

## **Section: Narratives - Program Description**

### **INTRODUCTION**

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools 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.

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

**\*ESSER II 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)**

Students in the Mifflinburg Area School are administered the Measures of Academic Progress (MAP) test three times per school year (Fall, Winter, Spring). It is a series of computerized adaptive tests that measure general knowledge in reading, mathematics, and science. The purpose of the test is to determine what the student knows and is ready to learn next. MAP is a norm-referenced measure of student growth over time. The MAP test adjusts to each student's performance, and teachers track students' growth with each administration. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path. Special Education teachers continue to monitor students' IEP goals progress. Additionally, teachers and administrators will be paying close attention to the 2021 PSSA and Keystone Exams scores and determine weak areas.

### **Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)**

ARP ESSER funds are available for allowable expenditures from March 13, 2020; therefore, some programs have already begun and material has been purchased in preparation for the 21-22 school year. Additional programs will be planned as we continue to receive feedback from stakeholders. Summer activities began with the 2021 summer toolboxes being provided to all students. The summer toolboxes will be extended into Neighborhood Classrooms making the activities from the toolboxes more accessible to families beginning with the summer of 2022. The District plans to continue to use its funds throughout the 22-23 school year.

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

The LEA will continue to upgrade its technology devices and infrastructure with ESSER II funds. Regarding remote learning, we have teachers at all grade levels working together to

provide digital lessons plans on their learning management platform in order for families to be able to see what their child(ren) is/are learning in school every day, so they can support their child(ren) at home. Another purpose of this initiative is to align the District's e-learning curricula with the District's own curricula instead of purchasing curricula from an outside vendor. This move will provide transparency and support students and families.

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

The District's students will continue to be assessed with the Measures of Academic Progress (MAP) test three times per year (Fall, Winter, Spring). The data from the MAP test will help teachers guide instruction and provide data for small-group instruction. Students in Grades 2-5 will utilize the Exact Path program from Edmentum for reading. Exact Path provides individualized learning paths based on the students' MAP scores to promote academic growth. Additionally, we are considering purchasing SuccessMaker, a program from Savvas Learning, that will also provide individualized learning paths for ELA in Grades 6-8. SuccessMaker, an intervention piece that complements our new enVision mathematics program, is already being used. Academic tutoring and after-school support are being provided at all four buildings (K-12); the ESSER funds will allow us to continue with that support for students.

**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.

The District will use achievement (PSSA and Keystone Exam) data as well as growth (Measures of Academic Progress (MAP)) data and the Local Assessment data from the PDE project to identify students who have been impacted from the school closure and ongoing pandemic. Building Principals will continue to hold data team meeting to identify those students who are struggling and in need of academic support. Our MTSS model of tiered support will continue to be our process for providing supports for students who are struggling as well as students who are excelling and in need of enriched instruction. We will continue to monitor the data from our new programs (enVision Mathematics, SuccessMaker and Exact Path) and make adjustments as teachers learn more about the programs. The teacher teams will continue to work toward providing their lesson plans online for students and families, and principals and District administration will continue oversee that progress. This work will better prepare our District in case of another emergency that may interrupt our students' education.

**Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 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, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

The District was not prepared for optimal student learning when the pandemic began. We have since purchased learning devices for all students in the District and upgraded our technology infrastructure. We are working to improve instruction and make our lesson plans accessible to students and parents. Our plan includes our e-learning students following our District's curriculum rather than purchasing a pre-packaged curriculum that does not align with our District's curriculum. The curriculum will evolve into online courses that will be managed by our own District's teachers.

**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)**

We will continue to monitor state assessments results and continue to learn how we can better prepare our students for those assessments. We will continue to monitor our student growth data. We will include our stakeholders in the evaluative process and solicit feedback using online surveys and focus groups. A district-wide focus will continue to be placed on supporting all groups of students academically, socially, and mentally as we continue to assess and plan for the mental health needs of our students and staff.

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 II 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.
- (1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
- (1b) Title I, Part C (Education of Migratory Children)
- (1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- (1d) Title II, Part A (Supporting Effective Instruction)
- (1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- (1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
- (1g) Title IV, Part B (21st Century Community Learning Centers)
- (1h) Title V, Part B (Rural and Low-Income School Program)
- (1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
- (1j) The Individuals with Disabilities Education Act ("IDEA")
- (1k) The Adult Education and Family Literacy Act
- (1l) 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 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, if not already purchased using ESSER.\*\***
- (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 IDEA and ensuring 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) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- (12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (12b) Implementing evidence-based activities to meet the comprehensive needs of students.
- (12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (12d) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) 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. The description has a maximum of 1000 characters.

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

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Mifflinburg Area School District	(10) Providing mental health services and supports.	These funds will support the salary and benefits for one additional School Counselor for one year of funding as well as the salary and benefits for an additional School Psychologist for two years of funding. The LEA will also spend funds for this category as it partners with the CSIU 16 and the McDowell Institute of Bloomsburg University to design and implement a multi-year plan that will provide mental health support for students and staff.
Mifflinburg Area School District	(11) Planning and implementing activities related to summer learning...	These funds will be used to support salaries and benefits for teachers to plan and organize summer toolboxes as well as provide the supplies for grade-level enrichment activities for incoming Kindergarten through Grade 11 students. These funds will also be used to organize and implement community-based classrooms that will bring summer reading activities to the communities where students live within the District's geographic boundaries helping to alleviate the burden of parents transporting their

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		children into the school buildings.
Mifflinburg Area School District	(12) Addressing learning loss among students...	These funds will support salaries and benefits for teachers to work with all students, particularly students with special needs, in after-school programs and throughout the summer months to address learning loss. The funds will also be used to purchase additional evidence and research-based intervention programs for students based on need.
Mifflinburg Area School District	-(12a) Administering and using high-quality assessments....	These funds will support the purchase of the Measures of Academic Progress (MAP) assessment from Northwest Evaluation Association to benchmark and measure students' academic growth three times per school year. The funds will also support the purchase of Exact Path, a personalized learning path for ELA based on MAP scores (Grades K-5) as well as SuccessMaker for Mathematics and Reading (Grades 6-8). The funds will also support professional development for Classroom Diagnostic Tools for the Keystone Exam courses.
		These funds will be used for salaries and benefits for teachers to implement a variety of evidence-based activities to meet the academic and social/emotional needs of our students. We will design

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Mifflinburg Area School District	-(12b) Implementing evidence-based activities.....	activities that allow for students to socialize and learn new skills (academic as well as interest-based activities). In particular, we will implement a new activity called Saturday School where students and parents come to school to learn about the academic programs their child(ren) are engaged in as well as participate in other group activities. Data will be collected on the benefits of such activities.
Mifflinburg Area School District	-(12c) Providing information and assistance to parents and families...	These funds will be used for salaries and benefits for lead teachers to design what we are calling a "3-year Plan." The goal is to provide information to parents regarding what their child is learning in school. The goal is also to support students if they are quarantined or missing school for any reason. The first year includes expectations that a grade-level or department template will be followed for all teachers that list certain components. The second year includes daily lesson plans, and the third year includes videos and pdfs so that students can follow along with school while at home. The expectation is for teachers to be working about 5 hours per week to accomplish these tasks. Administrative oversight is provided.
		These funds will support Special Education Contracted



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<b>LEA Name</b>	<b>Allowable Usage of Funds</b>	<b>Description (1000 max characters)</b>
Mifflinburg Area School District	(15) Other activities that are necessary...	Services (nursing, behavioral and mental health support, etc.) as well as maintain the support staff positions that are already in place.

**Section: Narratives - ESSER II Fund Assurances**

**ESSER II FUND ASSURANCES**

LEAs that receive more than \$150,000 in CRRSA Act funds will complete quarterly FFATA 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 CRRSA 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 315 of Division M of the CRRSA 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. CRRSA 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.

Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, Special Purpose Equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: Inventory of equipment purchased with federal funds must be broken out by funding source.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act

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and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

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

## **Section: Narratives - ESSER II Reporting**

### **USES OF FUNDS**

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

### **HOME INTERNET ACCESS**

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

### **LEARNING DEVICES**

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning

devices for students.

I understand that I may have to report on the requirements listed above.

Yes

## **STUDENT PARTICIPATION AND ENGAGEMENT**

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

## **FULL TIME EQUIVALENT POSTIONS (FTE)**

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,939,331.00

**Allocation**

\$1,939,331.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$70,000.00	<p>These funds will be used to support salaries for teachers planning and organizing summer toolboxes filled with grade-level enrichment activities for incoming Kindergarten through Grade 11 students. These funds will also be used to support salaries to organize and implement community-based classrooms that will bring reading activities to the communities where students live within the District's geographic boundaries helping to alleviate the burden for parents transporting their children into the school buildings.</p>

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,000.00	<p>             These funds will be used to support benefits for teachers planning and organizing summer toolboxes filled with grade-level enrichment activities for incoming Kindergarten through Grade 11 students. These funds will also be used to support benefits for teachers to organize and implement community-based classrooms that will bring reading activities to the communities where students live within the District's geographic boundaries helping to alleviate the burden for parents transporting their children into the school buildings.           </p>
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$200,000.00	<p>             The LEA will spend funds for this category as it partners with the CSIU 16 and the McDowell Institute of Bloomsburg University to design and implement a multi-year plan that will provide mental health support for students and staff.           </p>

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$84,000.00	These funds will support the salaries specifically for Special Education teachers to address learning loss.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$55,331.00	These funds will support the benefits specifically for Special Education teachers to address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$150,000.00	<p>These funds will support the purchase of the Measures of Academic Progress (MAP) assessment from Northwest Evaluation Association to benchmark and measure students' academic growth three times per school year. The funds will also support the purchase of Exact Path, a personalized learning path for ELA based on MAP scores (Grades K-5) as well as SuccessMaker for Mathematics and Reading (Grades 6-8). The funds will also support professional development for Classroom Diagnostic Tools for the Keystone Exam courses. These funds will support intervention programs to support MTSS and the academic gains for students.</p>



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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$70,000.00	<p>These funds will be used for salaries for teachers to implement a variety of evidence-based activities to meet the academic and social/emotional needs of our students. We will design activities that allow for students to socialize and learn new skills (academic as well as interest-based activities). In particular, we will implement a new activity called Saturday School where students and parents come to school to learn about the academic programs their child(ren) are engaged in as well as participate in other group activities. Data will be collected on the benefits of such activities.</p>
1100 - REGULAR			<p>These funds will be used for benefits for teachers to implement a variety of evidence-based activities to meet the academic and social/emotional needs of our students. We will design activities that allow for students to socialize and learn new skills (academic as well as interest-based</p>

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,000.00	activities). In particular, we will implement a new activity called Saturday School where students and parents come to school to learn about the academic programs their child(ren) are engaged in as well as participate in other group activities. Data will be collected on the benefits of such activities.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$400,000.00	These funds will be used to support teacher salaries for lead teachers to design what we are calling a "3-year Plan." The goal is to provide information to parents regarding what their child is learning in school. The goal is also to support students if they are quarantined or missing school for any reason. The first year includes expectations that a grade-level or department template will be followed for all teachers that list certain components. The second year includes daily lesson plans posted online, and the third year includes videos and pdfs so that students

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Function	Object	Amount	Description
			<p>can follow along with school while at home. The expectation is for teachers to be working about 5 hours per week to accomplish these tasks. Administrative oversight is provided.</p>
<p>1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY</p>	<p>200 - Benefits</p>	<p>\$180,000.00</p>	<p>These funds will be used to support teacher benefits for lead teachers to design what we are calling a "3-year Plan." The goal is to provide information to parents regarding what their child is learning in school. The goal is also to support students if they are quarantined or missing school for any reason. The first year includes expectations that a grade-level or department template will be followed for all teachers that list certain components. The second year includes daily lesson plans posted online, and the third year includes videos and pdfs so that students can follow along with school while at home. The expectation is for teachers to be working about 5 hours per week to accomplish these tasks.</p>

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Function	Object	Amount	Description
			Administrative oversight is provided.
		<b>\$1,269,331.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,939,331.00

**Allocation**

\$1,939,331.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$60,000.00	These funds will support the salary for one School Counselor for one year of funding.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$50,000.00	These funds will support benefits for one School Counselor for one year of funding.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$160,000.00	These funds will support the salary for one School Psychologist for two years of funding.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$100,000.00	These funds will support the benefits for one School Psychologist for two years of funding.
			These funds will

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Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$300,000.00	support Special Education Contracted Services (nursing, behavioral and mental health support, etc.).
		<b>\$670,000.00</b>	

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**Section: Budget - Budget Summary**

Display a read-only table showing total budget and allocation amounts.

**Budget**

\$1,939,331.00

**Allocation**

\$1,939,331.00

**Budget Over(Under) Allocation**

\$0.00

**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	\$540,000.00	\$240,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$930,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$84,000.00	\$55,331.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$339,331.00
1300 CAREER AND TECHNICAL 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
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

**Project #: FA-200-21-0252**  
**Agency: Mifflinburg Area SD**  
**AUN: 116605003**  
**Grant Content Report**  
**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

	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
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	\$220,000.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$370,000.00
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	\$300,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300,000.00
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



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

	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
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
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$844,000.00	\$445,331.00	\$500,000.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$1,939,331.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,939,331.00