

Federal ID: 231626601

Federal Award Number: various

Federal Award Date: 3/13/2020

Federal Award Agency: US Department of Education

CFDA Number and Title: 84.425D Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Vendor Number: 0000118884

**CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY (CARES) ACT ELEMENTARY AND
SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUNDS AGREEMENT**

This agreement (“Agreement”) is made by and between the Commonwealth of Pennsylvania (“Commonwealth”), through its Pennsylvania Department of Education (“Department”), and Huntingdon Area SD located at 2400 Cassady Ave, Suite 2, Huntingdon, PA 16652, (“Grantee”).

The Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq. and has been awarded funds by the US Department of Education for Elementary and Secondary Emergency Relief (ESSER) programs under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, P.L. 116-136.

The parties, intending to be legally bound, agree as follows:

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$504,956.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2021.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2021, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department’s Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties, intending to be legally bound, have signed this Agreement below:

FOR THE GRANTEE

Signature: Fred Foster - Electronic Signature Date: 7/31/2020

Title: Superintendent

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 8/23/2020

Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 9/1/2020
Department of Education
Office of General Counsel: Date:
Office of Attorney General: Date:

Form Approval No. 6-FA-32.0

Comptroller approved as to fiscal responsibility, budgetary appropriateness and availability of funds in the amount of
\$504,956.00

Comptroller: Matthew Eng - Electronic Signature Date: 9/2/2020

Vendor Name: Huntingdon Area SD
Address: 2400 Cassady Ave, Suite 2, Huntingdon, PA 16652
Fed ID #: 231626601
Vendor #: 0000118884

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)	Federal	FA-200- 20-0195	84.425D	\$504,956.00	\$504,956.00

Grantee agrees to comply with the following terms and conditions:

1. The development and execution of the program outlined in this Agreement and subsequent reimbursement for such program by the Department will be in accordance with this Agreement's provisions as finally approved by the Department and shall comply with all applicable provisions of federal, state and local laws, the official regulations pertaining thereto, program guidelines and instructions issued by the Pennsylvania Department of Education.
2. Grantee will coordinate and provide equitable services to nonpublic schools as specified in the CARES Act based on the number of low income children in each participating nonpublic school in the LEA.
3. Grantee will comply with all reporting requirements in relation to program and fiscal components of the CARES Act program as defined by the Department and/or federal governing agencies.
4. Grantee will maintain documentation of expenditures, procurement and activities carried out through this grant for a period of the current year plus six years in accordance with Department guidelines. Grantee will provide records to Department, monitors or federal awarding agency upon request.
5. Grantee will comply with all reporting requirements in relation to any waiver authorized under the CARES Act and applied for and approved through the grantee agency. The Department will provide reporting requirements and due dates when available from the federal awarding agency.
6. Payment to Grantee under this Agreement is contingent upon appropriation and availability of funds to the Commonwealth.

General Federal Requirements:

1. Grantee shall use such fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
2. Grantee shall comply with the Uniform Grant Guidance – Subpart D (Post Federal Award Requirements) Standards for Financial and Programs, 2 CFR §200.300-§200.345, as applicable.
3. Grantee shall comply with the Uniform Grants Guidance -- Subpart D (Post Federal Award Requirements) methods of procurement to be followed, 2 CFR §200.320.
4. Grantee shall ensure that all written policies and procedures required by the Uniform Grants Guidance for the administration of federal grant dollars are created, approved, implemented and are available for review by monitors.
5. Grantee shall comply with the Uniform Grants Guidance – Subpart E (Cost Principles) 2 CFR §200.400-§200.417 and 2 CFR §200.420-§200.475, as applicable.
6. Grantee shall comply with the Uniform Grants Guidance – Subpart F – Audit Requirements, specifically sections 2 CFR §200.500-§200.512, as applicable.

Other Federal Requirements:

1. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, Grantee shall clearly state:
 - a. the percentage of the total costs of the program or project that will be financed with federal money;
 - b. the dollar amount of federal funds for the project or program; and
 - c. the percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
2. Grantee shall ensure that its personnel, whose salaries and/or benefits are federally funded are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official business, or from using government supplied electronic equipment to text message or email when driving.
3. Grantee acknowledges that this Agreement may be revised pursuant to ongoing guidance from the relevant federal or Commonwealth agency regarding requirements for the funds subject to this Agreement. Grantee agrees to abide

by any such revisions upon written notification from Commonwealth of the revisions, which will automatically become a material part of this Agreement, without the necessity of either party executing any further instrument.

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)

Our COVID-19 relief funding focused on needs related to bringing learners back to school and the event that we need to resume remote learning. The items include PPE, cleaning supplies, additional support hours in the event of remote learning, touchless scanners, plexiglass for protection and devices for learners. These items were chosen to increase safety, increase opportunities for face to face learning and enhance remote learning when it becomes necessary or a family chooses it. When working on our budgeting process and deciding how to spend our ESSA dollars, we surveyed our families, staff and community members to determine what they were concerned about, wanted to see in place and how they felt learning should continue. The survey participation was high and the data gave us the following needs: enhanced cleaning (70.5% of responses), hand sanitizer provided (70.3%), hand washing (54.7%), socialization (46.4%), and there were difficulties with online learning (25.3%). In order to address these areas we focused our dollars on cleaning costs, purchasing appropriate protective equipment and increasing online learning access through enhanced Zoom, additional hours for teachers and continuing to have our one to one devices for access.

Please explain the LEA's proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools. (3000 characters max)

August 2020 - Continue with iPad deployment, PPE ordered and distributed, cleaning items distributed, installation of barcode scanners, continue social work contracts, install plexiglass, subscribe to enhance Zoom subscription and begin processes for additional hourly support form teachers. September 2020 - June 2022 - Continue with Social work support whether in person, remote support begins, use of cleaning supplies increases and iPad use continues. Summer 2021 - HS Labs installed for continued learning opportunities. iPad leases continue for one to one device availability. We feel the continuation of our Social Worker is critical

during a time of turmoil and pandemic so we will continue to provide that contracted service in year 2. We have also placed in her a teacher lease for devices which are utilized to continue to give connectivity and resources to teachers as they navigate through online learning. All items in the CARES Act will be utilized throughout the next two years.

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

We will use the one to one devices purchased through the leases to continue remote learning. This provides equitable access to devices for all learners. In addition, we have budgeted for additional hours for teachers to work (our collective bargaining unit curriculum rate) with learners after hours. This amount is to provide additional hours of remote or in person support. The goal is to make remote learning more effective, help bridge academic gaps created during the COVID-19 shut down and to appropriately compensate teachers for the effort. The enhanced Zoom service and teacher machines are in our spending plan to increase access for all. Zoom enhancement allows for call in features and more support for those who have limited access to the internet. These items support the remote learning efforts of the Huntingdon Area School District. Finally, the continuation of the iPad lease and other technology purchases will help keep learners and teachers connected throughout the remote learning times in the future.

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

The disruption in educational services will create a gap in learning and academic achievement. We plan to begin our school year with an assessment of how large that gap is and what areas need focused on for grade levels and individual learners. These assessments will be our curricular and benchmarking assessments. In addition, we have budgeted in the CARES act for additional hours for teachers to work (our collective bargaining unit curriculum rate) with learners after hours. This amount is to provide additional hours of remote or in person support. The goal is to make remote learning more effective, help bridge academic gaps created during the COVID-19 shut down and to appropriately compensate teachers for the effort. In addition, within our other forms of funding we continue to utilize programming such as Study Island to remediate and work with learners to close gaps. In our family survey, it was mentioned often that there needs to be additional support available. Finally, as a district we are embarking on a journey toward MTSS and will be working with PaTTAN to develop and implement it.

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.

As a public school district with 4 physical buildings (2 elementary schools, 1 Middle and 1 High School) we were not prepared for a fully online learning environment; however, we have committed to increased technology use in recent years. We took 2 weeks off when the shutdown occurred and focused on feeding learners and developing a continuation of education plan. This plan consisted of planned instruction. We decided to continue education; however, it was in a modified online format that consisted of two days of online learning, two days of independent and one day of teacher meetings, professional development and a break for learners. This plan, while continuing learning and grading, reduced content and skills covered significantly. This plan was developed in order to continue learners in the process of learning. In this plan attendance was taken each day, classes graded progress and report cards were issued. Our most vulnerable populations are our low SES population and Special Education population. These populations often overlap as well. We worked very hard to continue to offer direct instruction, speech, and occupational services in a remote environment; however, there were still gaps in that process. In addition, both of these populations struggled with access to quality internet and therefore, content. We battled this in several ways, first being offering paper alternatives that could be picked up and dropped up with food distribution. The second was opening our parking lots with free wifi for learners to download and access material on their school issued iPad. All learners, no matter their iPad insurance status were given the opportunity to take their iPad home. We attempted to get hot spots but were not acquired in enough time to implement them before school ending. This is an additional support we plan to use. Our special education population, if they qualify, also had access to a remote, extended school year this summer.

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.

In the remainder of the 2019-2020 school year we did not utilize CARES funding as we felt we were able to address our immediate remote learning need through our one to one iPad initiative; however, as time moved on, planning for the 2020-2021 school year began and the idea that the pandemic continues we began planning for the one time use of the funds. This process involved the following pieces of data: family surveys, faculty surveys, staff surveys, community surveys, Title I & IV allocations, Grant Dollars, and general fund expenses. These funding sources and collection of data worked together to create our CARES spending plan. We are utilizing the CARES funding to enhance our cleaning measures, PPE and online accessibility. We needed to prepare for face to face and the possibility of online learning. This occurred through balancing the expenses between the physical needs and the accessibility needs that were evident through the survey results. These dollars are a lot of one time or lease purchases that allow us to continue accessibility for online learning. The one time purchases are extended cleaning supplies and PPE which is needed throughout the pandemic, but not after it subsides. We feel that these one time expenses fit well into a one time award. The additional funding sources that were outlined above were then balanced out

for continued programming efforts by the district.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

We will continue to evaluate our programming, interventions and offerings to learners and families as we move forward in COVID-19 world and beyond. We will continue to analyze data such as curriculum assessments, benchmark assessments, universal screeners, survey data and continued guidance from government and health organizations. The team at HASD has realized that having remote learning options at all levels is a critical component in having a robust educational system. We believe that we have grown from this experience and will continue to do so. An initiative that we feel will be very valuable moving forward is the MTSS that will be implemented K-8. The need to systematically analyze data and put in place strategic interventions is critical to success of learners as individuals and as a group. These gaps will be addressed during intervention periods, What I Need (WIN) periods and will grow into remediation for all, including 9-12. In addition, we will continue to utilize intervention programs, reading specialists at the elementary level, math interventionist at the elementary level, our one to one technology initiative and utilize community resources to support learners.

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, 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)

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

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

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.

The LEA will maintain control of materials, equipment, and property purchased with ESSER funds.

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.

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

If your LEA is providing services to a Nonpublic Organization that is choosing to participate in the CARES Act ESSER Funds Program, but did NOT participate in the 2019-20 Title IA program, **PLEASE CONTACT** your Regional Coordinator. Regional Coordinators will provide an adjusted Nonpublic Equitable Share

value based on the inclusion of these previously non-participating populations.

*If your LEA does not have nonpublics that previously declined services, proceed to the table located under PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS.



CHECK HERE - If your LEA serves a nonpublic organization that DECLINED Title IA services in the 2019 program year, and will be PURSUING services under ESSERF. If checked, please enter the values below.

Enter the **Adjusted Nonpublic Equitable Share** provided through Regional Coordinator consultation.

0.00

Enter the adjusted **Nonpublic Per Pupil Amount** provided through Regional Coordinator consultation. This value will be used in the Nonpublic Organizations section to calculate Nonpublic Organization Shares.

0.00

PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS

Please enter your LEA Name in the table below. Then enter your LEA's "ESSER Fund Allocation" and "ESSER Nonpublic Equitable Share" values ([Found Here - ESSER Spreadsheet](#)), followed by entry of the LEA Total Nonpublic Administration Costs, and the Total Number of Low-Income Students enrolled in all nonpublic schools who wish to participate in the ESSER CARES Act programs. The Nonpublic Per Pupil Amount will calculate when you click Save, and that value will be needed in the Nonpublic Organizations section.

The ability to add multiple lines is provided for Consortium leads to include a line for each Consortium member.

LEA Name	ESSER Fund Allocation	ESSER Nonpublic Equitable Share	Nonpublic Administration Costs	Total Low-Income Nonpublic Students	Nonpublic Per Pupil Amount

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

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

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$504,956.00

Allocation

\$504,956.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$39,690.00	35 hours per week allocated for nighttime help for students during remote learning. Instructional support for students who cannot access learning during the school hours. Teachers to be paid at the curriculum rate of \$27/hr.
1000 - Instruction	200 - Benefits	\$10,361.00	Benefits associated with evening help net applicable PSERS subsidy.
		\$50,051.00	

Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$504,956.00

Allocation

\$504,956.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

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

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$504,956.00

Allocation

\$504,956.00

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	\$100,000.00	Additional Cleaning and Disinfecting supplies to include, but not limited to, Steriquat, Protective clothing coverings, lysol, etc. Bottle filling stations for water fountains.
2600 - Operation and Maintenance	600 - Supplies	\$3,000.00	Purchase of an additional carpet scrubber for deep cleaning
2400 - Health Support Services	600 - Supplies	\$75,000.00	Nursing supplies including temperature scanners, face shields and masks, N95 masks, protective gowns, nitrile gloves, etc.
3100 - Food Services	600 - Supplies	\$5,000.00	Barcode scanners, remote deposit boxes, plexiglass dividers for cashiers

Function	Object	Amount	Description
2200 - Staff Support Services	400 - Purchased Property Services	\$135,000.00	Lease payments for student iPads, teacher machines.
2200 - Staff Support Services	500 - Other Purchased Services	\$45,000.00	Additional PCs for labs to allow for social distancing and less sharing of devices onsite
2200 - Staff Support Services	600 - Supplies	\$22,000.00	Enhanced Zoom license to allow for more fluid interaction with remote learning
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$9,500.00	Social Worker Increased costs due to covid. Maintain current level of service
2200 - Staff Support Services	600 - Supplies	\$60,405.00	iPads to replace phased out devices.
		\$454,905.00	

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$504,956.00

Allocation

\$504,956.00

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	

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	\$39,690.00	\$10,361.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,051.00
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 Vocational Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT								

	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
SERVICES – STUDENTS	\$0.00	\$0.00	\$9,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,500.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$135,000.00	\$45,000.00	\$82,405.00	\$0.00	\$262,405.00
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	\$75,000.00	\$0.00	\$75,000.00
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	\$103,000.00	\$0.00	\$103,000.00
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	\$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	\$5,000.00	\$0.00	\$5,000.00
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
	\$39,690.00	\$10,361.00	\$9,500.00	\$135,000.00	\$45,000.00	\$265,405.00	\$0.00	\$504,956.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00

	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
							Final	\$504,956.00

Payment Terms, Responsibilities and Contact Information

1. **PROJECT OFFICER:** The person designated to act for the Commonwealth in managing this contract is:

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

- a. All grants are placed on a system of scheduled payments to provide operating funds during the period of the Agreement. Monthly payments are determined by dividing the approved amount by the number of months during the term of the Agreement. Payments will be initiated by the Comptroller's Office after arrival of each fully executed Agreement.
- b. Grantee shall implement a cash management system that will ensure that only the minimum amount of cash required to effectively operate the program is requested and/or kept on hand. Failure to implement and maintain such a system can result in the Grantee being suspended until an adequate cash management system has been implemented.
- c. During the life of this Agreement, unless otherwise provided in Program Guidelines, Grantee shall submit the following financial reports to the Comptroller's Office or the Department:
 1. Reconciliation of Cash on Hand Quarterly Report PDE Form No. 2030, and
 2. Final Expenditure Report.
- d. Grantee will conform to all policies and guidelines cited in the Department's individual program Policies and Procedures and/or instructions associated with the Reconciliation of Cash on Hand Quarterly Report, and Final Expenditure Report concerning the financial reports described in Paragraph 2(c), above.
- e. The Department reserves the right to disapprove any expenditures by the Grantee that are not in accordance with this Agreement.

3. **REPORTING:**

Grantee shall submit any required program and or fiscal reports that are designated by the Department and/or federal awarding agencies for the purpose of determining program outcomes and compliance. Due dates and reporting requirements will be announced by the Department.

Any unexpended funds remaining at the end of the grant period must be returned to the Department of Education.

4. **FUNDING LEVEL: THE TOTAL COST TO THE COMMONWEALTH UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT SET FORTH IN THE AGREEMENT.**

Payment of that amount is contingent upon the availability of Program funds and appropriations sufficient to pay the total costs. Any funds provided to the Grantee under this Agreement may only be used in accordance with this Agreement.

- a. **FUNDING INCREASE** – If the Commonwealth determines that additional Federal or State program funds are available for use under this Agreement, the Commonwealth may at its sole discretion increase the approved program cost. Such increases will be made in accordance with paragraph 5 ("Funding Adjustments").
- b. **DECREASE** – The Commonwealth reserves the right, at its sole discretion, to reduce the total cost of this

Agreement when the Federal or State funds appropriated by the U.S. Congress and/or State Legislature are less than anticipated by the Commonwealth after Execution of this Agreement hereunder; **or** the funds appropriated are later unavailable due to a reduction or reservation in the appropriation. Such decreases will be made in accordance with paragraph 5 ("Funding Adjustments").

- c. **UNEXPENDED FUNDS** – Grantee understands and agrees that unexpended funds which are subject to the Tydings Amendment (20 U.S.C. §1225) may be carried over into the school year following the term of this Agreement. Regarding funds that are not subject to Tydings and which remain unexpended at the end of the term of the Agreement or upon termination of the Agreement shall be returned to the Commonwealth within sixty (60) days of the project's ending date or termination date along with the submission of the Final Completion Report and/or Final Expenditure Report, depending on the applicable program requirements.
- d. **WITHHOLDING OF FUNDING** – Without limitation of any other remedies to which it is entitled hereunder or at law, the Commonwealth shall have the right to withhold the funding granted under this Agreement, in whole or in part, for any of the following reasons, without limitation:
 - 1. failure of Grantee to fulfill in a timely and proper manner its obligations hereunder;
 - 2. violation of laws, regulations or policies applicable to the grant or to the implementation of the project funded under this Agreement; and
 - 3. misuse of funds, mismanagement, criminal activity or malfeasance in the implementation of this Agreement.

5. FUNDING ADJUSTMENTS:

Funding Adjustments may be made for the following reasons and in the following manner:

a. **Funding Increase:**

- 1. The Commonwealth shall notify the Grantee in writing of any funding increases under this Agreement.
- 2. Upon receipt of this notice the Grantee shall revise and submit to the Commonwealth a revised Program Summary Budget and if necessary, any revised pages of the Narrative which shall reflect the increase of funds.
- 3. Funding increases will take effect upon Commonwealth's receipt and approval of the revised documents, which shall be incorporated in and made part of this Agreement.

b. **Funding Decrease:**

- 1. The Commonwealth shall notify the Grantee in writing of any funding decreases.
- 2. Funding decreases will be effective upon receipt by the Grantee of the Commonwealth's funding decrease notice.
- 3. Funding decrease notices shall be incorporated in and made part of this Agreement.

c. **Transfer of Funds Among Cost Categories and/or Object Codes:**

Any transfer of funds among cost functions and/or object codes must be made consistent with the applicable Program Guidelines.