

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**Section: Narratives - Program Description****INTRODUCTION**

Under the Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the Pennsylvania Department of Education (PDE) awards grants to local educational agencies (LEAs), to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state. LEAs must provide equitable services to students and teachers in nonpublic schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

Please note: ESSER funds, under any part of 18003, **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

***ESSER funds are not Title I funds and as such, are not subject to Title I rules.**

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

District administration, in partnership with professional staff, conducted a thorough needs assessment and review of data immediately following the Governor's announcement of the closure of the physical school buildings, as well as a continued review of data during the remote instructional period. This needs assessment included all necessary stakeholders, including parents, students, instructional staff, administrators, Board members, and members of the community. Data collection took the form of surveys (i.e. technology needs assessment, remote learning feedback logs, necessity of District provided meals), remote virtual meetings and planning sessions, as well as solicited and unsolicited electronic feedback from all stakeholders mentioned above. Data analysis of the 19-20 school year, in terms of remote learning, as well as on-going data analysis and planning for the uncertainty of the 20-21 school year, clearly indicate the need for additional devices for student use to ensure the continued equity of educational services for all district students.

Please explain the LEA's proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools. (3000 characters max)

From the anticipation of a potential school closure in March of 2020, the District's administration and professional instructional staff have worked diligently to create a remote learning framework platform accessible to students and parents. Teachers remain in constant communication with students and families to ensure completion of assignments and activities through email, zoom sessions, and other interactive online methods. Over the last few months, the District has been preparing for not only the conclusion of the 19-20 school year, but planning for the uncertainties of the 20-21 school year, in terms of educational structure, logistics, safety procedures needed, and instructional delivery. While the uncertainty of what school will look like in the fall remains, the District administrators, staff, and other vital stakeholders are collaboratively developing plans to meet any scenario whether 100% remote, face-to-face, or a hybrid model. It is the intention of the District to communicate the educational structure and logistics to parents and the community during the early summer months, and

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offer assistance and training as needed prior to the 20-21 school year. During the preceding months and currently, staff continues to be trained in the Schoology platform, and have been populating content for the 20-21 school year. Continued professional development of staff will continue to be offered during the summer months, and with the assistance of ESSER funds, additional devices will be provided to students, followed by trainings on usage and the Schoology platform as school returns. The Federal Programs Coordinator continues to engage and consult with nonpublic schools of which the District has relationships, in terms of eligibility, allowable usage of funds, and processes. This relationship and consultation will continue through the summer and fall of 20-21 as funds are allocated and spent. The District will offer technical assistance as needed.

Please explain the extent to which the LEA intends to use ESSER funds to promote remote learning. (3000 characters max)

As mentioned previously, prior to the anticipated closure, instructional staff began to prepare and create, with the assistance of district administration, a remote learning site populated with grade level and subject specific content. While many district families have access to the internet and devices, the results of the technology survey indicated a good number of families who did not have internet access, a device for each child, or a combination. Through locally incurred costs, with limited available funds, the District provided internet access to multiple families via hotspots, as well as devices for which students could access educational content. Students with special needs were provided with additional assistance with direct virtual contact and instruction with support staff. Paper learning packets were also provided upon parent request, as needed to create equity of learning for all students. Through the ESSER grant, the District can use the funds to expand the availability of devices to ensure that all families have access, as well as afford the district the ability to expand upon the educational offerings, and ability for all students to engage in dynamic and interactive lessons. With the Board support, the anticipation of the purchase of additional devices, and the uncertainty of the 20-21 school year, professional staff has been populating dynamic lessons and core educational content on the District adopted Schoology platform. As with other school opening plans, and in addition to the resultant robust delivery of content through Schoology, flexibility is promoted through the opportunity to engage students both face-to-face and remotely while maintaining safety and consistency in instruction and assessment. The flexibility of additional devices will ensure that all students have access, and can use said devices whether learning remotely, face-to-face, or a hybrid model. If determined that an A/B day type schedule is most beneficial, teachers will be able to pull content from Schoology into their face-to-face meetings, as well as offer seamless integration when students are learning remotely. This integration is only possible if all students had access to a device that they could use in both settings. Additional devices would be housed and charged in school, and would be in addition to the existing hardware in each school.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

Based upon the feedback from parents and students submitted via learning logs, and teacher created formative assessments, the District has built a comprehensive plan to address student learning gaps. As indicated in the District's submitted Continuation of Education plan, a combination of remediation, new content, and enrichment formed the basis of our delivery of remote instruction during the closure. To address these needs, teachers have meet remotely intra-grade level and subject area teams to share information, and let the data determine the approach for remediation. With an understanding that

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learning gaps would occur at all levels, and despite the best efforts of instructional staff, significant plans and strategies need to be developed. Strengthened by the use of Schoology, transitional meetings continued to assess these specific and individualized needs. Learning support teachers played an important role in this regard. As a result, identified learning gaps of content knowledge and related skill development, aligned with PA core standards encompass the priority of instructional plans for the first portion of the 20-21 fall semester. Equipped with this information, receiving teachers in 20-21 have incorporated the necessary content and skill development lessons and activities within their curricular goals for the start of the new school year. An analysis of student data and teacher observation indicates that respective to each particular grade level or subject area, a tailored approach of remediation will be required from the onset. This specific data will drive decision making in terms of an approach of complete remediation from day one, or in integrated approach with remediation and new content that is targeted to the needs of groups of students, as well as individual students. Some subject areas are better suited for one approach over the other. Formative assessments, both teacher created based upon classroom needs, and standardized curricular and diagnostic assessments are vital to determine the proper mix of remediation and new content integration.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

District teachers and administrative personnel have been continually monitoring and assessing the progress of students during the remote learning process. Online assessments, completion of attendance/ learning logs with corresponding feedback, as well as zoom class, groups, and individual session has been the medium of data collection as to related impacts of the closure. Teachers remained available to assist students from 8-3 every day via email, video chat, as well as open zoom “office hours.” Students who were falling behind received extra group sessions, as well as personal contact from school guidance counselors and building principals. A local comprehensive continuity of education plan for the remainder of the 19-20 school year was submitted to PDE with an outline of responsibilities of students, teachers, strategies for equity for students at-risk, addressing the needs of gifted students, communication strategies, and remote learning access and contingency strategies. These provisions and strategies appear throughout this program description narrative. The overarching goal of the plan was to continue to provide ongoing and seamless teaching and learning throughout the extended closure with weekly evaluator practices in place to revise, update, and communicate the procedures to the parents as collected data dictated. At the same time, the challenges of technology and Internet access was addressed, as well as provisions for resource and material distribution and ongoing supports for students. Equity has been and continues to remain both the catalyst of the plan, as well as the measure of its overall success. This concept drives the discussion and planning of instructional delivery options and supports once the 20-21 school year commences, regardless of the restrictions we are likely to encounter. Supports for vulnerable student populations and families have been at the forefront of the planning and execution process. In addition to meal distribution to any family in the District who needs assistance, students with disabilities continue to receive specialized instruction to meet their needs. Case managers utilize tele-interventions during the closure and are

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available for support via an online platform and/or the use of mailed supplemental materials. Temporary NOREPS were issued to each parent/ guardian indicating this support.

Please describe the LEA core set of strategies that will be used to guide local investment of CARES funding, associated with short-range (i.e., remainder of the 2019-20 school year) and long-range (2020-21 and 2021-22 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, one-time CARES funding may support these initiatives and how CARES funding might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of one-time funds.

The District understands that CARES funding is a one-time award, and thus strategic planning of expenditures is a must to sustain impactful and continual programming once the funds are exhausted. Based upon a thorough needs assessment involving all stakeholders, the purchase of additional devices, as detailed throughout this narrative, will assist to meeting the goals of equity and enhanced and interactive instructional delivery for the upcoming school year and beyond. Utilizing the resources within Schoology, flexibility is promoted through the opportunity to engage students both face-to-face and remotely while maintaining safety and consistency in instruction and assessment. The flexibility of additional devices will ensure that all students have access, and can use said devices whether learning remotely, face-to-face, or a hybrid model. If determined that an A/B day type schedule is most beneficial, teachers will be able to pull content from Schoology into their face-to-face meetings, as well as offer seamless integration when students are learning remotely. This integration is only possible if all students had access to a device that they could use in both settings. While PCCD funds will be used to contribute to the overall District goal, in the long-run, the District will develop local budgetary strategies to include line-items necessary to support the new technology in terms of cyclical replacements of devices, repairs as needed, and the like. Procedural safeguards will be put in place to include provisions in administrative procedures as needed to assimilate the new devices and their intended purpose within the guidelines of the District's technology acceptable use policy. Currently, the District uses Title IV funds to support our goals in the area of student health and safety via accessing in-house mental health services. However, with the flexibility offered with Title IV, re-evaluation of how the money will be spent in the future will be based on student needs in part as a response to further COVID ramifications on daily operations.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

While short-term learning gaps, as a direct impact from the school closure and transition to remote learning, were measured through learning logs, weekly formative assessments, and other teacher observational and measurement strategies, long-term evaluative strategies will be in place prior to the 20-21 school year. With the ESSER funds used to support the purchase of additional devices for student use, and the creation of a more robust remote learning experience via Schoology, it is the intention of the District to not only increase the expectations of students and staff, but at the same time, ensure that a support system is in place to continue to identify learning gaps, and plan for remediation as needed. Whether face-to-face, or remotely, teachers will continue to meet with previous and

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subsequent grade levels/ subject areas to discuss content and skill transitions from one grade level or subject area to the next. Learning gaps that have already been identified by instructional staff have been incorporated into the first portion of the instructional plan for the opening of the 20-21 school year. This incorporation is represented in live face-to-to face instruction, as well as through Schoology, considering that Schoology is to mirror face-to-face instruction. The seamless integration of the Schoology platform into daily instruction will promote laser-focused attention on students and their needs. In addition to the continuation of these intra-grade level and subject meetings, traditional diagnostic testing will be utilized such as DIBELS, DRA, NWEA MAP, and Study Island, as well as teacher crafted formative assessments to identify and plan for the remediation and enrichment of student groups and individuals.

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**Section: Narratives - Allowable Usage of Funds****ALLOWABLE USAGE OF FUNDS**

Check the box before each intended acceptable use classification your LEA is applying to use ESSER funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

***If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".**

- (1) Any activity authorized by the ESEA of 1965.**
- (a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)**
- (b) Title I, Part C (Education of Migratory Children)**
- (c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**
- (d) Title II, Part A (Supporting Effective Instruction)**
- (e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)**
- (f) Title IV, Part A (Student Support and Academic Enrichment Grants)**
- (g) Title IV, Part B (21st Century Community Learning Centers)**
- (h) Title V, Part B (Rural and Low-Income School Program)**
- (i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act**
- (j) The Individuals with Disabilities Education Act ("IDEA")**
- (k) The Adult Education and Family Literacy Act**
- (l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")**
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.**
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.**
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.**
- (6) Training and professional development for staff of the local educational agency on sanitation**

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and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.) ****Purchases of Personal Protective Equipment (PPE) are allowable.****

- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. If your selections include option (1) "Any activity authorized by the ESEA of 1965", please include each selected sub-program in your description. (For the description there is a maximum of 1000 characters.)

**For consortium applications, please include a line for each applicable LEA/Usage combination*

LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Freeport Area	(9) Purchasing educational technology...	N/A	The District intends to use funds to purchase additional devices to add to existing District - owned devices. The additional devices will be used to expand educational opportunities for all students, and develop a common remote instructional platform, increasing equity in access and support for

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
			all students, including those with disabilities and low-income.

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Section: Narratives - ESSER Fund Assurances

ESSER FUND ASSURANCES

LEAs receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as required under 18005 of Division B of the CARES Act.

Yes

LEAs that receive more than \$150,000 in CARES Act funds will complete quarterly reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CARES Act funds including:
 - Name
 - Description
 - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

No

LEA will, to the greatest extent practicable, continue to compensate 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. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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 available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) and will conduct a physical inventory every two years.

Yes

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The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and nonpublic schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

Yes

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes 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.

Yes

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Section: Non Public Organizations - Nonpublic Equitable Services

NONPUBLIC EQUITABLE SERVICES

An LEA receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as determined through timely and meaningful consultation with representatives of nonpublic schools.

- Section 18005 of the CARES Act requires school districts that receive Elementary and Secondary School Emergency Relief Funds (ESSERF) provide equitable services in the same manner as provided under Section 1117 of ESEA, which means in the same manner as equitable services are provided in Title I, Part A.
- The equitable services provided to nonpublic school students and teachers should be determined in consultation with nonpublic school representatives. School districts may provide services directly or may contract with a public or private entity after following the appropriate procurement procedures to deliver the services.



CHECK HERE - if your LEA does NOT provide equitable services to nonpublic students and teachers as described in CARES Act Program.

The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a nonpublic school under the ESSER Fund.

Yes

The LEA will maintain control of materials, equipment, and property purchased with ESSER funds.

Yes

The LEA will ensure that services to a nonpublic school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Yes

NONPUBLIC EQUITABLE SHARE CALCULATION

The nonpublic equitable share should be calculated and based on the 2019-20 low income students of nonpublic schools that participated in 2019-20 Title I, Part A programming. Additionally, school districts that have low income students participating in nonpublic schools that previously **declined** Title I, Part A services during the 2019-20 school year, must **consult** with these nonpublic schools to determine ESSER participation.

PREVIOUSLY DECLINED NONPUBLIC ORGANIZATIONS

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If your LEA is providing services to a Nonpublic Organization that is choosing to participate in the CARES Act ESSER Funds Program, but did NOT participate in the 2019-20 Title IA program, **PLEASE CONTACT** your Regional Coordinator. Regional Coordinators will provide an adjusted Nonpublic Equitable Share value based on the inclusion of these previously non-participating populations.

***If your LEA does not have nonpublics that previously declined services, proceed to the table located under PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS.**



CHECK HERE - If your LEA serves a nonpublic organization that DECLINED Title IA services in the 2019 program year, and will be PURSUING services under ESSERF. If checked, please enter the values below.

Enter the **Adjusted Nonpublic Equitable Share** provided through Regional Coordinator consultation.

0.00

Enter the adjusted **Nonpublic Per Pupil Amount** provided through Regional Coordinator consultation. This value will be used in the Nonpublic Organizations section to calculate Nonpublic Organization Shares.

0.00

PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS

Please enter your LEA Name in the table below. Then enter your LEA's "ESSER Fund Allocation" and "ESSER Nonpublic Equitable Share" values ([Found Here - ESSER Spreadsheet](#)), followed by entry of the LEA Total Nonpublic Administration Costs, and the Total Number of Low-Income Students enrolled in all nonpublic schools who wish to participate in the ESSER CARES Act programs. The Nonpublic Per Pupil Amount will calculate when you click Save, and that value will be needed in the Nonpublic Organizations section.

The ability to add multiple lines is provided for Consortium leads to include a line for each Consortium member.

LEA Name	ESSER Fund Allocation	ESSER Nonpublic Equitable Share	Nonpublic Administration Costs	Total Low-Income Nonpublic Students	Nonpublic Per Pupil Amount
Freeport Area	147,904	2,466	0	2	1,233.00

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

Please upload your ESSERF Affirmation of Consultation signed electronically* by the LEA and Nonpublic

Project #: FA-200-20-0159

Agency: Freeport Area SD

AUN: 128033053

Grant Content Report

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Officials.

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Nonpublic Institutions

Agency: Freeport Area SD

Nonpublic Institution: Divine Redeemer School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	1,233.00	1	1,233.00

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Nonpublic Institutions

Agency: Freeport Area SD

Nonpublic Institution: Our Lady Most Blessed Sacrament

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	1,233.00	1	1,233.00

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$147,904.00

Allocation

\$147,904.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$145,438.00	Expenditure represents the cost associated with purchase of chromebook devices, or the like, and charging carts
		\$145,438.00	

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Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$147,904.00

Allocation

\$147,904.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Nonpublic Equitable Service expenditures ONLY.

Function	Object	Amount	Description
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$2,466.00	Expenditure represents the purchase of technology devices, per consultation
		\$2,466.00	

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Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$147,904.00

Allocation

\$147,904.00

Budget Over(Under) Allocation

\$0.00

PUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$147,904.00

Allocation

\$147,904.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Nonpublic Equitable Services expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$145,438.00	\$0.00	\$145,438.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 Vocational Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,466.00	\$0.00	\$2,466.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$147,904.00	\$0.00	\$147,904.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$147,904.00

Project #: FA-200-20-0159

Agency: Freeport Area SD

AUN: 128033053

Grant Content Report

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)