

**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)

The school administration discussed the school district's immediate needs with the school board at a public board meeting hosted by Zoom. The discussion led to the recommendation to the purchase of enough Chromebooks so that all students could have a device for the 2020-2021 school year. This will enable teachers to better provide instruction to students if the school system cannot fully reopen. The ESSER funds along with the school district's commitment of local funds will enable each student to have their own device. The COVID-19 closure highlighted the disparity between socio-economic groups, particularly students with access to Internet and devices and those without access. As a result, the district responded quickly by distributing devices to students with Internet access in an effort to provide them with educational instruction; however, we have a many students without Internet access and, as a result, these students were given educational packets. Moving forward, should the closure be extended or a similar event occur whereby school is closed, we want to ensure that every student has a device and is prepared to use it in school and at home. We will explore providing Internet to those families who do not have access.

**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)

This purchase will take place as soon as July 1, 2020. Students that attend nonpublic schools will also be provided a device to ensure they too have the ability to access their programming from home if needed.

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

We intend to use all of the ESSER funds to improve our ability to provide remote learning by providing

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students with their own Chromebook. Currently, we loaned as many devices as we could and also used paper packets to provide instruction. Moving to the use of Chromebooks will enable an interactive experience between the students and teachers. Over the summer, the district will also begin surveying families regarding their Internet access; we will work with them and Internet providers in an effort to provide students to reliable Internet access.

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

The school district is conducting a survey of its families to determine who does not have Internet access. We plan to work with these families and Internet Service Providers to help get families connected so that students have access. In cases where this would not be possible, we will provide school work via a USB drive that students can use to access content from offline. The district plans to assess student learning gaps at the beginning of the 20-21 school year by issuing core-content benchmark assessments. Assessments will not be graded; rather, they will be used to assess potential gaps in an effort to provide teachers with a road map to dictate their instruction.

**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.

In order to ascertain information regarding students' needs, faculty, staff, and administration have made over 1,000 contacts. Because the majority of our students have joined their teachers' Google Classrooms, we have record of which students are connecting and completing assignments. When we have students who are struggling to connect and/or complete assignments, a district representative has been reaching out to the student and their family to identify barriers to their completing work. As a result of using Google Classroom, we have been able to ascertain, for the most part, the content students are covering. When students return for school year 2020-2021, it is recommended that each core content area creates a benchmark assessment to ascertain content-related gaps that may have resulted due to the closure. The district will also survey students, families, faculty, and over the summer to better understand students' needs during a closure such as this. The survey will assess the effectiveness of content delivery from March 2020 to the end of the school year to determine where the district needs to grow should the closure be extended; likewise, this information will be useful should another pandemic strike in the future. The survey will also be used to ask students, families, and teachers about content they feel students missed as a result of the closure. Knowing this, and coupled with benchmark assessments at the beginning of 2020-2021, will provide the district with information regarding learning loss and how to adapt to meet students' needs when we return. The district created a continuity of ed plan rooted in enrichment activities for elementary students and planned instruction for high school students. Each student in grades 4-12 were issued a Chromebook if they did not have device at home. As a result, students have been able to connect with their teachers via Google Meets, Zoom, Class Dojo, and Google Classroom. There are some students, however, without Internet

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access; these students were provided with educational packets. If the closure continues, the district will refine the continuity of education plan with the help of reopening committee, which will be comprised of teachers representing numerous grade spans, a school nurse, administration, a board representative, and a parent representative. This committee will be integral in discussing how best to safely reopen school as well as how best to continue educating students should the closure continue. With regard to supporting vulnerable student populations, particularly those with IEPs, each special education teacher in the district has retained their in-school caseload. Special education teachers have been assigned to specific content areas to assist in delivering content to LS students. SPED teachers have held regular Google meets throughout the closure to assist their caseloads, and they have logged phone calls to these students and their families to assess their needs.

**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.

Because the district plans to purchase Chromebooks for every student in the district and, as a result, operate a 1-to-1 K-12 technology program, the district will create a technology committee, which will discuss and create learning goals rooted in transformational technology implementation. With regard to short-range planning, the district has already exhausted its current stock of Chromebooks by issuing them to every student in need in grades 4-12; the district plans to provide parents with the option to purchase these already-issued Chromebooks at the conclusion of SY 19-20. As a result, we will need to replenish our Chromebooks in 20-21 in order to attain 1-to-1 from K to 12. The primary strategy used to determine how best to spend CARES funding has been public discussion at board meetings. When COVID-19 forced schools to close, the district immediately began discussing how best to educate students. These discussions with the board, as well as discussion with department head teachers, resulted in the conclusion that online content delivery via Google Classroom is the most viable option, because it allows our students to maintain contact with their teachers as well as maintain contact with the district's curriculum. We addressed the short-term needs (19-20) by providing devices to every student in grades 4-12; however, we do not have enough devices to sustain this effort in the long-range future. As a result, board and department head discussions focused on the future; it was determined that, as a result of these funds, now is the time to provide every student in the district with a device. In order to create a plan for long-range technology use, the district will create a technology committee, comprised of various stakeholders (teachers, tech department, administrators, etc.) to create a long-term plan for technology integration, including professional development opportunities for teachers, best practices, software for students, and acceptable use at home and in school. The one-time funding supports our initiative because it puts us on a path to continue a 1-to-1 initiative into the future; we will create a purchasing cycle beyond 19-20 to maintain 1-to-1 access, while remaining fiscally responsible. Likewise, the technology committee will meet regularly to assess online learning, professional development needs, and student/family needs.

**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**

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characters max)

One of the responsibilities of the reopening committee will be to discuss and evaluate learning gaps as a result of the COVID-19 closure. The committee, which will be comprised of various stakeholders, including teachers and parents, will focus on methods to evaluate long-term student learning gaps and long-term strategies to address those learning gaps. For example, it is recommended that core content areas create benchmark assessments--not to be used for grades--to help determine learning gaps that may have been caused by the COVID-19 closure. The benchmark assessments can then be used by teachers as road maps, so to speak, to guide their instruction throughout the course of next school year; this practice should become a normal routine at the beginning of each year moving forward. As a result, curriculum planning will become a major focus with regard to long-range planning. Therefore, the district will create a curriculum review cycle by department, whereby each department regularly reviews, revises, and evaluates curriculum, instruction, and assessments. One major component to help evaluate learning gaps will be the development of common assessments by department, as well as a stronger focus on scope-and-sequence. Departmental meetings will focus on vertical alignment and student needs assessments as measures to identify and evaluate students' learning gaps.

**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)
Karns City Area School District	(9) Purchasing educational technology...		We will use funds to purchase enough Chromebooks to provide every student their own device.

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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.

Yes

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
Saint Wendelin School	210,168	3,424	0	2	1,712.00

**ESSER FUNDS AFFIRMATION OF CONSULTATION FORM**

**Project #: FA-200-20-0209**

**Agency: Karns City Area SD**

**AUN: 104103603**

**Grant Content Report**

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

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

**Nonpublic Institutions**

Agency: Karns City Area SD

Nonpublic Institution: St Wendelin 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

	<b>Nonpublic Per Pupil Amount</b>	<b>Nonpublic Students in this Building</b>	<b>Nonpublic Organization Equitable Share</b>
<b>Calculation</b>	1,712.00	2	3,424.00

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Instruction Expenditures

**BUDGET OVERVIEW**

**Budget**

\$210,168.00

**Allocation**

\$210,168.00

**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	700 - Property	\$206,647.53	Quantity of 840 Lenovo 100E chromebooks, Chrome management licenses and chargers
		<b>\$206,647.53</b>	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Instruction Expenditures

**BUDGET OVERVIEW**

**Budget**

\$210,168.00

**Allocation**

\$210,168.00

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**Budget Over(Under) Allocation**

\$0.00

**NONPUBLIC INSTRUCTION EXPENDITURES**

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

Function	Object	Amount	Description
		\$	
		\$0.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Support and Non-Instructional Expenditures

**BUDGET OVERVIEW**

**Budget**

\$210,168.00

**Allocation**

\$210,168.00

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**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**

\$210,168.00

**Allocation**

\$210,168.00

**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
2400 - Health Support Services	600 - Supplies	\$45.98	Face Shields
2400 - Health Support Services	600 - Supplies	\$111.27	Thermometers
2400 - Health Support Services	600 - Supplies	\$1,521.00	Hand sanitizer and dispensers and wall files
2400 - Health Support Services	600 - Supplies	\$71.40	Vinyl gloves and power strips
2400 - Health Support Services	600 - Supplies	\$1,015.90	80 3-door carts (Sterile)
2200 - Staff Support Services	600 - Supplies	\$754.92	8 Inkjet Printers
		<b>\$3,520.47</b>	



## Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

## 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	\$0.00	\$206,647.53	\$206,647.53
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	\$0.00	\$0.00	\$0.00
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

**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$754.92	\$0.00	\$754.92
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,765.55	\$0.00	\$2,765.55
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,520.47</b>	<b>\$206,647.53</b>	<b>\$210,168.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$210,168.00</b>

**Project #: FA-200-20-0209**

**Agency: Karns City Area SD**

**AUN: 104103603**

**Grant Content Report**

**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**