

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA 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, "the LEA" 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 LEA 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 LEA (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, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA'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 LEA 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
<b>Academic Impact of Lost Instructional Time</b>	ESSER funding will be used to create programs or purchase materials which are justified by ESSER Stakeholder Surveys. The most recent survey clearly indicated a priority of creating clean, safe and healthy learning environments. Respondents were allowed to select more than one priority. To address learning gaps, responses included purchasing curriculum materials (55.7%), purchasing educational technology for students (55.7%), summer academy or credit recovery (27.6%), extended school day (19%) and special education summer services (10.9%). All of these priorities will be addressed with ESSER III funds.
<b>Chronic Absenteeism</b>	Absenteeism is addressed in two ways. First, transportation for eligible high school students will improve attendance outcomes. Second, challenges were identified through multiple parent/family surveys. The results of the first two surveys conducted in the summer of 2019 and January 2021 demonstrated a strong need for technology and internet access for students. In response, ESSER I funds were largely used to purchase new technology for students. A second major challenge surrounded the development of a vaccine. In the first survey, over 33% replied that their child returning to brick and mortar schools was dependent on the development of a vaccine. Since children under the age of 12 are still unable to receive a vaccine, parents may wish to keep their children home enrolled in cyber school. The SSD wishes to support these families with a virtual campus to provide a high quality cyber program for students.
<b>Student Engagement</b>	12.4% of stakeholder responses indicated a need to address the unique needs of low-income, homeless, foster, English Learners, racial or ethnic minorities. PSSA, Keystone, PASA, and WIDA ACCESS for ELLS 2.0 will be used to identify student needs and to drive instruction.
<b>Social-emotional Well-being</b>	ESSER Stakeholder Survey results showed that 10.3% of respondents were concerned with providing mental health services and supports. The SSD is purchasing a benchmark assessment designed to determine each child's social-emotional competencies and measure skill growth. This will be administered each fall and spring, beginning in the 2021-2022 school year. Social-emotional skills and lessons will be incorporated into weekly classroom instruction using an SEL curriculum.
<b>Other Indicators</b>	A third ESSER Stakeholder Survey was sent in May 2021. The responses overwhelmingly demonstrate a concern regarding the air quality and safety of buildings. The top two responses were to spend funds on facility repairs or improvements that mitigate virus transmission and for the inspection and repair of windows and HVAC systems in order to improve indoor air quality.

### Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA 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
English learners	WIDA ACCESS for ELLS 2.0 scores will measure student language proficiency growth from 2019-2022. This assessment will help to identify academic learning loss and measure growth.
Students from low-income families	PSSA and Keystone assessment scores will measure academic proficiency and gaps in learning from 2019-2022. Data available on the Future Ready PA Index breaks down student information and economically disadvantaged student scores will be measured.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	PASA assessment scores will measure academic proficiency and gaps in learning from 2019-2022.

**Reflecting on Local Strategies**

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
<b>Strategy #1</b>	Purchasing current, engaging, curriculum materials with translated resources. The Scranton School district is made up of 10% of English learners. The new curriculum materials provide translation options for those students who need extra language support in the classroom.

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**

ii. 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	Maintaining the operation and continuity of LEA services, including to employ existing or hiring new LEA and school staff.

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

ii. 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
<b>Strategy #3</b>	The SSD is purchasing a benchmark assessment designed to determine each child's social-emotional competencies and measure skill growth. This will be administered each fall and spring, beginning in the 2021-2022 school year. Social-emotional skills lessons will be incorporated into weekly classroom instruction using an SEL curriculum.

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

ii. 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, LEAs 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 LEA will make its LEA 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 LEA, 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; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, 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.)

Two initial surveys were aimed at parents and families in the summer of 2019 and January 2021. In May 2021 an ESSER Stakeholder Survey was posted online, emailed to all staff (union and non-union), and emailed directly to members of the chamber of commerce. Surveys were created by central administration and disseminated in both English and Spanish. Children who are incarcerated at the Lackawanna County Prison are enrolled in the Scranton School District (SSD). Two SSD teachers instruct prison students and they provide feedback to the federal programs office and special education departments. Moving forward, the SSD will create an updated ESSER Stakeholder Survey in 2022 to be posted on the district website and social media, but also emailed directly to a wider swath of stakeholders including civil rights and disability rights, Migrant Ed, social service organizations who work with homeless and foster youth.

#### **5. Use of Stakeholder Input**

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

Survey responses and feedback provided at monthly school board meetings has been and will continue to be taken into account by district administration. Surveys thus far have pointed toward a strong need for a sanitary learning environment, where safe and healthy air quality is the top priority. Additional concerns are raised over mental health services and supports, chronic absenteeism, continuity of special education services, loss of English proficiency in English language learners and addressing learning loss. The plan for use of ARP ESSER funds is designed to address student academic needs, social-emotional needs, and the overall safety and well being of all students and staff.

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

**Project #: 223-21-0376**  
**Agency: Scranton SD**  
**AUN: 119357402**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA 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)**

Upon receipt of ARP ESSER funding, the Scranton School District will make its plan for use of the funds available on the district website and be submitted to PDE within 90 days. The SSD ARP ESSER Plan will be translated into Spanish.



## **Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

### **Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

In this third section, LEAs 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 LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**Instructions:** For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps 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 ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

### **7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)**

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

There are three strategies to address the impact of lost instructional time during COVID-19. First,

the SSD will provide after school and summer programs that will entail intensive instruction, targeting gaps in core subjects for elementary and secondary students. This program will focus on remediating basic skills and providing enrichment activities. Using pre-assessment data, teachers will use small group instruction to target skill development. Extended day programs will be open to all students. Growth will be demonstrated using pre- and post- assessments. Attendance reports will be run for each school using the district's Student Information System. Principals will personally reach out to families of students via phone call or email to invite them to take part in after school or summer programs. Second, new evidence-based curriculum materials for SSD students including curriculum and technology. PSSA, Keystone, PASA, and WIDA ACCESS scores will be compared for each year. Student data will be used for differentiated instruction at the classroom level. New textbooks were selected with e-book options, translations in multiple languages, and tiered intervention strategies for struggling, core, and advanced students as well as specific strategies for teaching EL students. The new curricular materials can be used for both in-person and remote instruction. Third, compensatory COVID education services will provide continuity of education throughout summer months.

#### **8. Plan for Remaining Funds** *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA 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?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA 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? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA 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 LEA's Health and Safety Plan in developing the response.

a. Continuity of Services: In order to measure and understand social-emotional learning, the ARP ESSER funds will be used to purchase an assessment tool to provide initial benchmark data on the emotional and mental well being of students. The assessment will be administered in both the fall and spring to measure growth. A team of teachers, school counselors and administrators will be trained on SEL curriculum planning. The SEL team will train all classroom teachers and in the fall of 2022 a new SEL curriculum will be fully implemented and incorporated into instruction. SSD's Health and Safety Plan specifically addresses social emotional learning and includes the purchase of an SEL benchmark assessment and curriculum. Staff mental health will be addressed through the Employee Assistance Program (EAP) which is benefit provided by the Scranton School District to provide confidential, professional assistance for employees and dependents experiencing personal and/or professional problems. b. To further engage students, the SSD will create a Science Technology Engineering Math and Medicine program and expand the virtual campus to

provide a high quality cyber program for students K-12. It is the goal of the SSD to fully engage students through innovation and appealing programming. The cyber program provides an option for parents who wish to keep their children enrolled in the SSD, taught by SSD teachers and following the same curriculum that in-person peers are receiving. The SSD has never provided transportation to secondary students. ARP ESSER funding will allow intermediate and high school students to be transported to and from school. Transportation is also being provide for extended day and summer academy programming. Student attendance data will be compared to demonstrate improvement in chronic absenteeism. d. Scranton will use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and improve ventilation. West Scranton Intermediate School HVAC, electrical, and building systems are in need of replacement in order to improve ventilation and support COVID-19 guidelines. These infrastructure needs were identified as a high priority in the Districtwide Feasibility Study completed in 2021. Please see the detailed request for approval attached to this application in the "Uploads" section.

### **9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."

**(3,000 characters max)**

Four school buildings in the SSD are designated at A-TSI: Scranton High School, West Scranton High School, West Intermediate School, and Isaac Tripp Elementary School. While, West Intermediate School is being targeted for facilities repairs, none of the schools are being specifically targeted for academic interventions. All SSD students are receiving curriculum support, special education students are receiving updated curricular materials and continuity of educational services, all students are able to participate in extended day programs. The SSD Cyber School and STEM Academy are open to students from every building, including the A-TSI schools. The only exception is that secondary schools will be receiving transportation to combat chronic absenteeism. Attendance goals are in the A-TSI plans. The Evidence Resource Center site was consulted while developing SSD's Plan for the Use of ARP ESSER Funds. The use of extended day (before or after school) and summer interventions and enrichment is a tier 3 intervention similar to the "Elevate Math Summer Intervention", "KindergARTen Summer Camp", "BellXcel Summer Program" and "Mandatory Summer School". The STEM Academy initiative is a tier 1 support similar to the "Career Academies" described on the Evidence Resource Center site. The SEL curriculum and benchmark assessment are tier 3 interventions similar to those outlined in the "Lessons in Character" or "Second Step- Student Success Through Prevention". The SSD Cyber School is a tier 3-4 intervention. Although purchased through Pearson Learning, the online platform is most similar to the "i-Ready" strategy described on the Evidence Resource Center website. Transportation for secondary students in the SSD will be on school buses, but it is similar to the tier 4 "Go-to Card Program" and the concept of using public transportation over the traditional district busing will continue to be explored in future years.

### **10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

**Project #: 223-21-0376**  
**Agency: Scranton SD**  
**AUN: 119357402**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

\*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	35,792,928	20%	7,158,586

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

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

**11. Capacity for Data Collection and Reporting**

LEAs 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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	New curriculum materials provide a pre-assessment and post-assessment benchmark, which will be able to identify where students' losses and gains were made during the all remote environment through COVID-19. Teachers and staff will also use previous state assessments such as PSSA, keystone, PASA and ACCESS for ELs 2.0 scores to see the progress or regression of their students' learning. State assessments provide disaggregated data by student groups including grade level, gender, EL status, and racial or ethnic group.
<b>Opportunity to learn measures (see help text)</b>	Student engagement and participation will be measured by attendance records in the Student Information System. SSD Cyber School enrollment and participation data will also support student engagement information.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Jobs that have been created and retained to address learning loss is summer school teaching positions, transportation positions for summer school, after and before school positions, extra pay for professional development for new curriculum materials purchased by ESSER, extra pay for professional development on the new curriculum for social and emotional learning, new director for the Scranton School District Cyber Program and new staff such as cyber teachers and a cyber school counselor, new director of the STEM program and STEM staff positions.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	First, the SSD will provide after school and summer programs that will entail intensive instruction, targeting gaps in core subjects for elementary and secondary students. Using pre-assessment data, teachers will use small group instruction to target skill development. Growth will be demonstrated using pre- and post- assessments. Program attendance will be tracked with student sign in sheets.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



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: (a) the United States Department of

Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and 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.



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).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and

identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

<sup>1</sup>Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, 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 LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may



include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

**Section: Narratives - LEA Health and Safety Plan Upload**

**LEA HEALTH AND SAFETY PLAN**

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"

**CHECK HERE** - to assure that you have successfully uploaded your LEA Health and Safety Plan.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$35,792,928.00

**Allocation**

\$35,792,928.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$251,018.00	Provide transportation for summer and extended day activities
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000,000.00	To purchase new classroom materials for SSD students including curriculum and technology.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,450,000.00	To provide funds for compensatory COVID education services, contracted service providers, and other supports for special education students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$458,120.00	Salaries to establish a Science Technology Engineering Math and Medicine program. Teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$270,042.00	Benefits to establish a Science Technology Engineering Math and Medicine program.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$433,963.00	Supplies to support the STEMM program, including classroom supplies, textbook / curricular materials and technology equipment an individual item cost below \$5,000 and the District Capitalization policy.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$181,037.00	Equipment and technology to support the STEMM program such as 3D Printers, a tabletop router and laser engraving systems which exceed the District Capitalization policy and are over \$5,000 per unit. Prior approval applications will be submitted.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$687,180.00	Teacher salaries to expand the virtual campus to provide a high quality cyber program for students K-12.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$391,967.00	Teacher benefits to expand the virtual campus to provide a high quality cyber program for students K-12.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$19,729.00	Supplies to support virtual students enrolled in the cyber program K-12.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,421,272.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$624,002.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$389,774.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$171,128.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$439,664.00	Salaries for staff required to provide in-home services during remote learning 11/1/20-3/31/21. The remote learning model was required in response to the COVID pandemic. The in home services provided quality education to students with IEPs and fulfill SSD's obligation.
			Benefits for staff required to provide in-home services during remote learning

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$454,302.00	11/1/20-3/31/21. The remote learning model was required in response to the COVID pandemic. The in home services provided quality education to students with IEPs and fulfill SSD's obligation.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,359,407.00	Building level budget funding for the right school supplies to help students feel prepared. Arriving to school daily equipped for the school day feeling confident in their ability to perform in the classroom. Uncertainty in this ability can negatively impact a student's mental health and student achievement. The right supplies also engage hands on learning; allowing students to follow along with the instruction rather than just verbally and help foster a creative classroom.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$500,000.00	Salaries to provide after school programs to elementary and secondary students focusing on remediating basic skills and providing enrichment activities.
1400 - Other			Benefits to provide after school programs to elementary and

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Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	200 - Benefits	\$218,625.00	secondary students focusing on remediating basic skills and providing enrichment activities.
		<b>\$14,721,230.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$35,792,928.00

**Allocation**

\$35,792,928.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$277,201.00	Administrative salaries to support the virtual campus to provide a high quality cyber program for students.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$160,100.00	Administrative benefits to support the virtual campus to provide a high quality cyber program for students.
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$191,167.00	Administrative salaries to support the STEMM program.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$110,298.00	Administrative benefits to support the STEMM program.
2700 - Student Transportation	500 - Other Purchased Services	\$390,549.00	Provide transportation for students to eligible high school students in order to improve attendance outcomes to track student academic improvement.



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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2700 - Student Transportation	500 - Other Purchased Services	\$681,091.00	District share of Act 13 COVID transportation cost.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$97,857.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$42,963.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2200 - Staff Support Services	100 - Salaries	\$36,740.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2200 - Staff Support Services	200 - Benefits	\$16,130.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$140,802.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$61,818.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2400 - Health Support Services	100 - Salaries	\$42,940.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13

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Function	Object	Amount	Description
2400 - Health Support Services	200 - Benefits	\$18,853.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2500 - Business Support Services	100 - Salaries	\$19,412.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2500 - Business Support Services	200 - Benefits	\$8,523.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2600 - Operation and Maintenance	100 - Salaries	\$182,779.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2600 - Operation and Maintenance	200 - Benefits	\$80,248.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2700 - Student Transportation	100 - Salaries	\$3,569.00	Payroll incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2700 - Student Transportation	200 - Benefits	\$1,567.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
			Payroll incurred from

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Function	Object	Amount	Description
2800 - Central Support Services	100 - Salaries	\$38,943.00	March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2800 - Central Support Services	200 - Benefits	\$17,098.00	Benefits incurred from March 16, 2020-March 27, 2020 during the statewide COVID shutdown/ Act 13
2400 - Health Support Services	100 - Salaries	\$1,006,933.00	Salary provided to school nurses 4/20/20-3/31/21, while operating under remote learning. During that time the LPN/CSN nursing staff completed mandated services, monitoring the completion of immunization records, physical and dental examinations.
2400 - Health Support Services	200 - Benefits	\$749,321.00	Benefits provided to school nurses 4/20/20-3/31/21, while operating under remote learning. During that time the LPN/CSN nursing staff completed mandated services, monitoring the completion of immunization records, physical and dental examinations.
2600 - Operation and Maintenance	100 - Salaries	\$3,732,709.00	Salary provided to maintenance staff from 4/20/20-3/31/21, while operating under remote learning. Staff maintained building during this period to ensure readiness for when the District

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Function	Object	Amount	Description
			returned from full remote to hybrid model.
2600 - Operation and Maintenance	200 - Benefits	\$2,014,303.00	Benefits provided to maintenance staff from 4/20/20-3/31/21, while operating under remote learning. Staff maintained building during this period to ensure readiness for when the District returned from full remote to hybrid model.
2800 - Central Support Services	600 - Supplies	\$767,200.00	With ESSER I allocation the SSD was able to become a 1:1 district by providing all students with Chromebooks. However funds were not sufficient to provide new technology for staff and classroom instruction. The purchase of staff devices, classroom Active panels which allow teachers to prepare and teach lessons in a digital format. This technology will also allow teachers to archive lessons, to be accessed anytime, including for students who are absent due to various situations including quarantining due to COVID 19.
			LEAs may utilize an unrestricted cost rate

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Function	Object	Amount	Description
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$4,738,462.00	when calculating indirect costs under ARP ESSER - per PDE FAQ. (15.45% approved 11/3- see attached).
2600 - Operation and Maintenance	600 - Supplies	\$280,000.00	Furniture and fixture purchases to support the STEMM program at an individual item cost below the District Capitalization policy and below \$5,000 requiring prior approval.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$2,693,600.00	The Project consists of Automatic Temperature Controls (ATC) Improvements at a total of 14 District buildings (Administration building, 9 elementary schools, 2 intermediate schools and 2 high schools). The Project will include various repairs, recommissioning, training, and upgrades to the current ATC systems in each school that will be completed in conjunction with the scope of the Districtwide HVAC upgrades projects
			The project consists of the removal of designated Asbestos Containing Materials (ACM) from eight building locations within the Scranton School

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Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$420,522.00	District in Scranton, Pennsylvania. The scope of abatement includes the removal of various types of ACM, including but not limited to flooring, pipe insulation, pipe fittings, countertops, chalkboards, etc., from the following buildings of the Scranton School District:
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$2,048,000.00	The Project consists of the creation of a new science laboratory space at Scranton High School to support the District's new Science, Technology, Math, and Medicine (STEMM) program for students in grades 7 through 12. The project will create open air classroom spaces along with new science and computer labs.
		<b>\$21,071,698.00</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$2,566,572.00	\$1,286,011.00	\$0.00	\$0.00	\$0.00	\$6,813,099.00	\$181,037.00	\$10,846,719.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$829,438.00	\$625,430.00	\$1,450,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,904,868.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$500,000.00	\$218,625.00	\$0.00	\$0.00	\$251,018.00	\$0.00	\$0.00	\$969,643.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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>	\$97,857.00	\$42,963.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$140,820.00
<b>2200 Staff Support Services</b>	\$36,740.00	\$16,130.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,870.00
<b>2300 SUPPORT</b>								

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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
<b>SERVICES – ADMINISTRATION</b>	\$609,170.00	\$332,216.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$941,386.00
<b>2400 Health Support Services</b>	\$1,049,873.00	\$768,174.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,818,047.00
<b>2500 Business Support Services</b>	\$19,412.00	\$8,523.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$27,935.00
<b>2600 Operation and Maintenance</b>	\$3,915,488.00	\$2,094,551.00	\$0.00	\$0.00	\$0.00	\$280,000.00	\$0.00	\$6,290,039.00
<b>2700 Student Transportation</b>	\$3,569.00	\$1,567.00	\$0.00	\$0.00	\$1,071,640.00	\$0.00	\$0.00	\$1,076,776.00
<b>2800 Central Support Services</b>	\$38,943.00	\$17,098.00	\$0.00	\$0.00	\$0.00	\$767,200.00	\$0.00	\$823,241.00
<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
<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	\$5,162,122.00	\$0.00	\$0.00	\$0.00	\$5,162,122.00
	<b>\$9,667,062.00</b>	<b>\$5,411,288.00</b>	<b>\$1,450,000.00</b>	<b>\$5,162,122.00</b>	<b>\$1,322,658.00</b>	<b>\$7,860,299.00</b>	<b>\$181,037.00</b>	<b>\$31,054,466.00</b>
	<b>Approved Indirect Cost/Operational Rate: 0.0000</b>							<b>\$4,738,462.00</b>
	<b>Final</b>							<b>\$35,792,928.00</b>



