5,757
Alabama School of Mathematics and Science	\$ 16,669	\$ 3,667	\$ 9,668	\$ 3,334
Alabama School of Fine Arts	\$ 24,434	\$ 5,375	\$ 14,172	\$ 4,887
School of Cyber Technology and Engineering	\$ 20,083	\$ 4,418	\$ 11,648	\$ 4,017
Department of Youth Services	\$ 17,070	\$ 3,755	\$ 9,901	\$ 3,414
	<b>\$ 48,851,495</b>	<b>\$ 10,747,334</b>	<b>\$ 28,333,869</b>	<b>\$ 9,770,292</b>