

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)

Union School District's administrative leadership team has sought input from each of our departments, students, parents, the community, and school board in determining which priorities are most pressing for the district. By general consensus, the majority of stakeholders who provided input indicated that they do not want to lose any current services, programs, or staff positions. This is our number one priority. Therefore, in looking at positions which may have been considered for elimination due to budget constraints and hardship produced by Covid 19, the district has identified the need to retain our school police officers to provide for the safety and security of students, staff, patrons, and buildings. Use of ESSR II funding will also help to retain a kindergarten teacher to allow for smaller class sizes for the incoming students and allowing us to build a solid educational foundation for them. We will also be able to retain two paraprofessional positions which would have been eliminated due to budget cuts. This was a major priority of our teaching group, parents who spoke at board meetings, and board members. The district will also gain two paraprofessionals who will provide services to several classrooms in supporting special education students, teachers, and general ed students throughout the day. Using data from previous years, we have identified a serious need for mental health services for our students. In employing Spero Group to provide therapy for students, nearly one third of our high school students have benefitted from their services. ESSR II funding shall be used to retain Spero services. Union School District has identified the need for additional paraprofessional services. Employment of two additional aides to provide for ELA and mathematics interventions through our MTSS program will be made possible through the allocation of ESSR II funding. Paras will assist our ELA interventionist (teacher) and our mathematics interventionist (teacher) in working with students identified as needing interventions. This need was determined through input of the school's data team, special education department, and parents. Finally, Union School District has struggled in the areas of science and mathematics. Lost instructional time and the use of remote learning had a minimal negative effect on these areas for students, but they are an area of priority for improvement. Therefore, the district shall utilize ESSR II funding to employ a 50% time STEAM coordinator at

the elementary level to provide STEAM related lessons to students throughout the day on a rotating schedule. Lessons will align utilize an inquire based approach through activities, discussions, labs, demonstrations, and teamwork. The STEAM coordinator will also work collaboratively with elementary and junior high science teachers in coordinating his curriculum to fill in any gaps while also enhancing learning in core standard areas.

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

Spero Group services shall be retained for the 2021-2022 and 2022-2023 school years to address mental health concerns for students. SPO services will continue without interruption throughout each of the next three school years to include 2021-2022 and 2022-2023. Paraprofessional services will remain in place with assignment decided as regular needs assessments identify for the next three school years to include the 2021-2022 and, 2022-2023 school years. A kindergarten teacher shall start employment in August of 2021 and remain as a member of the permanent teaching staff moving forward. The STEAM coordinator shall begin his assignment in August of 2021 and remain a member of the permanent teaching staff.

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

ESSR II funding shall be allocated for on-site/in-person learning as we prioritize face-to-face educational services which have the greatest overall positive impact on learning. We do not intend to use ESSR II funding to promote remote learning.

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

Union School District was very fortunate to not experience significant learning loss due to proactive measures taken during the 2019-2020 and 2020-2021 school years. In the Spring of 2020, students lost a total of 25 days of instructional time. Throughout the 2020-2021 school year, students lost zero instructional days and were physically in school for a total of 20 remote learning days which were facilitated through synchronous education on our normal school schedule. To address the minimal learning loss experienced by students and those who chose to participate remotely for the 2020-2021 school year, ESSR II funding will be used to provide for additional paraprofessional support services in providing interventions for students who have been identified through our MTSS program as experiencing a learning gap. To also assist, our STEAM coordinator shall supplement mathematics and science lessons at the elementary level. He will also be utilizing the second half of his day to perform mathematics interventionist services in coordinating services with classroom teachers and paraprofessionals. In an effort to give our students a good start to their education, we will continue to employ a third kindergarten teacher so that we may effectively provide educational services to our most needy grade level of students. Other funding sources shall be utilized to address learning loss such as ARP funding and district funds. Title Funding is allocated for the provision of MTSS and ELA interventionist services.

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.

Union School District utilizes CDT exams, Keystone/PSSA data, DIBELS, and Renaissance Star data in combination with formative classroom data to determine skill acquisition/retention, and possible learning loss for students. For the greater population, teachers adjust their instructional strategies and progression of lessons to address core standards and accelerate learning within the general classroom. For students who have experienced significant learning loss as identified by data teams and through the MTSS program, students are assigned to intervention periods as well as our What I Need program for targeted intervention and skill development. Union School District has minimized school closure time and has facilitated synchronous learning lessons during periods when remote learning was necessary. Therefore, prevention and minimization of learning loss has been a priority for our district from the beginning. Secondly, we strive to provide remote learning services to all students during periods of necessary closure of buildings, on a synchronous model and following our normal school schedule. Therefore, the quality of lessons provided during remote learning periods is very comparable to those received in the classroom setting. Upon return from periods of closure, teachers and data teams provide students with local assessments for progress monitoring and to determine how to restructure learning progressions to fill gaps in learning. Nearly all students in our district fit into the low-income category, so we often ensure that financial resources are not a barrier to receipt of an education for any student. Families without internet services are accommodated through the provision of a Wifi hotspot and all students have access to district Chromebooks. As we are a very small school district, we take an individualized approach of assessing individual student and family needs to ensure the students have all resources and instructional services they need to be successful. The MTSS program and regular data monitoring facilitates the provision of individualized interventions for students in need. Also, the use of the What I Need program for all students who are struggling to meet their needs is effective.

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.

ESSER II funding will be utilized to provide for mental health services which have become more

relevant due to the stressors provided by the Covid 19 Pandemic. Providing therapy services to all students in need is essential and will be supported through the use of ESSR II funding. Providing a safe and secure environment which includes enforcement of mitigation strategies and rules will also be necessary in the next few years. Therefore, the district will utilize ESSR II funding to retain school police officer services rather than considering them for furlough. In providing for additional target and individualized instructional support services for students who are struggling or experiencing learning loss, Union School District will retain paraprofessional services and expand services to provide interventionist support in mathematics and ELA. Paraprofessional services will be utilized to support services provided by our ELA and math interventionists whose services are funded through Title IV, ARP, and district funding. Our kindergarten program will be able to retain a third teacher which is essential for the incoming students who have a wide-ranging spectrum of abilities and needs. As identified by our local Pre-K and Headstart programs, our incoming students will have severe needs to be addressed, which have been exacerbated by Covid19 restrictions. Finally, the implementation of a STEAM coordinator to address learning and curriculum gaps at the elementary and junior high level will be helpful in addressing learning gaps and deficits for groups of students as well as individuals.

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)

Union School District purchased the Renaissance Star program in 2020 to allow the longitudinal comparison of student performance in both the elementary and high schools. In the past, separate assessments were used and there was little ability to compare data as students progressed from one building to the next. Using Renaissance Star data in combination with CDT data, Dibels data, PSSA/Keystone scores, and formative classroom assessments, data teams and our MTSS team will regularly review student performance data to identify student learning gaps, skill deficits, behavioral concerns, and attendance issues to prescribe targeted interventions which will encourage skill attainment and student academic success. Also, utilizing a WIN program to provide for the individual needs of students on a large scale but to a lesser degree than MTSS will help to addressing learning gaps for those who have experienced learning gaps which were not significant enough to be flagged through the MTSS data review process.

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)
Union School District	-(1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	Funding shall be utilized to provide two additional paraprofessional positions which will be used to support our mathematics and ELA interventionists as well as to provide interventions for students who have been identified as experiencing educational learning loss or having skill deficits. We will also be retaining a kindergarten teaching position to reduce class sizes and improve our ability to provide greater support for incoming students who experience skill gaps as compared to their peers.
Union School District	-(1d) Title II, Part A (Supporting Effective Instruction)	We will be retaining a kindergarten teaching position to reduce class sizes and improve our ability to provide greater support for incoming students who experience skill gaps as compared to their peers. Employment of a 50% STEAM coordinator will provide students with improved instructional opportunities in the areas of mathematics, science, engineering , arts, and technology.

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Union School District	(10) Providing mental health services and supports.	Contracting with SPERO Group for mental health/therapy/counseling services will help to address the overall mental health issues caused by the stresses of Covid19 and the restrictive measures put in place during the pandemic.
Union School District	-(12b) Implementing evidence-based activities.....	STEAM has been identified as an evidence based instructional offering which promotes improved student engagement, interest in relevant areas of the curriculum, and promotes career success. Implementing quality intervention programs such as MTSS will prove beneficial for students as we utilize paraprofessionals to meet the individual needs of students experiencing skill deficits.

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

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

\$744,963.00

Allocation

\$744,963.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$79,909.44	Kindergarten Teacher Salary for 2021-2022 and 2022-2023
1000 - Instruction	200 - Benefits	\$53,701.75	Kindergarten Teacher Benefits for 2021-2022 and 2022-2023
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$268,586.00	(2) retained paraprofessional and (2) added paraprofessional salaries
1000 - Instruction	100 - Salaries	\$68,757.50	(50%) STEAM Coordinator Salary
1000 - Instruction	200 - Benefits	\$57,523.60	(50%) STEAM Coordinator Benefits
		\$528,478.29	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$744,963.00

Allocation

\$744,963.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	100 - Salaries	\$103,160.71	Employment of three school police officers 2021-2022 and 2022-2023
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	300 - Purchased Professional and Technical Services	\$113,324.00	Contracting SPERO Group to provide mental health services for students 2021-2022 and 2022-2023
		\$216,484.71	

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Section: Budget - Budget Summary

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

Budget

\$744,963.00

Allocation

\$744,963.00

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	\$148,666.94	\$111,225.35	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$259,892.29
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	\$268,586.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$268,586.00
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								

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$103,160.71	\$0.00	\$113,324.00	\$0.00	\$0.00	\$0.00	\$0.00	\$216,484.71
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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
	\$520,413.65	\$111,225.35	\$113,324.00	\$0.00	\$0.00	\$0.00	\$0.00	\$744,963.00
Approved Indirect Cost/Operational Rate: 0.0480								\$0.00
Final								\$744,963.00