

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)

The administrative created and developed a post pandemic recovery plan released May 2021. The administrative team collaborated with stakeholders to determine need. The document evolved as feedback was received. Currently the UDASD is operating under version 4.1. The following needs were identified: 1. Close any learning gaps that exist with students that resulted from the public health emergency period and activities; 2. Restore the physical facilities to pre-pandemic spacing, capacity, and usability while providing for the ongoing use of enhanced disinfecting techniques; 3. Utilize emerging and existing programs and methods to provide enhanced social, emotional, behavioral, and mental health supports; 4. Establish and enhance programs for encouraging and supporting improved engagement and attendance across the district; 5. Reduce the number of dropouts linked to the pandemic; 6. Determine the composition of the schools and facilities going forward based on projected enrollments, projected retentions, and projected non-traditional students. 7. Develop a comprehensive and structured approach to non-traditional education that can be offered as an alternative to cyber schools;

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

The plan will be implemented as soon as possible after the decision is made to move to Operational Level One. The timeline is summarized in Table 6 of our Post Pandemic recovery plan. Please note that the timeline was developed based on the belief that Level One will not be fully reached until the start of the 2021-22 school year. If this occurs sooner, certain activities may need to be moved up or the decision may be made to finish 2020-21 with some restrictions still in place and others lifted.

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

The UDASD will continue to grow its virtual education option to the next level for 2021-22. . Enhanced capabilities offered by a bolstered learning management system will allow for more secure assessment, improved student and parent engagement, and more effective instructional delivery. The desire is to provide a program that addresses the needs of all remote learners and allows for the return of many current cyber students. Engagement with these families will be completed prior to the 2021-22 school year to elicit feedback about the possibility of transitioning their students return to UDASD's virtual offering. To staff the virtual academy discussed thus far, teachers must have virtual periods incorporated into their schedules and virtual-specific instructors may be used at certain grade levels or in certain subjects. This may lead to the addition of positions specifically for the Trojan Virtual Academy. The UDASD will utilize surveys to determine how many students plan to use the virtual program in 2021-22 along with how many students are expected to return from external cyber schools and programs. This information will be evaluated to determine whether the existing complement of teachers can meet the need or if additional virtual-specific teachers are needed in certain areas. This decision will be made after the analysis is completed in the early summer period. Funding has been allocated for the possibility of additional staff. If additional staff are not needed, that funding will be reallocated to support other portions of this plan. The program begun during the 2020-21 school year will be evaluated for inclusion into the future educational environment of the district. This evaluation will include the impact on students who participated in the program this year including assessment of academic improvement over what occurred prior to the program. Teachers and paraprofessionals will work with students in the program. Staffing will be finalized once the full complement for the 2021-22 school year is determined. There are some students who are so disengaged with education that they may require special interventions to help the students return to normal learning activities. Students admitted into the program will need to meet specific criteria. The goal of the program is to engage students academically and slowly remove the additional supports over time. The UDASD will use surveys and discussions with staff to determine whether virtual snow days will be used going forward.

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

The UDASD determined learning deficits by using different assessments. The elementary school chose EasyCBM, the middle school selected CDT's, and the high school selected CDTs for keystone tested subjects. These measurements can be used to help provide targeted interventions to students such as the tutoring program. Summative assessments will also be used to address need and learning gaps. Offer In-Person Summer School: This plan will provide for in-person summer school using faculty as instructors and paraprofessionals for instructional support as an opportunity to recover lost learning and credit recovery. Summer school will focus on essential content. Summer school will take place in-person. Regular attendance will be required. Transportation will be provided by the district. Staff may include in-person proctors and graders who will work at home. The UDASD will examine the potential for both in-person and expanded after-school tutoring for the 2021-22 school year. It is recommended that two offerings of tutoring should be made available. In-session tutoring where students will receive additional tutoring during the school day and expanded after-school tutoring where students can receive tutoring five days a week instead of the limited offerings now offered. Tutors would receive orientation and training to help them provide the greatest level of support to students. The UDASD will provide Compensatory ServicesAdditional

Kindergarten TeacherThe number of students projected to be in kindergarten for 2021-22 along with the known learning deficits of retained students and anticipated academic level of many incoming students requires an additional teacher for this level. The UDASD recognizes that one way to address these issues is smaller class sizes that allow teachers to focus on helping students learn at this critical stage. Add a Math InterventionistIdentified by staff members as a need at the middle school level, the math interventionist position will provide math remediation and interventions at primarily the middle school. However, providing additional support at the middle school level will translate to better math performance at the high school level as well. PA Future ready data suggest, math is an area that many students are underperforming. The position may also teach sections of virtual math courses at the secondary level. The position will need to have a secondary mathematics certification.Purchase IXL Subscription which is a diagnostic tool that assesses students' weaknesses and provides them with practice that strengthen the weak areas. This is especially essential to identify and address the learning gaps due to the pandemic. Our target audiences will be math intervention students, all 8th grade students in preparation for the science PSSA, and all 10th grade students in preparation for the literature Keystone exam.

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.

It has been expected that many students countrywide will have learning gaps resulting from the various disruptions and issues with providing education during the pandemic. Upper Dauphin Area students were expected to follow the national trend and show learning degradation due to the COVID Pandemic. Early indicators show that this has occurred to some extent. From the elementary school perspective, the following shows the regression of students in Fountas & Pinnell reading assessments:• 1st - 2nd Grade = 22% of students regressed from Winter 2020 (January) to Fall 2020 (August)• 2nd - 3rd Grade = 21% of students regressed from Winter 2020 to Fall 2020• 3rd - 4th Grade = 40% of students regressed from Winter 2020 to Fall 2020Note that there is often a summer slide, but these percentages are much higher and the levels would have been overall higher if the children were here from March - June. This would mean that even if they regressed the same number of levels they still would have started the year higher.From the middle school perspective due to the absence of standardized testing results, data was compared using quarter two eligibility data. The comparisons were between quarter two 2019-20 and quarter two 2020-21. The results show a significant increase in the number of students who are ineligible and those with zeroes in one or more classes. This indicates a potential decline in learning and could result in higher than normal retentions. Table 1 shows the differences in eligibility data. Table 2 shows the difference between eligibility lists between 2019-20 and 2020-21 as of the end of the second marking period for the high school. The data shows significant issues with substantial increases in students failing three or more classes and those who have zeros—as of the end of the marking period—in one or more classes. Like the middle school, not only are there more students failing more classes, but they

are failing more severely than in previous years. To address this learning regression, the following programs are being recommended for the 2021-22 school year. The financial impact of these programs is included in the Financial Impact section at the conclusion of the document. It should be noted that these numbers have occurred even though the UDASD returned to in-person learning in August. Some school districts nationwide have still not returned to in-person learning. The UDASD did have several remote periods and additional remote days due to weather, but in general, the UDASD has brought many students back into the classroom earlier than other schools and still experienced significant learning issues. It is unclear how much the learning gap would have grown if the UDASD had not returned so quickly, but this should be kept in mind as preparations for the possibility of future pandemics are developed.

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.

There is considerable planning involved with the initiatives identified within this document. It is recommended that working groups be formed to divide and conquer the workload and ensure that regular progress is made for each initiative within the planning timeline. Involvement of pertinent stakeholders is an important aspect of getting these programs started. "Our teachers value and need each other as co-designers, collaborators, and sharers of knowledge and practice" (Lichtman, 2020). Table 7 contains the working group for each initiative. It is important to note that some working groups may need only one meeting and some may need a multitude of meetings to achieve the desired outcomes. Similarly, some working groups will begin right away and others may not start until the summer or next school year. All working groups will work under the guidance of the administrative team and updates on each working group will be provided at regularly scheduled Administrative Team Meetings. The same working groups will be used going forward with comprehensive and strategic planning initiatives. These working groups will meet regularly to discuss the various initiatives, planning, and procedures related to their area of expertise. Title IV could be adjusted moving forward but some of those expenditures are also related to the pandemic such as the purchase of Canvas, our new LMS to support virtual learning.

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)

Along side the Post Pandemic recovery plan includes a comprehensive dashboard which will track the progress of the proposed solutions. This document is fluid and student need may vary. We will continue to benchmark to determine need and adjust accordingly.

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)
Upper Dauphin Area	(7) Purchasing supplies to sanitize and clean...	Purchasing floor scrubbers and cleaning supplies
Upper Dauphin Area	(8) Planning for and coordinating during long-term closures...	Professional development, connectivity, and learning management system to support 21st century learning skills.
Upper Dauphin Area	(9) Purchasing educational technology...	Technology upgrades including broadcasting equipment.
Upper Dauphin Area	(11) Planning and implementing activities related to summer learning...	Funding for summer school
Upper Dauphin Areas	(10) Providing mental health services and supports.	School social worker and social emotional learning teacher
Upper Dauphin Area	-(12b) Implementing evidence-based activities.....	Expanded tutoring options (after school, in home and weekend)
Upper Dauphin Area	(6) Training and professional development...	Nursing services

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

Project #: FA-200-21-0449
Agency: Upper Dauphin Area SD
AUN: 115229003
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

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

\$1,869,704.00

Allocation

\$1,869,704.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$160,944.00	salaries, summer school
1300 - CAREER AND TECHNICAL EDUCATION	700 - Property	\$10,000.00	broadcasting equipment
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$753,456.00	salaries, tutoring and summer school
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$55,000.00	salaries, tutoring and summer school
		\$979,400.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,869,704.00

Allocation

\$1,869,704.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$186,599.00	Social worker
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$9,000.00	social emotional learning support
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$12,600.00	professional deveelopment, connectivity, and learning managment system to support 21st centruely learning skills
2200 - Staff Support Services	500 - Other Purchased Services	\$75,000.00	professional deveelopment, connectivity, and learning managment system to support 21st centruely learning skills
2200 - Staff Support Services	700 - Property	\$33,200.00	professional deveelopment, connectivity, and learning managment system to support 21st centruely learning skills

Project #: FA-200-21-0449
Agency: Upper Dauphin Area SD
AUN: 115229003
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$15,000.00	Nursing services
2600 - Operation and Maintenance	700 - Property	\$28,577.00	floor scrubbers, cleaning supplies
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$294,063.00	technology upgrades
2800 - Central Support Services	600 - Supplies	\$51,475.00	technology upgrades
2800 - Central Support Services	700 - Property	\$184,790.00	technology upgrades
		\$890,304.00	

Project #: FA-200-21-0449
Agency: Upper Dauphin Area SD
AUN: 115229003
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Budget Summary

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

Budget

\$1,869,704.00

Allocation

\$1,869,704.00

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	\$160,944.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$160,944.00
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 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
1400 Other Instructional Programs – Elementary / Secondary	\$753,456.00	\$0.00	\$0.00	\$0.00	\$55,000.00	\$0.00	\$0.00	\$808,456.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

Project #: FA-200-21-0449
Agency: Upper Dauphin Area SD
AUN: 115229003
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	\$186,599.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$0.00	\$195,599.00
2200 Staff Support Services	\$0.00	\$0.00	\$12,600.00	\$0.00	\$75,000.00	\$0.00	\$33,200.00	\$120,800.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
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	\$28,577.00	\$28,577.00
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	\$294,063.00	\$0.00	\$0.00	\$51,475.00	\$184,790.00	\$530,328.00
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

Project #: FA-200-21-0449
Agency: Upper Dauphin Area SD
AUN: 115229003
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
	\$1,115,999.00	\$0.00	\$306,663.00	\$0.00	\$130,000.00	\$60,475.00	\$256,567.00	\$1,869,704.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,869,704.00