

## **Section: Narratives - Program Description**

### **INTRODUCTION**

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

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

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

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

The New Brighton Area School District has utilized multiple resources to determine our need and analyze what will be needed for the future as a result of Covid-19. Immediately upon the closure of schools, we verified our internal figures for our technology needs. We conducted parent surveys and surveys of our students in order to determine what their access was at home with respect to both devices and Internet access. We were able to immediately provide devices and internet access to many of our students. However, the internet access that we secured came at a high cost because we did not presently have hotspot devices in the district to provide nor were we under contract with an agency to provide them at a discounted cost. Additionally many of our devices, were highly functional within the buildings, are more outdated and not as functional when they are outside of our network. We were able to make them work however there were technology glitches that we could not overcome. As the digital school year progressed, we took time to speak with our families, have internal discussions with all staff who are involved in education, and work closely with our teachers on the materials and technology needs that they saw. This has allowed us to develop a firm plan for what we will need as we move forward. We have also taken a close look at our facilities department, and have been working very closely with our vendors to analyze the materials we presently use and what would better equip us in the future to clean, disinfect, and to do so in efficient and effective manner.

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

The New Brighton Area School District was immediately in contact with our schools upon the release of information on this funding. We are working closely to analyze their needs and determine their most effective and appropriate use of funds through this grant. We were also in contact with multiple vendors throughout the months in order to learn more about supply chain demands, cost levels, and timelines for delivery of various types of devices. We have secured the school board approval to move forward with large scale technology purchases, and we are

working with other school districts to try and capitalize on reduced costs with significant purchase quantities. We believe that we will be able to have devices available to us by mid-July, which provides time for our technology department to prepare devices for deployment at the start of the school year. We are presently planning for training needs with our staff and expect training to be ongoing throughout the summer. This training will be complemented by more on-site training upon our return to school in August. Additional curriculum needs will be met as we return and can identify further the needs of our students following the school closure of 2020. We have secured significant facility supplies and are working with our vendors to determine pricing and availability of supplies that are needed moving into the future. Our nurses throughout our county are working together on joint purchasing of key supplies that will be needed and securing vendors who will have the supplies available.

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

The school closure of 2020 taught us a significant amount regarding our abilities to distance educate and provide remote learning to our students. We feel we were highly successful in what we implemented however we recognize that there were significant challenges and that some techniques utilized were effective for a short term closure but would not be as effective if they must be utilized again or if the closure was for a longer time period. It is our intent to utilize funds to purchase and be able to provide quality technology resources to our students, those resources which can be used both in school and in a remote learning environment. We also intend to increase our professional development training with our staff. We believe the training is a necessary component to improving our remote learning capabilities as a staff and in what we are able to provide to and prepare the students for. This training is essential as we try to move from in class, in person learning to a seamless transition to remote learning, with the understanding that it could happen at any time. It is our goal that our funds are utilized to have technology on hand and training having been accomplished, so that whether or not a student is in school or learning remotely their education will be the same.

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

As we near the end of the closure in the end of the school year, we were able to develop a plan in which we could test students remotely utilizing assessments such as STAR and the CDT. Additionally in our elementary school they were utilizing a program called Moby Max, which naturally provided grade level data on student progress and student work. It is our intention to utilize the end of year data that we were able to ascertain and compare it against data on students from earlier in the school year. This summer some of our administrative staff and teachers will begin analyzing this data through various reports and online databases that has our data, so they can begin to draw some conclusions on student progress and gaps that may have appeared. At the same time, we are beginning to formulate plans for the start of the school year with the understanding that while students may move up a grade, there will be at least three months of learning that we must analyze and understand in order to plan for affective instruction. We are planning to gather data at the start of the year utilizing our very various assessments and creating crosswalks that teachers can share between grade levels in order to have a better working knowledge of what students should know and would learn during

the final three months of school in the previous grade. While we know the teachers talk and plan together, given the environment we have existed in we also know that it is extremely important for a teacher to have a firm understanding of what the students would have learned during these closing months of school in this school year. We believe these crosswalks will provide very significant data for understanding the information that should have been learned. We also intend on utilizing resources from the Pennsylvania department of education, such as the SAS website, to better understand the information learned and create mini assessments that can be used to gauge student learning in these areas.

**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.

The district has believed that everyone has a hand in supporting our students through the school closure. From the start of the closure we were fully engaged with all staff, particularly including our counselors, food service, and local community resources. We recognize that the gaps that can exist for our students following a closure, can most likely be identified through various factors present in their lives prior to the closure. Therefore it was important to us to involve all resources in the development of our continuity of education plan and to focus not only on academics but also on the social, emotional, and mental health needs of our students. We believe that upon returning to school and conducting an ongoing analysis of our efforts and student progress, we must look at the whole child and not strictly at their academics. We will utilize the resources available to us to gauge the needs of our students and implement academic and counseling-based resources as needed. We also believe that the use of various funding factors and an increased focused on technology and the resources available to our students, will allow us to better reach them when they are not in school and provide the supports and access to resources that they need. Our population is over 70% low socioeconomic, so we recognize that nearly all of our students are part of a vulnerable population. It was important to us to utilize other resources available in order to continue providing food services and counseling services to our students. We continue to seek grant funding and partnership opportunities to continue providing services to our students that go beyond academics.

**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.

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. We recognize that the use of one time funding will not be affective or fiscally responsible if we do not plan for it and utilize it towards purchases or plans that are ongoing and long term in nature. We are focusing our facility needs and the use of cares funding to help update our equipment on site and provide additional and new equipment that will help us meet the cleaning needs of the future. We feel confident that this funding can help update our equipment and then the cleaning agents that are utilized by the equipment can become regular purchases through our budget. We believe this is feasible because these cleaning agents will replace other items that are presently in use. Additionally, we believe the funding utilized for technology will help with an initial, large scale purchase in order to update our equipment and better provide for our students. We recognize that these devices must be replaced in the future, so we are developing a plan in order to save money annually and create a fund for the district that will be utilized when devices need to be updated. We are also working with our suppliers to provide insurance options that will help protect our devices. We have analyzed our technology budget and have identified areas that will be saved as a result of more devices available to students directly. The savings can be used to provide additional devices throughout the district and support the replacement needs as they come up in the future. We are devising a plan so that all devices do not need to be replaced in the same year and then the cost can be spread over multiple years. Finally, it has always been our goal as a small school district that we cannot train everyone for everything so we must utilize internal experts to help us deliver messages and trainings. We recognize that our technology needs to involve all staff, so we are closely reviewing the existing skill set of our staff in order to provide training to their colleagues. We will complement that training with outside resources as necessary. We intend to memorialize our trainings through online and video resources so that they can be reused in the future. We believe that these techniques in all areas will allow us to best utilize our cares funding and ensure that a one-time fund will be functional in its use today and will not require substantial replacement funding in the future.

**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 recognize that student learning gaps will not be identified immediately upon our return. While we previously mentioned key steps that we will take and identifying learning gaps, we recognize that those gaps will exist and some will appear later in the school year and into the future. We believe that the steps we will put in place regarding crosswalks from grade level to grade level and content area to content area, will serve as a first step in this discussion. Those crosswalks will be utilized at in-service days and professional development opportunities throughout the school year and into the future to further the conversation between our staff engage the learning of our students. We will expand the crosswalks to include learning that occurs at the start in middle of the year, in order to be complementary to the crosswalks we are developing regarding the final three months of the school year. These will now serve as the

foundation of discussions between our staff and further development of our curriculum. We will combine this information with our ongoing assessment strategies and we will look for new or different trends that exist within the data. We are data rich and thankfully have many staff who are exceptional at analyzing data, so the challenge will be to review the data both for current information and to review it against past year data for specific students or student groups and historical data for that grade level. This will provide us ongoing knowledge into the future to gauge student and student group progress, identify gaps that may exist and appear at different times, and compare an entire grade level against previous grade levels. We recognize that comparing a grade level to a different grade level removes the same students being evaluated and enters a new variable into the mix, but we feel this information is vital in order to look for gaps that may appear within an entire grade level as a result of the extended school closure of 2020. We also intend to develop a measure to further identify the technology needs and skills of our students. We believe that a true integration of technology into the learning environment and the remote learning environment, requires our students to have a skill set that is more than simply turning on the device. We intend to review our technology curriculum and identify gaps that exist in what we are preparing our students for. Since we do not currently have this knowledge, it will take us some time to gather the data and then plan for additional education in the area of technology skills, some of which will occur in computer classes and some of which will be integrated into the traditional classroom and supported by our teachers as they help our students learn more about being digital 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 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)
New Brighton Area School District	(3) Providing principals and others school leaders with the resources...	Funds may be utilized for community programs to develop skills and provide learning opportunities. And, for providing added resources for remote learning to students within specific buildings.
New Brighton Area School District	(4) Activities to address the unique needs of low-income children...	Funds may be used to provide supplies and resources to students who are identified as economically disadvantaged or homeless.
New Brighton Area School District	(5) Developing and implementing procedures and systems...	Funds may be used to coordinate with local health and response experts to facilitate further development of our emergency response plan to include pandemic and mass infection related situations.
New Brighton Area School District	(6) Training and professional development...	Funds may be used to purchase personal protective equipment and training for our staff on effective cleaning protocols.
New Brighton Area School District	(7) Purchasing supplies to sanitize and clean...	Funds may be utilized to purchase the recommended supplies and equipment for properly cleaning and sanitizing the buildings.



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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
New Brighton Area School District	(8) Planning for and coordinating during long-term closures...	Funds may be used to coordinate with local area experts to help facilitate planning and procurement of necessary supplies to ensure basic needs continue to be met during long term closures.
New Brighton Area School District	(9) Purchasing educational technology...	Funds may be used to purchase technology resources and internet connectivity for students who do not presently have options and for improved connectivity resources for students.
New Brighton Area School District	(10) Providing mental health services and supports.	Funds may be used to coordinate services with our local mental health experts to provide services, training, and/or family programming.
New Brighton Area School District	(11) Planning and implementing activities related to summer learning...	Funds may be used to provide learning opportunities to help close the learning gap and any losses in learning that may have occurred during the extended closure.
New Brighton Area School District	-(1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)	Funds may be used to support the learning needs of students who are struggling learners and/or impacted in their learning growth as a result of the extended closure.
New Brighton Area School District	-(1f) Title IV, Part A (Student Support and Academic Enrichment Grants)	Funds may be used to support curriculum and development needs as fall within the guidelines of Title IV allowable uses of funds.

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
New Brighton Area School District	(13) School facility repairs and improvements....	Funds may be used for facility based improvements that will focus on air flow, ventilation, cleanliness and modernization of systems.
New Brighton Area School District	(14) Projects to improve the indoor air quality in school facilities...	Funds may be used for facility based improvements that will focus on air flow, ventilation, cleanliness and modernization of systems.
New Brighton Area School District	(15) Other activities that are necessary...	Funds may be used to support the overall needs of the District as we come out from the pandemic and identify short and long term educational, planning, health, and facility based needs that will aid in our success for the future.
New Brighton Area School District	(12) Addressing learning loss among students...	Funds may be used to provide learning opportunities to help close the learning gap and any losses in learning that may have occurred during the extended closure.

**Section: Narratives - ESSER II Fund Assurances**

**ESSER II FUND ASSURANCES**

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

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

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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

**Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.**

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, Special Purpose Equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: Inventory of equipment purchased with federal funds must be broken out by funding source.

Yes

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

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and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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

Yes

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

Yes

## **Section: Narratives - ESSER II Reporting**

### **USES OF FUNDS**

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

### **HOME INTERNET ACCESS**

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

### **LEARNING DEVICES**

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning devices for students.

I understand that I may have to report on the requirements listed above.

Yes

## **STUDENT PARTICIPATION AND ENGAGEMENT**

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

## **FULL TIME EQUIVALENT POSTIONS (FTE)**

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,872,055.00

**Allocation**

\$1,872,055.00

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**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
		\$	
		\$0.00	

**Section: Budget - Support and Non-Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,872,055.00

**Allocation**

\$1,872,055.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2600 - Operation and Maintenance	600 - Supplies	\$1,200,000.00	HVAC supplies to repair, update and replace univents throughout the District to increase air flow and filtration.
2600 - Operation and Maintenance	600 - Supplies	\$50,000.00	Supplies for disinfecting, sanitizing, creating personalized spaces, signs for specific areas, hand sanitizer and hand sanitizer stations, and similar products and purposes.
2400 - Health Support Services	600 - Supplies	\$20,000.00	Health Office supplies such as, but not limited to, masks, gowns, air cleansing and air flow, creation of separation areas within the health office and emergency supplies.
			Door and window repairs to remediate



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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2600 - Operation and Maintenance	600 - Supplies	\$202,055.00	problems that are restricting air flow and ventilation within the buildings.
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$400,000.00	Cost associated with contractors, engineering, and other professional services needed to complete the work for HVAC installations, along with doors and windows.
		<b>\$1,872,055.00</b>	

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**Section: Budget - Budget Summary**

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

**Budget**

\$1,872,055.00

**Allocation**

\$1,872,055.00

**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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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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**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>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	\$0.00	\$0.00	\$0.00
<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
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$400,000.00	\$0.00	\$0.00	\$1,452,055.00	\$0.00	\$1,852,055.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Project #: FA-200-21-0279**  
**Agency: New Brighton Area SD**  
**AUN: 127045653**  
**Grant Content Report**  
**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$400,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,472,055.00</b>	<b>\$0.00</b>	<b>\$1,872,055.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$1,872,055.00</b>