

Section: Narratives - Assessing Impacts and Needs

SCHOOL ENTITY ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by School Entities, schools, and educators to support students during the COVID-19 pandemic. The application below requests information from School Entities about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of plans to respond to these needs and impacts, (3) Specific elements in the School Entity Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "School Entity" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the School Entity application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the School Entity (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, School Entities are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the School Entity's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the School Entity has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost

instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	<ul style="list-style-type: none"> Collecting and analyzing progress monitoring data - especially as it applies to mastery of IEP objectives and goals Ten Sigma Surveys with parents/guardians/students/teachers Classroom Diagnostic Assessments Review of grades/credits earned for completion of coursework Family contact regarding mental well-being and social skills development
Chronic Absenteeism	<ul style="list-style-type: none"> Collecting and analyzing attendance data Development and monitoring of Student Attendance Intervention Plans (SAIP) which includes discussions of barriers to participation whether it be virtual or in-person Collaboration with local school districts regarding breaking barriers to participation
Student Engagement	<ul style="list-style-type: none"> Discussions between teachers and/or school social worker or guidance counselor with individual parent/guardians related to virtual participation when the entire program went virtual Collecting and monitoring attendance data Collecting and monitoring students access to the internet and technology devices allowing them to access online instructional platforms
Social-emotional Well-being	<ul style="list-style-type: none"> Monitoring of student participation in the Social Emotional Learning activities provided as part of instruction Ten Sigma Surveys to parents/guardians/ students and teachers Collecting and analyzing individual student data regarding the demonstration of positive prosocial skills and the reduction of negative/disruptive behavior Analysis of school-wide behavioral data including the number of suspensions.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify the **student** groups in the School Entity that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the	<p>Virtual instruction for students with significant disabilities became very challenging.</p> <ul style="list-style-type: none"> As identified above, attendance and engagement data was and will be collected and monitored. School Social Workers will continue to routinely follow up and assist families to address barriers to participation presented by COVID. Teacher students and families will continue to receive training and have access to resources related to the use of on-line platforms and instructional materials - particularly those helpful to students with Autism and communication difficulties and/or behavioral issues Teachers and students will

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Individuals with Disabilities Education Act [IDEA]	utilize technology platforms with students' while on-site and receiving in-person instruction to enhance their abilities to demonstrate independent use if it becomes necessary to receive remote instruction due to COVID. • Ten Sigma surveys will be completed to assist with monitoring life skills and social development • Additional remedial support will be provided to students who demonstrate significant learning loss • Classroom diagnostic assessments will be utilized to help identify specific skills requiring remediation or additional intervention

Reflecting on Local Strategies

3. Provide the School Entity's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	Strategy Description
Strategy #1	<ul style="list-style-type: none"> • It has become necessary to train staff, students and caregivers (parents/guardians, etc.) in the use of technology and to ensure that all children/staff have access to the Internet and working technology devices. During the mandatory closure of the school, and the subsequent remote instruction, it became necessary to identify and learn new technology platforms. These platforms (e.g., Google classroom, ZOOM, BOOM Cards, etc.), as well as, the online component of the instructional curriculum and textbooks have become critical for us to respond in a nimble fashion to changing conditions caused by COVID. Students and staff alike must be able to participate remotely if necessary.

i. Impacts that Strategy #1 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Throughout the pandemic, we have offered Social and Emotional Skills Lessons minimally twice a week to all students. These lessons have occurred both virtually and remotely as necessary. This weekly check in with student has permitted teaches and School Social Workers to globally monitor students well-being.

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, School Entities are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the School Entity will make its School Entity Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the School Entity, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; LEA representation, School Entity teachers; School Entity principals; School Entity leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the School Entity, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Throughout the pandemic, Pace School has routinely, and will continue to collaborate with stakeholders, including but not limited to: Parents/guardians, School District Representatives, Teachers and staff, Students, Mental health agencies, including the Pace Partial Hospitalization Program, Other educational agencies serving similar populations of students, Local social service agencies and business representatives regarding continuation of student services throughout the pandemic. This collaboration has included, and will continue to include, informal and formal discussions, participation in regional meetings and conferences, and parent, student and staff focus groups and surveys. Initially these efforts were more of a crisis response helping to learn and guide us as we were faced with providing remote instruction to students with significant disabilities in the unprecedented times of a pandemic. As we began to become more familiar with the “new normal” the collaboration efforts began to focus more as a continual improvement effort. Monitoring and evaluating what had been put into place and determining if it was being successful at achieving the desired outcome. Learning from other how they had addressed specific challenges and incorporating those strategies into our efforts. Identifying new challenges or gaps in service that required attention.

5. Use of Stakeholder Input

Describe how the School Entity has taken or will take stakeholder and public input into account in the development of the School Entity Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

As stated above, stakeholder input will be used to monitor the effectiveness of strategies put into place and to identify gaps and additional challenges to be addressed. As a continual improvement process, Pace must continue to collaborate with other educational entities to learn from their successes and evaluate whether their strategies can assist us in meeting needs presented by the COVID Pandemic. It is important to include the voices of the students and their parents/guardians to most effectively achieve

desired results. Quarterly focus groups will continue. Hearing for the students and the parents about barriers to school participation and engagement is critical to identify effective interventions and strategies for improvement. From these discussions and collaborations a few areas have been identified as needing to be addressed. An identified concern by both school personnel and parents/caregivers is the ability to maintain continuity of instruction if/when the method of instruction (in-person or virtual) must change due to quarantine or isolation orders. An additional concern is the ability to maintain adequate certified instructional staff to cover teacher absence due to COVID. These constant unknowns are disruptive and anxiety producing for staff, students and parents/guardians. With the interruptions to instruction over the past two years, and the ongoing uncertainty of continuity of instruction, parents and staff alike are concerned about adequate academic progress. Students, especially those served at Pace with significant disabilities and behavior disorders had difficulty participating in online only instructions. It is necessary to continue to monitor progress and provide remediation for students who may have not achieved at the anticipated or desired rate. Pace serves student with emotional and behavior disorder or Autism who often have difficulty transitioning from one environment to another. Additionally, these students often have difficulty conforming to rules and exhibiting prosocial behaviors. For some of our younger students, even though they may be in first or second grade, this is the first time they have had to learn and follow routines within a school building among their fellow students., It is imperative that these students be educated in an environment that understands and practices school-wide positive behavior supports (PBIS) systems. These systems need to be reevaluated for adequacy giving the changing environments and new conditions caused by COVID. School personnel have identified the need to ensure adequate cyber security and monitoring, especially now as so much of the instructional materials and school work are accessed and completed via online platforms.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the School Entity Plan for the Use of ARP ESSER Funds. The School Entity Plan for the Use of ARP ESSER Funds must be made publicly available on the School Entity website and submitted to PDE within 90 days of School Entity receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

Based upon the information gained over the last 18 months, the ESSER plan has been developed as proposed, This plan will be posted and available of tne Pace School Website.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, School Entities are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the School Entity plan for the use of ARP ESSER funds, that address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the School Entity spend its ARP ESSER funds as outlined in the fields below? Please select from the options below and provide an explanation.

1. Continuity of Services: How will the School Entity use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services, as applicable?
2. Access to Instruction: How will the School Entity use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the School Entity use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff, as applicable? Consider the School Entity’s Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the School Entity use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the School Entity’s Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the School Entity use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
Continuity of Services	Funds will be used to hire special education certified staff to provide in-person instruction and remediation, with a particular focus on reading instruction using the structured reading approach with a heavy emphasis on early learners and learners with significant disabilities. These service may be provided during the regular school year and/or ESY. Additionally, these staff would be used to continue instruction in classrooms where the assigned teacher is absent due to COVID related reasons, or

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Plan for Funds	Explanation
	to provide remote instruction to students who are isolated or quarantined due to COVID related reasons.
Continuity of Services	Funds will be utilized to complete an assessment, revision and training for implementation of the Pace School-wide Positive Behavior Supports (PBIS) System. Due to the unknown length of time COVID will be a consideration for instruction, this revamped system will include strategies and practices that could be utilized to maintain tiered interventions for students whether in person or receiving instruction remotely, to the extent possible.
Other, Summer School, Extended Day, Other Student Programs	In order to remain nimble and able to respond to a changing instructional environment as dictated by COVID, much of the instructional work is accessed or completed online. As a result, it is imperative that Pace School enter into Managed Service agreements for Network Infrastructure and Cyber Security services. This is essential for maintaining confidentiality and security of student and agency data. These funds will be used to enter into agreements with vendors to provide managed network and cyber security services. .

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, School Entities are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

School Entities must continuously monitor progress and adjust strategies as needed. Describe the LEA’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	All of Pace student have an Individualized Educational Plan (IEP). Each student IEP objective and goals are monitored for progress and mastery quarterly. Additionally, Ten Sigma surveys will be completed by students, parents and staff to monitor and assess progress in functional and life skills. Pace is also implementing the Classroom Diagnostic Assessment this school year to identify instructional needs across students and the program. These different assessments will allow for disaggregating data across grades, gender and race
Opportunity to learn measures (see help text)	Attendance and engagement data will be collected and monitored. Each student will be provided with an individual technology device suited to their age and abilities levels. Instructional platform will provide data regarding utilization and access. On-site technology personnel assist staff and students with access and technology hardware access issues. Annual professional development is provided to teachers regarding use of online component of the curriculum and online instructional platforms.
Jobs created and retained (by number of FTEs and position type) (see help text)	Two (2) FTE new teaching positions will be created by the ESSER funds for the time period of January 2022 through the end of the 2022-2023 school year, including ESY 2022.. One (1) FTE teaching position will be created for the 2023-2024 school year, including ESY 2023 and 2024.,
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	See above for teacher participation during Extended School Year (ESY).

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Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

School Entities that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity’s Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

No

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project

CHECK HERE - to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.

Project #: FA-224-21-1237

Agency: Pace School

AUN: 300027200

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Section: Narratives - Health and Safety Plan Upload and URL

SCHOOL ENTITY HEALTH AND SAFETY PLAN AND URL

Please upload your School Entity Health and Safety Plan and website URL below. Check the assurance indicating that you have completed your upload. Please name the file using your School Entity name followed by Health and Safety Plan. example: "*School Entity Name-Health and Safety Plan*"

School Entities are required to add the URL where the approved plan will be posted to the School Entity's public website. Please add the URL below.

<https://www.paceschool.org/Content/coronavirusupdate>



Check Here - to assure that you have successfully uploaded your School Entity Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$417,880.00

Allocation

\$417,880.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$180,590.00	Certified Special Education Teachers
1000 - Instruction	200 - Benefits	\$72,790.00	Fringe benefits and payroll taxes for Certified Special Education Teachers
		\$253,380.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$417,880.00

Allocation

\$417,880.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$25,000.00	Purchased services to assist in the development of School Wide Positive Behavior Support System
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$62,500.00	Managed cyber security services and related onboarding and software
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$77,000.00	Managed Technology services and related onboarding
		\$164,500.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$180,590.00	\$72,790.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$253,380.00
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 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	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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
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	\$139,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$139,500.00
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
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$180,590.00	\$72,790.00	\$164,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$417,880.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$417,880.00

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