

**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)****Section: Narratives - Program Description****INTRODUCTION**

Under the Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the Pennsylvania Department of Education (PDE) awards grants to local educational agencies (LEAs), to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state. LEAs must provide equitable services to students and teachers in nonpublic schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

Please note: ESSER funds, under any part of 18003, **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

\*ESSER funds are not Title I funds and as such, are not subject to Title I rules.

**Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)**

A survey has been administered to families and students just prior to the school closure in March to determine internet and hardware capabilities. The results of this survey have given us a baseline for providing Chromebooks to send home with all students in the event of a closure. We also determined the need for internet capability as we are rural and fairly remote with many families unable to get internet service. Because of this information, our goal was to provide hotspot areas in the school parking lots so that students and families could go there to get the internet signal. A review of student work while participating remotely will be conducted by teachers and administrators when students return to school. This results from this work completed during face to face time will indicate specific learning gaps. At the start of the school year, students will be assessed for determine their current level of mastery through Curriculum Based Assessments, Study Island, Freckle, and DIBELS. Teachers will use this data to determine a starting point. This starting point will be different for most students. As a result, teachers will work collaboratively to develop personalized learning plans for students. In the event of continued remote learning, the technology survey will be administered once again to families to determine their needs. Teachers will continue to receive training in delivering instruction remotely.

**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)**

2020: August/September – initial testing to determine student learning gaps in achievement; purchase of masks, thermometers, and cleaning supplies  
 2020: September – Replacement of damaged or lost Chrome Books; continued licensing for hotspot areas  
 2020: September-June – Ongoing professional development for teachers to develop learning plans, increase knowledge of delivering instruction remotely, and heighten awareness of safety procedures for students  
 2021: June – Renewal of Chromebook licenses and purchase of Chromebooks

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

ESSER funds will be utilized to replace damaged Chromebooks and purchase new Chrome books, provide WIFI hotspot areas for students with limited access to the Internet, and purchase Flash Drives for preloading of instructional packets. ESSER funds will be used to renew software licenses. ESSER funds will be used to develop learning packets for students without technology capability.

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

At the beginning of the school year, a review of student work completed while participating remotely will be conducted by teachers and administrators. This completed work should reflect work that would have been completed during face to face time. The results will determine specific learning gaps. At the start of the school year, students will be assessed for determine their current level of mastery through Curriculum Based Assessments, Study Island, Freckle, and DIBELS. Teachers will use this data to determine a starting point for instruction. This starting point will be different for most students. As a result, teachers will work collaboratively to develop personalized learning plans for students. Pre-assessment in specific areas will be conducted to determine needs. In the event of continued remote learning, the technology survey will be administered once again to families to determine their needs with ongoing implementation of the approved continuity plan.

**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.

Learning loss will be evaluated through benchmark and diagnostic testing as well as pretesting with end-of-year exams. The LEA Continuity of Education plan will be continually updated and revised by teachers and administrators based on assessment results and survey responses. All Learning Support students will be reevaluated (this may include virtual progress monitoring). Tests used for reevaluation may include AIMS Web, DIBELS, Study Island and Freckle. Additional learning time will be implemented as needed including tutoring and individual staff supports.

**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

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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.

Core Strategies1. All preparations will be made to secure the physical safety of students and staff.2. Ongoing assessment strategies put in place to address any learning gaps including professional development, collaborative team meetings and student interviews.3. Ongoing assessment of students with regard to mental health and coping strategies via Northeast Counseling services.4. Provisions made for accessibility of remote learning tools including: Increased level of connectivity in homes Access to additional hardware for online learning Professional development for remote learning delivery instruction5. Hardware and licenses will be purchased in conjunction with Title IV money targeted toward STEM activities, after-school tutoring and increased effectiveness of delivery of remote learning6. Increased testing capabilities will be implemented in conjunction with Title I testing addressing a vulnerable population of students.

**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)**

The Continuity Plan will be reviewed and updated on a continual basis. Students will be periodically evaluated on a long-term basis through district-designed assessments to monitor learning progress. The results will be used to adjust and adapt personalized learning plans. Teachers will receive timely professional development regarding best practices for remote learning. Professional development will be implemented during Act 80 days, In-service days, departmental meetings, and throughout the school year as needed. Students will be surveyed to determine their specific needs in regard to remote learning. Daily lessons will be recorded for on-line learning giving all students greater at-home access to the instruction. These strategies will become an integral part of future planning and transition to remote learning capabilities.

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## Section: Narratives - Allowable Usage of Funds

## ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

\*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

- (1) Any activity authorized by the ESEA of 1965.
  - (a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
  - (b) Title I, Part C (Education of Migratory Children)
  - (c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
  - (d) Title II, Part A (Supporting Effective Instruction)
  - (e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
  - (f) Title IV, Part A (Student Support and Academic Enrichment Grants)
  - (g) Title IV, Part B (21st Century Community Learning Centers)
  - (h) Title V, Part B (Rural and Low-Income School Program)
  - (i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
  - (j) The Individuals with Disabilities Education Act ("IDEA")
  - (k) The Adult Education and Family Literacy Act
  - (l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.
- (6) Training and professional development for staff of the local educational agency on sanitation

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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)
Northwest Area	(1) Any activity authorized by the ESEA of 1965...	(a) Title I, Part A	Assessment materials for children experiencing a gap in learning as a result of school closures
Northwest Area	(6) Training and professional development...	(d) Title II, Part A	Training for teachers to address unique learning needs of student population as a result of school closures; Purchase of masks and thermometers to ensure physical well-being of all staff and students.

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Northwest Area	(11) Planning and implementing activities related to summer learning...	(f) Title IV, Part A	Provide after-school and summer tutoring services for students impacted by school closures
Northwest Area	(9) Purchasing educational technology...	(j) IDEA	Update and purchase CHROME books for IEP students to access instruction at home
Northwest Area	(9) Purchasing educational technology...	(f) Title IV, Part A	Replenish and purchase additional CHROME books for students to utilize during remote learning

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Section: Narratives - ESSER Fund Assurances

ESSER FUND ASSURANCES

LEAs receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as required under 18005 of Division B of the CARES Act.

Yes

LEAs that receive more than \$150,000 in CARES Act funds will complete quarterly reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CARES Act funds including:
  - Name
  - Description
  - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) and will conduct a physical inventory every two years.

Yes

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The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and nonpublic schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

Yes

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes



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Section: Non Public Organizations - Nonpublic Equitable Services

**NONPUBLIC EQUITABLE SERVICES**

An LEA receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as determined through timely and meaningful consultation with representatives of nonpublic schools.

- Section 18005 of the CARES Act requires school districts that receive Elementary and Secondary School Emergency Relief Funds (ESSERF) provide equitable services in the same manner as provided under Section 1117 of ESEA, which means in the same manner as equitable services are provided in Title I, Part A.
- The equitable services provided to nonpublic school students and teachers should be determined in consultation with nonpublic school representatives. School districts may provide services directly or may contract with a public or private entity after following the appropriate procurement procedures to deliver the services.



**CHECK HERE - if your LEA does NOT provide equitable services to nonpublic students and teachers as described in CARES Act Program.**

The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a nonpublic school under the ESSER Fund.

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

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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
Northwest Area	211,963	0	0	0	0.00

**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

## Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

## Section: Budget - Public Instruction Expenditures

## BUDGET OVERVIEW

## Budget

\$211,963.00

## Allocation

\$211,963.00

## Budget Over(Under) Allocation

\$0.00

## PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$160,000.00	Replacement of Chromebooks
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$35,000.00	Additional online connectivity for remote learning
1000 - Instruction	100 - Salaries	\$6,150.00	After-school tutoring for 2 tutors
1000 - Instruction	200 - Benefits	\$2,561.00	FICA + Retirement for 2 tutors
1000 - Instruction	300 - Purchased Professional and Technical Services	\$6,720.00	Substitute teachers for Curriculum Planning @\$105/day
1000 - Instruction	300 - Purchased Professional and Technical Services	\$514.00	FICA Benefits for Substitutes for Curriculum Planning
1800 - Pre-K	600 - Supplies	\$218.00	At-home learning packets for PreK students

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Function	Object	Amount	Description
		<b>\$211,163.00</b>	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Instruction Expenditures

**BUDGET OVERVIEW**

**Budget**

\$211,963.00

**Allocation**

\$211,963.00

**Budget Over(Under) Allocation**

\$0.00

**NONPUBLIC INSTRUCTION EXPENDITURES**

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

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Support and Non-Instructional Expenditures

**BUDGET OVERVIEW**

**Budget**

\$211,963.00

**Allocation**

\$211,963.00

**Budget Over(Under) Allocation**

\$0.00

**PUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

Please complete the budget below including Public expenditures ONLY.

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2400 - Health Support Services	600 - Supplies	\$800.00	Masks + Digital Thermometers
		<b>\$800.00</b>	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

**BUDGET OVERVIEW**

**Budget**

\$211,963.00

**Allocation**

\$211,963.00

**Budget Over(Under) Allocation**

\$0.00

**NONPUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

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

Function	Object	Amount	Description
		\$	
		\$0.00	



## Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

## Section: Budget - Budget Summary

## BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>1000 Instruction</b>	\$6,150.00	\$2,561.00	\$7,234.00	\$0.00	\$0.00	\$160,000.00	\$0.00	\$175,945.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY/ SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$35,000.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY/ SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 Vocational Education</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$218.00	\$0.00	\$218.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$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
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	\$800.00	\$0.00	\$800.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$6,150.00	\$2,561.00	\$7,234.00	\$0.00	\$35,000.00	\$161,018.00	\$0.00	\$211,963.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00
	Final							\$211,963.00

**Project #: FA-200-20-0304**

**Agency: Northwest Area SD**

**AUN: 118406003**

**Grant Content Report**

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