

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)

McKeesport Area School District has reviewed data relating to the pandemic, spoken with many parents and students regarding what they see as the most significant needs for students as we return to school. MASD continues to monitor the COVID-19 situation daily and is in the process of implementing many strategies and making many decisions regarding the best way for MASD to move forward. The COVID-19 pandemic caused a great interruption to education, and may have long term implications for all students, but especially for the most vulnerable. MASD is very concerned about the real risk of regression for children whose basic, foundational skills (reading, math, languages, etc.) were not strong prior to the pandemic. We are additionally concerned about our students' health and well-being (both psychosocial and physical) during the closure of school due to COVID-19. Without access to education, many of our children are more vulnerable and unprotected. For the most vulnerable children, education is lifesaving. Not only does it provide safety and protection, it also instills hope for a brighter future. Our most important educational need is twofold. To ensure the health and safety of everyone in our schools, and if not attending school in person becomes a reality again, we must ensure that the interruption to education is as limited as possible and quality education continues seamlessly. Furthermore, we must set up with contingency capacities to mitigate and manage the educational and health risks for all children moving into the future. To ensure the health and safety of everyone within our schools, we must institute the new CDC guidelines as well as the PDE guidance for the re-opening of schools. Additionally, we must continue to plan for student remote learning. This plan includes ensuring all students retain knowledge and skills (i.e. through temporary remote, alternative or distance learning programs). If the need would arise to again close schools, MASD will be ready within days to continue high quality, rigorous and engaging instruction for all students as well as be ready to provide other support services as deemed necessary.

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)

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On March 13, 2020 PDE mandated the closure of the McKeesport Area School District due to the COVID-19 virus. During the month of March 2020, MASD did the following: Submitted their Continuity of Education Plan, created and distributed paper packets of educational work to all students and began discussions with staff to figure out how to move to a virtual platform. In April 2020, MASD designed and implemented the MASD virtual platform for all Kindergarten through 12th grade students. MASD used Edmentum as their main virtual platform with teachers also using Google Classroom and Zoom. We distributed iPads to students who needed a device (one device per family), purchased needed cleaning and disinfecting supplies, iPad chargers for device distribution and Puffin app for Edmentum to work appropriately. Throughout May 2020, students continued working on the virtual platform and discussions began about future learning, both in a traditional manner and remotely. In June and continuing through August 2020 we have surveyed the parents and community regarding developing plans and options for returning to school in the fall. Developed and approved the MASD Reopening Health and Safety Plan. Purchased Chromebooks so that all students 6th – 12th grade have a device (one to one). Had borrowed iPads returned so that all classrooms K-5th grade have a device that could be sent home if a need for remote learning occurs again. Purchased Edmentum licenses for remote learning and additionally trained all teachers on Edmentum, as well as Google classroom and got as many teachers Google Educator Certified as possible. Trained counseling staff on recognizing and working with students who are experiencing pandemic related problems. Notified parents and community of plans for the 2020-2021 regarding traditional and remote learning, student and staff safety and other matters regarding COVID-19. MASD notified the non-public schools about the CARES Act money available to them. Established policies and procedures necessary for all aspects of school, including but not limited to: transportation, meals, education. counseling, after-school programming, Pre-K, etc. Purchased all supplies that are needed to establish an environment that provides the most safe and secure environment for all students and staff. On August 20, 2020 we plan to open school. Once school begins and through the next few years we will continue to monitor the Health and Safety Plan and make changes as necessary, make purchases that are needed to maintain student education and inform parents and community regarding changes that occur throughout the year.

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

MASD is not currently a one to one device district. However, with the use of ESSER funds we will be able to become a one to one device district. We will use the funds in the following ways to make sure that if the need arises again for our students to learn remotely we are prepared to continue with the high-quality instruction that occurs in the traditional learning format. The ESSER money, as well as money from other sources will be used to purchase Chromebooks for all 6th through 12th grade students. All iPads currently in the district will be relocated to the two Kindergarten through 5th grade buildings and be repurposed for our Kindergarten through 5th grade students. All elementary classrooms will have enough student iPads to be used in school, and if needed sent home for remote learning. Currently, MASD has a lease with Apple for iPads, this lease will be paid off with ESSER funds so that we own the iPads and they can be distributed if necessary for remote learning. We also will need to purchase certain apps for the iPads so that learning can continue remotely and the ESSER funds will partially be utilized for these purchases. The ESSER funds will also be utilized to purchase Edmentum for the 2020-2021 school year, which is the virtual platform that we used at the conclusion of the 2019-2020 school year. We will also purchase other technology that is necessary for both students and staff to work remotely. Currently, our staff has desktop computers and they do not lend themselves to remote learning, MASD will purchase through the ESSER funds laptops for staff so that they can educate and operate the district remotely if it is necessary. With the increase of devices within the district and the potential need for remote learning, MASD will contract with a Help Desk company

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to provide technical support for all end users. For access to the MASD infrastructure for all users, ESSER funds will be used to pay for the AIU3 for connection to the internet and to DQE for the fiber for connection. Additionally, for remote access we pay Expedient to hold all our DNS records for domain hosting. MASD has also set up a guest wireless network that allows students who do not have wifi at home to come onto our property, remain outside or in their cars and access our internet. Additionally, MASD plans to allow staff to access financial and student information from home and that access has had to be set up. We utilize Ideal Integrations for network security monitoring. Finally, MASD needs additional storage to house our virtual files. Remote learning has presented a great deal of new legal questions and we utilize the AIU Technology Pool Council for that information. Communication to our families is critical during remote learning and we have utilized four main methods of communication: website, social media, school messenger robo call, and US mail. All of these expenses will allow for a successful remote learning experience.

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

McKeesport Area School District along with every other school district in the USA experienced an unprecedented situation with the closure of schools nationwide due the COVID19 pandemic. Like everyone one else we had to figure out quickly how to address the social and emotional needs as well as the academic needs of our students, staff and parents. We started out by offering our students paper and pencil packets to complete and eventually we moved all of our academic classes to an online format. For the upcoming school year, the district plans to reopen the brick and mortar buildings and to assess all students within the first few weeks of school using a variety of assessment measures and materials. The data gather from the assessments will be used as a road-map to guide individual and larger class instruction to ensure that all exposed academic deficits are addressed. Should a school closure be required for a second time the district plans to purchased enough electronic devices for each student to have their own as well as enough site licenses for the students to complete all school work online if necessary. All students and staff have experienced the online programs using electronic devices. The online work will be taught by the brick and mortar teachers and it will mirror the instructional strategies that the teaching staff utilized in the schools. Whether in the brick and mortar schools or online the teaching staff will periodically utilize formative and summative assessments to check for student understanding and remediate or accelerate as needed. We are well aware that the safety of our students and staff must be put in front of student learning at this time so, if the schools cannot open again due to a resurgence of COVID19 we are prepared to start school remotely. Through the online learning platforms students would be assessed and the teaching staff will then provide acceleration or remediation of grade level content as the data dictates through providing additional zoom/google classes or paper pencil assignments to address the learning gaps as they are exposed through ongoing formative assessments. No matter whether the students are physically at the schools or using remote learning instruction will be targeted based on assessment and progress monitoring data. The instruction that the students receive will be targeted to address student academic deficits. The learning data will be shared more frequently students, and student family members to set goals for continued progress. The staff has embraced the challenge to continue teaching despite the fact the most had no experience with online learning prior to the closure of the schools during the spring of 2020 and they will be better prepared to pivot in the way they instruct the students should the need arise in the future. We are committed so that our students can receive what they deserve so that they can grow up with the tools that they need to be productive citizens.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in

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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.

Initially, when MASD schools were closed a Continuity of Education Plan was written and posted on the school district website as well as other social media outlets like Facebook. The Continuity of Education Plan was developed by the district leadership. The Continuity of Education Plan consisted of several layers. First, it outlined the contents of Senate Bill 751. Second, it provided information about the classroom materials and resources that would be available for all of the district students. Finally, the plan outlined the process for families to retrieve educational materials and resources as well as provided information about the locations families could take their children to pick up free meals. MASD's current proposed procedure to evaluate the loss of learning due to the shutdown of all schools will start with taking a deep look at the current PA Academic Standards. The PA academic Standards will be used as a guide to remind the educational leaders what students should be able to know and do by the end of each grade level. Once the standards are reviewed the most recent assessments taken by the students prior to the school closure will be collected and then compared to a comparable assessment that will be administered to all students once the schools reopen. By using that assessment data along with formative assessments measures that will be utilized by classroom teachers we will be able to come up with a plan to address the learning gaps that we anticipate from the data collected. To support the vulnerable student populations and their families during the COVID19 pandemic the school district added a tab on the school district web site with a link to a guide written by The National Child Traumatic Stress Network (NCTSN). The guide was written specifically for families to provide them with information about COVID 19 and it provided strategies and resources to deal with the stress that could result from dealing COVID19. In addition to the guide that was posted the school district website, the school district counselors posted a letter on the school district website letting parents know that they were available if needed and how to contact them. The letter also included advice for parents and helpful tips and resources for them to use to educate their children about the pandemic. Once schools reopen the counselors will be trained to recognize and work children who may be experiencing trauma due the anxiety that they may have experienced as a result of the pandemic. In the end, MASD takes the safety and health of students, staff, faculty and the community into every decision that is made. Educating our students has always been our top prior. We will continue to work with our families to provide the students' academic materials and resources, mental health services and food. Whether school is held face to face or online we will continue to monitor the progress of the students and adjust the instructional plan as needed.

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.

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Beginning March 13, 2020 until the end of the school year MASD provided students with an online virtual program and paper and pencil instruction to help to eliminate the loss of learning to the best of our ability at the time. During that time MASD began to establish a long-term plan for instruction that included learning both in school and remotely. We are in the process of having teachers align curriculum that can be taught both in school and at home and purchase all technology needed to make sure that learning can be done in both locations with very little disruption. Additionally, we are working to train staff in various areas to better assist everyone when August arrives. We are training custodial staff on better cleaning and disinfecting techniques, counselors on recognizing and helping student who have trauma that has occurred due the pandemic and all staff on preparing for remote learning if that becomes necessary. MASD has established a Pandemic Coordinator and Pandemic Team to develop, implement and sustain a district-wide Health and Safety Plan. This plan looks at the immediate needs of the district as well as the future needs of MASD. MASD has evaluated the remote learning that took place at the end of the year through teacher, parent and student interviews and are addressing the areas of concern that has been determined through the data collected. We will be increasing the methods of remote teaching and learning that occurred, more closely aligning the curriculum to the PA Standards and increasing the expectations of both the students and the staff. This is an ongoing process and refinement will take place each step of the way. The CARES Act funding has allowed us to establish and purchase the necessary equipment that is needed to have a robust and rigorous virtual learning environment if necessary for the 2020-2021 school year and beyond. We will continue to move this initiative forward as we look for new funding sources. MASD will utilize district funds as well as other federal and state funds in the future to ensure that what was started using CARES Act money continues beyond 2022.

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)

All decisions within the McKeesport Area School District are based on research and data. The COVID19 pandemic was unprecedented, and therefore there is no data to compare to or plan to refer to when making future decisions regarding the learning gaps due to the closure of school. According to an article posted on the Center for Assessments website on March 24, 2020 the writer states that, "Diagnostic and formative assessments may be the most useful tools to respond to gaps in the opportunity to learn." The plan is to evaluate all students within the first few weeks of school using grade level appropriate diagnostic and formative assessment measures and materials. Examples of the diagnostic assessments that will be used are: Acadience Reading and Math tests, CDT assessment and content specific testing. The data gathered from the assessments will be used as a roadmap to guide individual and larger class instruction to ensure that all exposed academic deficits are addressed. Mid-year the same assessments that were given at the beginning of the school year will be administered again and will then be compared to the beginning of the school year student data. The teaching staff will also utilize formative assessments daily to check for student understanding and remediate or accelerate as needed. In addition to the assessments and strategies listed above, the PSSA, end of the unit test, keystones and the NOCTI test will be used to gather additional data to inform instructional practices. The instruction that the students receive will be targeted to address student academic deficits.

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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 and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA,

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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)
McKeesport Area School District	(5) Developing and implementing procedures and systems...	N/A	MASD is in the process of creating and then implementing the Health and Safety Plan. We believe this is critical to reopening and maintaining the safety of all staff and students. Our current Coordinator of Student Services will assume the responsibility of the Pandemic Coordinator and the Homeless Liaison and Police Chief will serve as Pandemic Team

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
			members. We believe this team of individuals understand the needs of our students and the community and can work to assure the safest environment possible within our schools.
McKeesport Area School District	(7) Purchasing supplies to sanitize and clean...	N/A	MASD will purchase disinfecting supplies that will clean and sanitize all areas in which staff and students work.
McKeesport Area School District	(9) Purchasing educational technology...	N/A	Purchase Chromebooks for all 6th - 12th graders, Edmentum courseware for K - 12th grade remote learning, iPads and iPad supply purchases, and laptops for staff for remote education. Connection services and equipment to allow for remote education. Chromebooks for students who go to the Diocese of Pittsburgh and the Diocese of Greensburg.
McKeesport Area School District	(10) Providing mental health services and supports.	N/A	Counselors in each building to provide mental health services to students who may be experiencing trauma due to the pandemic.
			Money provided through the CARES Act to the non-public schools and the salaries and benefits to maintain counselors at

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
McKeesport Area School District	(12) Other activities that are necessary...	N/A	all four schools within the McKeesport Area School District. Additionally, expenses that occurred due to the extended closure of the school buildings.
McKeesport Area School District	(8) Planning for and coordinating during long-term closures...		The Coordinator of Student Services as well as the Technology Director and other administrators will continue to monitor the situation regarding COVID-19 and train staff as necessary for the possibility of future long-term closures. This is in regards to cleaning, meals, health, and all other areas of education.
McKeesport Area School District	(6) Training and professional development...		We also have and will continue to purchase masks and gloves for individuals who do not have their own.

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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.

85,544.00

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.

1,125.58

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
McKeesport Area School District	1,891,316	85,544	0	76	1,125.58

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

Project #: FA-200-20-0242

Agency: McKeesport Area SD

AUN: 103026002

Grant Content Report

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

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Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Cornerstone Christian Prep-Wilson Campus

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	1,125.58	7	7,879.06

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Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Hillcrest Christian Academy

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	1,125.58	1	1,125.58

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Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Hillel Academy of Pittsburgh

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	1,125.58	8	9,004.64

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Mary of Nazareth Catholic 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	1,125.58	56	63,032.48

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Queen of Angels Catholic 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	1,125.58	1	1,125.58

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: Sister Thea Bowman Catholic Academy

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	1,125.58	1	1,125.58

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Nonpublic Institutions

Agency: McKeesport Area SD

Nonpublic Institution: St Benedict the Moor

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	1,125.58	2	2,251.16

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,891,316.00

Allocation

\$1,891,316.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$9,950.70	Additional Technology and Educational Supplies for Continuity of Education Plan during Pandemic
1000 - Instruction	600 - Supplies	\$269,250.00	Chromebooks for all 6th - 8th Grade Students - DELL or HP (\$390.00 each) 840 students
1000 - Instruction	600 - Supplies	\$15,300.00	Chromebooks for all High School CTC Students - DELL or HP (\$390.00 each) 270 students
1000 - Instruction	600 - Supplies	\$45,000.00	Edmentum for Courseware (Secondary COVID_19 Virtual Instruction)
1000 - Instruction	600 - Supplies	\$18,215.00	Edmentum for Exact Path (Elementary COVID-19 Virtual Instruction)

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$83,087.25	Edmentum for Online Learning
1000 - Instruction	600 - Supplies	\$7,418.30	iPad Charges for iPad distribution
1000 - Instruction	600 - Supplies	\$25,000.00	Ipad Lease Payment for Elementary Ipads (2020-2021) - Apple
1000 - Instruction	600 - Supplies	\$25,000.00	Ipad Lease Payment for Elementary Ipads (2021-2022) - Apple
1000 - Instruction	600 - Supplies	\$5,000.00	Puffin web browser for iPad distribution - Apple Computer Inc.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$100,347.00	Founders' Hall Guidance Counselor Salary for 2020-2021 school year. Beth Pierce
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$33,733.02	Founders' Hall Guidance Counselor Benefits for 2020-2021 school year. (FICA, Medicare, Worker's Comp., Unemployment, Retirement, Life Insurance, Health Insurance) Beth Pierce
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$98,876.00	Francis McClure Guidance Counselor Salary for 2020-2021 school year. Stacey Schork
			Francis McClure Guidance Counselor Benefits for 2020-2021

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$47,120.46	school year. (FICA, Medicare, Worker's Comp., Unemployment, Retirement, Life Insurance, Health Insurance) Stacey Schork
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$98,450.00	High School Guidance Counselor Salary for 2020-2021 school year. Sheri Geyer
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$47,009.25	High School Guidance Counselor Benefits for 2020-2021 school year. (FICA, Medicare, Worker's Comp., Unemployment, Retirement, Life Insurance, Health Insurance) Sheri Geyer
1000 - Instruction	600 - Supplies	\$258,390.00	Laptops for All Teachers, Counselors, Nurses, Psychologist, Instructional Coaches (261 Laptops)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$21,780.00	Laptops for all ACT 93 Administrators, Superintendent, Assistant Superintendent and Business Manager (22 Laptops)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$56,142.00	Twin Rivers Guidance Counselor Salary for 2020-2021 school year. Allison Attenberger
			Twin Rivers Guidance Counselor Benefits for 2020-2021 school year.

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$35,964.75	(FICA, Medicare, Worker's Comp., Unemployment, Retirement, Life Insurance, Health Insurance) Allison Attenberger
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$49,741.00	Twin Rivers Guidance Counselor Salary for 2020-2021 school year. Megan Wolf
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$20,522.33	Twin Rivers Guidance Counselor Benefits for 2020-2021 school year. (FICA, Medicare, Worker's Comp., Unemployment, Retirement, Life Insurance, Health Insurance) Megan Wolf
		\$1,371,297.06	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,891,316.00

Allocation

\$1,891,316.00

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	\$7,879.06	Supplies for Cornerstone Christian Prep-Wilson Campus
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$1,125.58	Supplies for Hillcrest Christian Academy
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$9,004.64	Supplies for Hillel Academy of Pittsburgh
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$41,192.40	Supplies for Mary of Nazareth Catholic School
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$21,840.00	Chromebooks for students at Mary of Nazareth Catholic School (56

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
only)			Chromebooks)
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$1,125.58	Supplies for Queen of Angels Catholic School
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$735.58	Supplies for Sister Thea Bowman Catholic School
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$390.00	Chromebooks for students at Sister Thea Bowman Catholic School (1 Chromebook)
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$1,471.16	Supplies for St Benedict the Moor
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$780.00	Chromebooks for students at St Benedict the Moor (2 Chromebook)
		\$85,544.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,891,316.00

Allocation

\$1,891,316.00

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
2600 - Operation and Maintenance	600 - Supplies	\$711.45	ADC Apter disinfecting cleaner from Apter Industries, Inc.
2600 - Operation and Maintenance	600 - Supplies	\$299.67	Batteries for vehicles due to sitting during shutdown from NAPA Auto Parts
2600 - Operation and Maintenance	600 - Supplies	\$2,475.00	Green Gorilla King Sprayer - LICO Inc.
2600 - Operation and Maintenance	600 - Supplies	\$950.00	KHA Disposable Protective Mask - 50/box - LICO Inc.
2600 - Operation and Maintenance	600 - Supplies	\$3,825.67	Santization and Disinfecting Supplies
2000 - SUPPORT SERVICES	100 - Salaries	\$39,060.00	35% of the Pandemic Coordinator's Salary for 2020-2021 school year.
			35% of the Pandemic Coordinator's Benefits for 2020-2021 school

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	200 - Benefits	\$12,868.62	year. (FICA, Medicare, Workers' Comp., Unemployment, Retirement, Life Insurance, Health Insurance)
2000 - SUPPORT SERVICES	100 - Salaries	\$39,900.00	35% of the Pandemic Coordinator's Salary for 2021-2022 school year.
2000 - SUPPORT SERVICES	200 - Benefits	\$13,228.62	35% of the Pandemic Coordinator's Benefits for 2021-2022 school year. (FICA, Medicare, Workers' Comp., Unemployment, Retirement, Life Insurance, Health Insurance)
2000 - SUPPORT SERVICES	100 - Salaries	\$43,414.35	35% of 2 Pandemic Team Members' Salary for 2020-2021 school year.
2000 - SUPPORT SERVICES	200 - Benefits	\$18,881.61	35% of 2 Pandemic Team Members' Benefits for 2020-2021 school year. (FICA, Medicare, Workers' Comp., Unemployment, Retirement, Life Insurance, Health Insurance)
2000 - SUPPORT SERVICES	100 - Salaries	\$44,954.35	35% of 2 Pandemic Team Members' Salary for 2021-2022 school year.
			35% of 2 Pandemic Team Members' Benefits for 2021-2022 school

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	200 - Benefits	\$19,441.61	year. (FICA, Medicare, Workers' Comp., Unemployment, Retirement, Life Insurance, Health Insurance)
2000 - SUPPORT SERVICES	500 - Other Purchased Services	\$15,977.74	McKeesport Area School District website hosting
2600 - Operation and Maintenance	500 - Other Purchased Services	\$20,580.00	Allegheny Intermediate Unit Connection Service for connection to the internet.
2600 - Operation and Maintenance	500 - Other Purchased Services	\$660.00	Allegheny Intermediate Unit Technology Pool Council to provide legal information regarding COVID-19 and remote learning.
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$60,000.00	Contract with a service for Help Desk services for student and staff devices
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$2,596.25	Create new SSID "GUEST" account from Ideal Integrations
2600 - Operation and Maintenance	600 - Supplies	\$7,800.00	DQE Fiber Rental to connect all of the schools and connection back to the AIU3.
2600 - Operation and Maintenance	600 - Supplies	\$300.00	Expedient fot host all DNS records for domain hosting.

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$10,320.00	Migration of Harris School Solutions FIS to hosted for work from home
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$14,400.00	Network Security Monitoring by Ideal Integrations.
2600 - Operation and Maintenance	600 - Supplies	\$28,500.00	Nimble 42x1TB Storage Array Expansion for storage of all files.
2600 - Operation and Maintenance	500 - Other Purchased Services	\$6,600.00	West Interactive: School Messenger for communication to all families via a Robo call or email system.
2000 - SUPPORT SERVICES	600 - Supplies	\$26,730.00	Computers for all Administrative Assistant Staff (27 Computers)
		\$434,474.94	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,891,316.00

Allocation

\$1,891,316.00

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	

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	\$761,611.25	\$0.00	\$761,611.25
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$403,556.00	\$184,349.81	\$0.00	\$0.00	\$0.00	\$21,780.00	\$0.00	\$609,685.81
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$85,544.00	\$0.00	\$85,544.00
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	\$167,328.70	\$64,420.46	\$60,000.00	\$0.00	\$15,977.74	\$26,730.00	\$0.00	\$334,456.90
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)

	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	\$27,316.25	\$0.00	\$27,840.00	\$44,861.79	\$0.00	\$100,018.04
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
	\$570,884.70	\$248,770.27	\$87,316.25	\$0.00	\$43,817.74	\$940,527.04	\$0.00	\$1,891,316.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,891,316.00

Project #: FA-200-20-0242

Agency: McKeesport Area SD

AUN: 103026002

Grant Content Report

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)