

## **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> | Use of standardized assessments K-12 compared from previous years. Students were assessed at the beginning of the 21-22 school year and again middle and end of the year. Curriculum-based assessments and breadth of instruction completed during the course of the year.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Chronic Absenteeism</b>                        | Student attendance was coupled with work completion as several students may not have had internet. Social workers, counselors, teachers, and administrators did hundreds of home visits during the 21-22 school year to ensure student attendance and to meet with families to discuss any hindrances to attending school, virtually or in-person. Students will have and have had, the opportunity to be assessed on lessons to indicate levels of instructional mastery due to their absenteeism. Absenteeism was related to learning loss due to students being behind in their coursework. The district followed the truancy guidelines and implemented a "Back on Track" program before sending students to the courts. |
| <b>Student Engagement</b>                         | Calls and home visits occurred daily to engage families in learning, especially when students were home. Teachers spent countless hours providing differentiated instruction to provide several modes of education to students to promote student engagement. A review of materials will take place at the beginning of the year to assess student needs and instructional strategies.                                                                                                                                                                                                                                                                                                                                       |
| <b>Social-emotional Well-being</b>                | PAYS and BHS surveys will be given to students to assess their levels of social-emotional well-being. A district-wide climate survey will be given in the fall to all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Other Indicators</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

### 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 | Parent/Teacher groups were established and, with social distancing, these groups met with district staff to assist with technology, academics, and food service. |
|                  |                                                                                                                                                                  |

| 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 Individuals with Disabilities Education Act [IDEA]) | Tele-therapy was provided to students receiving related services. IEP meetings were held to assist with student educational strategies. Progress monitoring tools (AIMSWEB) will continue to be used to measure and identify educational impacts                                                                                                                                                                                            |
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)                                            | The students with truancy continued the issue through the virtual education period of last year. Our district was using virtual education with options of remaining virtual all year long. This was an extreme issue with many students not attending courses or logging into courses and not turning on their cameras. Attendance translates to learning loss so the same data will be used for these students to determine learning loss. |

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy #1 | The Back on Track program required parents to bring in their students for multiple issues but enabled the district to communicate with parents concerning attendance laws and course failures. The program had students in groups that reviewed the importance of school and the requirements of the Pennsylvania law for attendance in school. This program was a precursor to going to truancy court for these students. We found that parents didn't understand the requirements. The students also found that the school staff present helped them understand and prepared to build relationships with the students. Using different academic and mentoring techniques, the students continued to come back each week and returned to school daily. |

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategy #2</b> | Free summer programming was offered to students K-12. Included in this were free breakfast, lunch, and transportation. Elementary students received ELA/Math and SEL programming while secondary students received credit recovery, tutoring, and credit reimbursement. We had an additional graduation ceremony in August for those students who completed all courses required for graduation. Additionally, we partnered with local clubs and the migrant group for before and after-school programming. |

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                                                                                                                                                                                                                                                                                                                                                            |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy #3 | The District has purchased a CASEL approved program to use K-12 that aligns with ELA standards and has lessons for appropriate age/gender/ethnicity. Staff will be trained in trauma-informed care and how to approach these lessons within the structure of a class period that will provide the most flexibility and comfort level for students to engage in SEL programming. |

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.)

CASD issued a District-wide survey to staff and families, seeking individuals to serve on the Future of Learning Committee. Approximately 60 individuals volunteered their time to assist the District in identifying areas of priority for the ESSER-ARP funds. The committee met during the month of July and was divided into subgroups. The subgroups brainstormed, discussed, and ranked priority items. The subgroups were Instruction, Instructional Technology, Social/Emotional Learning, Facilities/Furniture, and Human Resources. Each group was led by one of the chief administrators and guiding questions were used to facilitate the work sessions. As a follow-up to the facility needs, CASD in consultation with Crabtree/Rohrbaugh reviewed and updated the 10-year capital plan. The review and update identified projects needed to improve the air quality, reduce moisture, improve ventilation, and of all for the safe return of students to school.

#### **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)**

CASD used and will continue to use the data collected from the Future of Learning Committee, to guide the expenditures of the ESSER-ARP funds. All expenditures will be required to tie to the overarching needs of the District with the goal of improving our facilities for safe in-person instruction and to mitigate learning loss.

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

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)**

An outline of the process and plan of funds use was presented to the Finance Committee on August 17, 2021. This meeting was aired on Youtube for the public, the meeting was open for in-person attendance as well. Future communication for transparency will occur through the use of our public meetings, website, social media, CASD app, and mass communication system.

## **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.

The following programs have been purchased for all K-12 students, ELL students, and Special

Education students. While this is not an exhaustive list, research has shown that these programs specifically target ELA/Math concepts and will assess students at their mastery level. 1. Read/Math 180 ~ Special Education 2. Education.com 3. Newsela 4. Dreambox ~ ESL 5. Grapeseed ~ ESL 6. Seesaw 7. ST Math 8. Learning A-Z 9. Imagine Learning 10. Khan Academy The goal continues to be to target those students who have missed an exceptional amount of days of school since the closure at the end of the 2019-2020 school year. Family outreach teams have been created K-12 to provide support for truancy and school enrichment. After-school programs were established during the 2020-2021 school year and continue for this current school year. Additionally, a summer program was initiated K-12 and will continue for families over the next several summers, free of charge. The social work and counseling departments are working with families who have been displaced due to homelessness and/or fiscal restraints. These students are being placed in schools throughout the district and being given mentors to assist them. A K-12 Social-Emotional Program is being implemented by all staff to incorporate the openness of communication around trauma-informed care.

#### **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.

During the Summer of 2021, the Chambersburg Area School District (CASD) and Crabtree, Rohrbaugh & Associates (CRA) evaluated the uses of ESSER III Funding available to CASD. CASD District administration had met with "The Future of Learning Committee", a group of CASD members and community leaders within Chambersburg and after discussions evaluated a list of priorities and have identified three "categories" for the ESSER-ARP Funding: 1. Safety & Security 2. Healthy Environment 3. Instruction Crabtree, Rohrbaugh & Associates was tasked with focusing predominantly on the second category, Healthy Environment. CASD evaluated funding opportunities for Safety & Security and Instruction independently, however reviewed Safety & Security with CRA for coordination purposes to develop final options. In evaluating Healthy Environment, CASD and CRA met and surveyed CASD buildings from July through August of 2021. During this time, 8 schools were evaluated in CASD for allocating ESSER funding to improve the indoor environment of each building and work within the funding available. The eight schools are as follows: 1. Buchanan Elementary 2. Falling Spring Elementary 3. Guilford Hills Elementary 4.

Lurgan Elementary5. Chambersburg Area Middle School (CAMS) South6. Chambersburg Area Middle School (CAMS) North7. Thaddeus Stevens Elementary8. Grandview ElementaryFinal discussions were to focus on the following four (4) schools that could be accommodated within the funding available from ESSER and develop language to submit for funding. Because we are at a facility planning stage pricing is identified as a low and high-cost range. For the purposes of the ESSER grant application, the high-cost range will be utilized to maximize the allocation available to CASD. Surveys and estimates were completed by CRA Architects and Moore Engineering Company.

| SCHOOL                                                                         | SQ. FT.   | LOW COST            | HIGH COST            |
|--------------------------------------------------------------------------------|-----------|---------------------|----------------------|
| Buchanan ES                                                                    | 32,700 SF | \$ 2,469,373        | \$ 2,907,488         |
| Falling Spring ES                                                              | 25,992 SF | \$ 1,962,812        | \$ 2,311,053         |
| Guilford Hills ES                                                              | 27,662 SF | \$ 2,088,924        | \$ 2,459,539         |
| Lurgan ES                                                                      | 32,785 SF | \$ 2,475,792        | \$ 2,915,045         |
| <b>Subtotal (4) Elementary Schools (Mechanical &amp; Lighting Replacement)</b> |           | <b>\$ 8,996,901</b> | <b>\$ 10,593,125</b> |

Scope of work for all four (4) schools includes Heating, Ventilation, and Air Conditioning (HVAC) replacement in addition to work-related to accommodating the HVAC system. Currently, all four (4) elementary schools have unit ventilators and limited VAV HVAC systems that do not accommodate humidity control and proper air exchange within all four (4) schools. Both items are identified on page 21 of the 2021 PA Department of Education ARP ESSER Guidebook as acceptable facility upgrades. To accommodate these new mechanical systems ceilings and lighting will also need to be replaced to access above ceilings and install the new systems along with electrical systems that do not have the electrical capacity to support a modern HVAC system including outdoor air turnover requirements to meet building code and filtration. Both outdoor air and filtration being core components in mitigating COVID-19 transmission within indoor spaces.

In addition, to the base projects identified above CASD had CRA evaluate with CASD staff the replacement of window systems and asbestos abatement at each of the four (4) schools. Window replacement is an accepted facility upgrade by the PA DOE ARP ESSER Handbook to allow for greater natural ventilation and intake of fresh air and asbestos abatement as a potential source of poor air quality.

| SCHOOL                             | WINDOW REPLACEMENT | ASBESTOS ABATEMENT |
|------------------------------------|--------------------|--------------------|
| Buchanan ES                        | \$102,550          |                    |
| Falling Spring ES                  |                    | \$413,130          |
| Guilford Hills ES                  |                    | \$77,000           |
| Lurgan ES                          |                    | \$143,000          |
| <b>Total Potential Alternates:</b> | <b>\$735,680</b>   |                    |

In addition to the construction costs, the report also plans for 16% "Soft Costs" including asbestos monitoring, permitting, construction contingency, code required testing, reimbursable, and design fees accounting for all project costs to construct the projects.

**SCHEDULE** CASD and CRA Architects discussed the schedule in planning for the ESSER award of funding. It is anticipated that design documents for all 4 schools could be completed in the fall of 2021 which would allow for bidding to occur in December 2021/ January 2022. This bidding schedule would allow for materials to be secured for all 4 schools by the contractors in the spring of 2022 so that physical work on all 4 schools could be started and completed in the summer of 2022. Additionally, CASD proposes the use of ESSER funds to enhance the physical safety of our students through additional facility improvements to include additional radios, repeaters, door alerts, interior security and parking gates, replacement of PA/Intercom systems, upgraded phone system, interactive floor plan/mapping, Raptor-Visitor/Volunteer and Emergency Management System and additional security cameras. We believe that the learning environment through enhanced safety and security will assist us in not providing a secure environment, but allow for us to focus on the social-emotional well-being of our students and provide for an educational environment that will allow the mitigation of learning loss.

## **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)**

The Chambersburg Area Senior High School is on an ATSI plan for ELL graduation rate and Special Education attendance and achievement level. The Evidence Resource Center was used to support the measurable goals of: By June 30, 2022, 70% of all Algebra students will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1255 (Green). The second is by June 30, 2022, 70% of all Literature students will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1171 (Green). "The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation." (American Institutes for Research) - Tier 1 Evidence. The last goal focuses on social-emotional aspects of student growth and development. By June 30, 2022, CASHS will implement a School-Wide Positive Behavior Interventions (Hero Program) at the universal level with 100% fidelity across all grade levels as measured by the Benchmarks of Quality, BOQ. "The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation." (American Institutes for Research) - Tier 1 Evidence. These goals and areas from the Resource Center have provided outcomes for the school in pursuing student excellence and reaching the goals set. The school is continuing to partner with the Lincoln Intermediate Unit to provide guidance and training on the measures for our teachers and administration.

#### 10. 20% Reservation Calculation

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

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

|                               | ARP ESSER Allocation | Reservation Requirement | Reservation Amount (calculated on save) |
|-------------------------------|----------------------|-------------------------|-----------------------------------------|
| <b>20 Percent Reservation</b> | 22,607,027           | 20%                     | 4,521,405                               |

## 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> | K-3 students will be using a Universal Screener used multiple times throughout the year to collect data for ongoing academic mastery. Additionally MAP testing will be done K-8 three (3) times a year. A tiered approach for our Instructional Specialists will be put into place along with several resources (Learning A-Z, Raz Kids, Imagine Learning...) to continually assess student levels. The low-incidence population and ELL population will be calculated using AIMSWEB and WIDA in addition to classroom-based assessments listed above to address their specific needs. Data from failures and formative assessments at the 9-12 schools will assist in determining the academic needs of students.                                                                                        |
| <b>Opportunity to learn measures (see help text)</b>                                                       | The school district has become a one-to-one Chromebook district last year with the onset of Covid19. We have purchased nearly 10,000 Chromebooks for every student k-12 with the exception of our magnet school which has an iPad for each student. The district has placed a high expectation of blended learning with our Learning Management System Odysseyware/ Edgenuity. Students are using the content and teachers are adjusting to meet the curriculum needs of the district. The instructional technology specialists are providing many training sessions through different avenues such as Google Classroom, videos, in-person, and Zoom meetings. Many topics are covered to provide training on the use of technology and blended learning using additional Apps and programs for learning. |
| <b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>                     | We are hiring three (3) teachers and a support person to assist in the high school and the online academy. The personnel is needed to provide adequate teaching and learning for many students who have experienced learning loss due to the Covid-19 pandemic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>     | Students will have the opportunity to be involved in an after-school program for enrichment, truancy, course recoupment, and tutorial services. Additionally, the summer programming will continue. All of these are free of charge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## **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**

\$22,607,027.00

**Allocation**

\$22,607,027.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

| Function                                         | Object         | Amount       | Description                                                                                                                                                                                              |
|--------------------------------------------------|----------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$800,000.00 | Additional staff to cover classes: Social Distancing, teachers out due to COVID, increased class sizes                                                                                                   |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$400,000.00 | Benefits: Additional staff to cover classes: Social Distancing, teachers out due to COVID, increased class sizes                                                                                         |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$140,000.00 | Salaries for interpreters: Assist with translation to families and students. Implementation of 1:1 devices, LMS, Health & Safety Plan. Working with families for all aspects of the educational process. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$56,000.00  | Benefits for interpreters: Assist with translation to families and students. Implementation of 1:1 devices, LMS, Health & Safety Plan. Working                                                           |

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**AUN: 112281302**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

| Function                                                     | Object         | Amount                | Description                                                                                                                          |
|--------------------------------------------------------------|----------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                |                       | with families for all aspects of the educational process.                                                                            |
| 1400 - Other Instructional Programs – Elementary / Secondary | 600 - Supplies | \$500,000.00          | Software/Supplies needed for additional programs associated with learning loss. Tutoring, After-school, summer, and family outreach. |
| 1400 - Other Instructional Programs – Elementary / Secondary | 200 - Benefits | \$750,000.00          | Benefits:additional programs to address learning loss                                                                                |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY             | 600 - Supplies | \$1,000,000.00        | Software costs for LMS, Kami, Adobe, Thinglink, Read 180, Truancy Program                                                            |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY             | 100 - Salaries | \$1,500,000.00        | Salaries for addional programs, summer school, after school tutoring for COVID learning loss                                         |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY             | 200 - Benefits | \$802,731.00          | Benefits for addional programs, summer school, after school tutoring for COVID learning loss                                         |
|                                                              |                | <b>\$5,948,731.00</b> |                                                                                                                                      |

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

**BUDGET OVERVIEW**

**Budget**

\$22,607,027.00

**Allocation**

\$22,607,027.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

| Function                                                             | Object                                              | Amount         | Description                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------|-----------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2800 - Central Support Services                                      | 600 - Supplies                                      | \$500,000.00   | Additional devices, software, headphones, speakers to assist with 1:1 program.                                                                                                                                                                                                   |
| 2200 - Staff Support Services                                        | 300 - Purchased Professional and Technical Services | \$524,351.00   | Collins & Atwood training, Mobile Mind, QBS - Safety Training, Franklin & Marshall Counseling                                                                                                                                                                                    |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 500 - Other Purchased Services                      | \$10,000.00    | Air quality, HVAC & facility improvements at three elementary school. projects attached to application                                                                                                                                                                           |
| 2600 - Operation and Maintenance                                     | 600 - Supplies                                      | \$3,000,000.00 | Safety & Security supplies and software - to improve attendance monitoring, COVID Mitigation, building access, disruptive behavior for the continuity of education. Items include: cameras, portable radios, door management system, speaker systems, radio repeaters, bollards, |

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| Function                                                             | Object                                              | Amount                 | Description                                                                                            |
|----------------------------------------------------------------------|-----------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------|
|                                                                      |                                                     |                        | items for safety training                                                                              |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 300 - Purchased Professional and Technical Services | \$400,000.00           | Air quality, HVAC & facility improvements at three elementary school. projects attached to application |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 400 - Purchased Property Services                   | \$12,223,945.00        | Air quality, HVAC & facility improvements at three elementary school. projects attached to application |
|                                                                      |                                                     | <b>\$16,658,296.00</b> |                                                                                                        |

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

|                                                                                   | <b>100<br/>Salaries</b> | <b>200<br/>Benefits</b> | <b>300<br/>Purchased<br/>Professional<br/>and<br/>Technical<br/>Services</b> | <b>400<br/>Purchased<br/>Property<br/>Services</b> | <b>500 Other<br/>Purchased<br/>Services</b> | <b>600<br/>Supplies<br/>800 Dues<br/>and Fees</b> | <b>700<br/>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<br/>PROGRAMS –<br/>ELEMENTARY /<br/>SECONDARY</b>                 | \$2,440,000.00          | \$1,258,731.00          | \$0.00                                                                       | \$0.00                                             | \$0.00                                      | \$1,000,000.00                                    | \$0.00                  | \$4,698,731.00 |
| <b>1200 SPECIAL<br/>PROGRAMS –<br/>ELEMENTARY /<br/>SECONDARY</b>                 | \$0.00                  | \$0.00                  | \$0.00                                                                       | \$0.00                                             | \$0.00                                      | \$0.00                                            | \$0.00                  | \$0.00         |
| <b>1300 CAREER<br/>AND TECHNICAL<br/>EDUCATION</b>                                | \$0.00                  | \$0.00                  | \$0.00                                                                       | \$0.00                                             | \$0.00                                      | \$0.00                                            | \$0.00                  | \$0.00         |
| <b>1400 Other<br/>Instructional<br/>Programs –<br/>Elementary /<br/>Secondary</b> | \$0.00                  | \$750,000.00            | \$0.00                                                                       | \$0.00                                             | \$0.00                                      | \$500,000.00                                      | \$0.00                  | \$1,250,000.00 |
| <b>1600 * ADULT<br/>EDUCATION<br/>PROGRAMS</b>                                    | \$0.00                  | \$0.00                  | \$0.00                                                                       | \$0.00                                             | \$0.00                                      | \$0.00                                            | \$0.00                  | \$0.00         |
| <b>1700 Higher<br/>Education<br/>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<br/>SERVICES</b>                                                  | \$0.00                  | \$0.00                  | \$0.00                                                                       | \$0.00                                             | \$0.00                                      | \$0.00                                            | \$0.00                  | \$0.00         |
| <b>2100 SUPPORT<br/>SERVICES –<br/>STUDENTS</b>                                   | \$0.00                  | \$0.00                  | \$0.00                                                                       | \$0.00                                             | \$0.00                                      | \$0.00                                            | \$0.00                  | \$0.00         |
| <b>2200 Staff<br/>Support<br/>Services</b>                                        | \$0.00                  | \$0.00                  | \$524,351.00                                                                 | \$0.00                                             | \$0.00                                      | \$0.00                                            | \$0.00                  | \$524,351.00   |
| <b>2300 SUPPORT</b>                                                               |                         |                         |                                                                              |                                                    |                                             |                                                   |                         |                |

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|                                                                                               | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services               | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800 Dues<br>and Fees | 700<br>Property | Totals                 |
|-----------------------------------------------------------------------------------------------|-----------------|-----------------|------------------------------------------------------------------|--------------------------------------------------------|------------------------------------|-----------------------------------------|-----------------|------------------------|
| <b>SERVICES –<br/>ADMINISTRATION</b>                                                          | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>2400 Health<br/>Support<br/>Services</b>                                                   | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>2500 Business<br/>Support<br/>Services</b>                                                 | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>2600 Operation<br/>and Maintenance</b>                                                     | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$3,000,000.00                          | \$0.00          | \$3,000,000.00         |
| <b>2700 Student<br/>Transportation</b>                                                        | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>2800 Central<br/>Support<br/>Services</b>                                                  | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$500,000.00                            | \$0.00          | \$500,000.00           |
| <b>3000<br/>OPERATION OF<br/>NON-<br/>INSTRUCTIONAL<br/>SERVICES</b>                          | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>3100 Food<br/>Services</b>                                                                 | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>3200 Student<br/>Activities</b>                                                            | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>3300 Community<br/>Services</b>                                                            | \$0.00          | \$0.00          | \$0.00                                                           | \$0.00                                                 | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00                 |
| <b>4000 FACILITIES<br/>ACQUISITION,<br/>CONSTRUCTION<br/>AND<br/>IMPROVEMENT<br/>SERVICES</b> | \$0.00          | \$0.00          | \$400,000.00                                                     | \$12,223,945.00                                        | \$10,000.00                        | \$0.00                                  | \$0.00          | \$12,633,945.00        |
|                                                                                               | \$2,440,000.00  | \$2,008,731.00  | \$924,351.00                                                     | \$12,223,945.00                                        | \$10,000.00                        | \$5,000,000.00                          | \$0.00          | \$22,607,027.00        |
|                                                                                               |                 |                 |                                                                  | <b>Approved Indirect Cost/Operational Rate: 0.0652</b> |                                    |                                         |                 | <b>\$0.00</b>          |
|                                                                                               |                 |                 |                                                                  | <b>Final</b>                                           |                                    |                                         |                 | <b>\$22,607,027.00</b> |

