

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)

Shortly after schools in Montgomery County closed at the directive of the governor because of the covid-19 pandemic, we were tasked by the Pennsylvania Department of Education with developing a continuity of education plan. This plan was used as the primary driver for the determination of our needs related to school closure. As the education of our students is the primary mission of our organization, the determination of gaps for inclusion and access for all students to meeting the conditions for planned instruction described by the continuity of education plan was the basis of determining the expenses described within this application. The district has prioritized ensuring that all students have an internet capable device to access planned instruction as the single most effective means to ensure its mission during the continuity of education plan timeline.

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)

Hatboro-Horsham School District moved from an enrichment and extension model to a planned instruction model for the delivery of online learning on March 30, 2020 as described in its continuity of education plan. The district was well-positioned to make this adjustment, utilizing a 1:1 laptop distribution model for students in grades 3-12 prior to the school closures. The ensuing months and continuing into September have been or will be used to achieve a full 1:1 device allocation for grades K-12, this requiring the supplementation of existing hardware in K-2 classrooms to achieve.

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

100% of the funds requested in this grant application is allocated to the purchase of resources that will promote remote learning. Grant funding will be used to purchase iPad tablet devices for grades K-1

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students and PC laptops for grade 2 students to use for planned instruction during home learning. Our model for planned instruction includes a balance of synchronous and asynchronous engagement by students, making use of learning management software and online meeting software. This requires a personal device for all students to fully engage, and the acquisition of additional devices is the greatest educational expense for Hatboro-Horsham School District related to covid-19.

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

After closure, Hatboro-Horsham immediately publicized for its community low-cost and free internet packages to its families. The district also utilized its network of professionals to determine which students and families were unable to engage in the online planned instruction described in our continuity of education plan. Classroom teachers, guidance counselors, building principals, English as a Second Language (ESL) teachers, special education teachers, and other building support staff made proactive contacts with families in instances where it was known that families might lack the needed resources to engage, and reactive contacts when students were not engaging regularly in online planned instruction. These contacts were limited to phone and electronic messages due to stay-at-home orders in place for Montgomery County that lasted until June 5, 2020. High-need families (families where students had no access to a device to facilitate learning) were prioritized for the distribution of existing laptops and schools arranged dates that families could drive by to pick up devices, observing rigorous safety protocols and social distancing. Concurrently, the district placed a substantial order for iPad devices and laptops, these needed to bring its K-2 programs to a 1:1 student to device ratio. In May, iPads were distributed to all K-1 families. The district is awaiting delivery of the laptops for grade 2 and believes these will be in pace for September 2020. Through the same network of contacts, Hatboro-Horsham became aware that many families were unable to pursue low-cost or free internet access programs and developed another means for access. Through the use of surveys and though contacts made by the same network of staff described above, families without home internet access were provided with hotspots that Hatboro-Horsham acquired through a grant from its education foundation. This program was initiated in May. Initially, about 50 hotspots were distributed to families and the district is evaluating whether a need to expand this program for 20-21 exists. Going forward, Hatboro-Horsham will utilize this same network to determine need as it relates to families without internet access.

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.

After a period of enrichment and extension of prior learning, Hatboro-Horsham School district implemented a planned instruction model for its continuity of education plan that was based on daily online learning for K-12 students. This model was primarily asynchronous but included daily synchronous activities for students. There were two primary factors for assessing the risk of learning

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loss: inability for students to participate due to technological barriers, specifically lacking a personal device to interface with the learning management and other software used to deliver planned instruction or lacking internet access, and student non-engagement due to other factors. This application for funding directly addresses one critical risk factor for learning loss: the lack of access to a personal device to participate in learning activities. The provision of a personal device is necessary to ensure student access to synchronous activities as well as facilitate the timely completion of assigned work. Shortly after school closures began, HHSD began assessing the needs of its families through its network of building principals, classroom teachers, guidance counselors, special education teachers, English as Second Language teachers, and other building staff. Additionally, community surveys were used to gather information about need. Guidance counselors and ESL teachers were critical in identifying students most vulnerable to learning loss. To offset learning loss in the interim between the acquisition of technology of which the associated costs are the basis of this application for funding and the implementation of planned instruction, HHSD began strategically distributing laptop computers and iPads that it had on hand. These were distributed to high-need families with K-2 students lacking a device to use in the home, and further prioritized for families where younger students were unable to share a device with siblings or other family members. Several distribution days occurred at each of the elementary buildings. When equipment began arriving, iPad devices were distributed to all K-1 families. At the end of the 2019-20 school year, almost every K-12 student had been provided with a personal device, with the exception being a small number of grade 2 students as the equipment ordered for those students was not delivered by the close of the school year. Additional supports for families in acquiring internet access when needed are described in the previous section, and the funds necessary for those efforts are not a focus of this application. Additional technology was deployed to meet the needs of students requiring it to fulfill aspects of an individualized education plan during school closures. The costs associated with that technology are not a focus of this application.

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.

The short range (2019-20) investment of funds and strategies for allocating the associated resources are fully described in the previous sections. The entire grant allocation will be used to offset the cost of acquiring personal computing devices for Hatboro-Horsham (HHSD) students in grades kindergarten, one, and two. The resources secured through this grant remain critical to maintaining our continuity of education long-range. Given the high uncertainty associated with gradual reopening during the current pandemic, HHSD is planning for a scaling up of its online services that could be delivered through a number of models: the entire K-12 program can be delivered at home online should conditions require further whole-scale closures. "Hybrid" models may be employed at other times, these involving rotations of groups of students onsite with a classroom teacher while others complete online work in other onsite locations, or at home as called for by social distancing guidelines with only some students onsite at a given time. When schools are fully in session onsite, HHSD will utilize the technology to amplify learning and provide personal student access to learning experiences as described in its technology plan. Another possibility being explored is the provision of a fully online school running

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parallel to onsite operations, providing an alternative for families unable or unwilling to return to school due to family health or other concerns.

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)

Regardless of how learning is structured at the outset of 20-21, the technology procured through this grant will be used to administer curriculum based assessments that will elicit specific areas of learning loss associated with grade level curricula, a critical determination during the implementation of planned instruction for the 20-21 school year. Hatboro-Horsham (HHSD) has a robust system of assessments in place for its core programs. These assessments are used to inform the implementation of its response to intervention structure, used to remediate student learning. That structure uses a three-tiered model to facilitate student remediation based on severity of need. Tier I interventions are delivered at the classroom level and can be whole-class or individual in their design. Tier II and III interventions are based on greater student needs and typically delivered in small group or individual sessions with students. At the outset of 20-21, curriculum-based and diagnostic assessments will be used to determine the degree of learning loss. It is expected that some of this loss will be collective: due to the need to rapidly modify curriculum that was designed for onsite delivery, some topics were deemphasized during home learning during the closure. Considerable work was done to establish a common set of topics and lessons at each grade level, so some of the loss can be anticipated based on deemphasized content. However, collective needs can be determined through the implementation of curriculum-based assessments. In tandem with diagnostic assessments that are part of our normal assessment structures, student needs can be addressed through our tiered intervention model. The technology described for acquisition by this application will be utilized to administer assessments and secure access to our continuity of education plan. In this sense, this grant will secure the opportunity to learn for all K-12 HHSD students, regardless of the particular models for school opening dictated by pandemic conditions. All students will be able to access learning remotely should the need arise, and the availability of synchronous meeting software provides for structures that can be used to secure our response to intervention model remotely should the need arise.

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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)
Hatboro-Horsham School District	(9) Purchasing educational technology...	N/A	100% of the funds requested in this grant application is allocated to the purchase of resources that will promote remote learning. Grant funding will be used to purchase iPad tablet devices for grades K-1 students and PC laptops for grade 2 students to use for planned instruction during home learning.

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
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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.

Yes

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

Yes

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.

Yes

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

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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
Hatboro-Horsham SD	329,280	666	0	9	74.00

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

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

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Nonpublic Institutions

Agency: Hatboro-Horsham SD

Nonpublic Institution: Our Lady of Mercy Regional Catholic School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	74.00	9	666.00

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Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$329,280.00

Allocation

\$329,280.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$328,614.00	100% of the funds requested in this grant application is allocated to the purchase of resources that will promote remote learning. Grant funding will be used to purchase iPad tablet devices for grades K-1 students and PC laptops for grade 2 students to use for planned instruction during home learning.
		\$328,614.00	

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Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$329,280.00

Allocation

\$329,280.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

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

Function	Object	Amount	Description
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$666.00	The funds requested in this grant application is allocated to the purchase of resources that will promote remote learning. Grant funding will be used to purchase iPad tablet devices for grades K-1 students and PC laptops for grade 2 students to use for planned instruction during home learning.
		\$666.00	

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Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$329,280.00

Allocation

\$329,280.00

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
		\$	
		\$0.00	

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Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$329,280.00

Allocation

\$329,280.00

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	

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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	\$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	\$328,614.00	\$0.00	\$328,614.00
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	\$666.00	\$0.00	\$666.00
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 SERVICES – STUDENTS	\$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	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$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
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$329,280.00	\$0.00	\$329,280.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$329,280.00

Project #: FA-200-20-0185

Agency: Hatboro-Horsham SD

AUN: 123463603

Grant Content Report

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)