

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	Catasauqua Area School District has created a comprehensive assessment plan which includes benchmark, diagnostic, formative and summative assessments in reading/ELA, math, and science. MTSS data will provide additional insight into the academic impact of pandemic educational disruptions. Additionally, CASD submitted local assessment data and received local assessment reporting information to assist with identifying learning gaps. The value added reporting on local assessments data will guide discussions about whether the curriculum, instructional strategies, and assessments are aligned and meet the needs of students. Additionally, the data will be utilized to set academic goals for the District and Schools and monitor the effectiveness of action plans.
<b>Chronic Absenteeism</b>	Attendance reports will be used in conjunction with academic data to determine the effects of chronic absenteeism. Catasauqua Area School District teachers, counselors, and administrators have participated in Check and Connect training. Check and Connect is an evidence based intervention and this strategy will be implemented to address chronic absenteeism. Student attendance improvement plans will be developed in collaboration with habitually truant students and families.
<b>Student Engagement</b>	The district will utilize a variety of data sources to measure student engagement. Academic data, attendance data, Pupil Attitudes toward Self and School (PASS) data will be collected and analyzed periodically. School counselors and teacher observations and check-ins will provide additional data related to school engagement.
<b>Social-emotional Well-being</b>	Pupil Attitudes toward Self and School (PASS) data and Pennsylvania Annual Youth Survey data will be collected and analyzed to provide insight into students' social-emotional well-being. School counselors and teacher observations and check-ins will provide additional data related to school engagement.
<b>Other Indicators</b>	Utilize PBIS strategies to address school-wide behaviors.

**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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
	Surveys of our families indicated that a number of

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>our students needed access to a device. All students were provided with an iPad to utilize as a learning tool. Additionally, parent and student survey feedback was utilized to evaluate and improve our in-person and virtual educational program options. Parent and teacher feedback revealed challenges with IEP parent/student engagement. To promote increased parent/IEP student engagement, the District purchased the Remind communication tool. Remind usage, academic, attendance, progress monitoring and intervention data will be used to monitor impacts.</p>
<p>English learners</p>	<p>Surveys of our families indicated that a number of our students needed access to a device. All students were provided with an iPad to utilize as a learning tool. Additionally, parent and student survey feedback was utilized to evaluate and improve our in-person and virtual educational program options. Teacher feedback indicated that communication with EL students and families was challenging. To address this challenge, the District purchased the Remind communication tool with a translation feature. Additionally, Rosetta Stone licenses were purchased to provide students with an online English language learning program that can be accessed 24/7. Remind usage data, Rosetta Stone Data, academic and attendance data will be used to monitor impacts.</p>
<p>Students from low-income families</p>	<p>Surveys of our families indicated that a number of our students needed access to a device. All students were provided with an iPad to utilize as a learning tool. Additionally, parent and student survey feedback was utilized to evaluate and improve our in-person and virtual educational program options. Parent and teacher feedback revealed challenges with parent/student engagement in low income households. To promote increased parent/ student engagement, the District purchased the Remind communication tool. Remind usage, academic, attendance, progress monitoring and intervention data will be used to monitor impacts.</p>

**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>	Catasaquua Area School District hired two academic coaches to address the needs of students who have been most impacted by the pandemic. The Academic Coach provides targeted support, instruction and intervention for students including those in need of remediation. More specifically, the Academic Coach coordinates the MTSS process and conducts ongoing informal and formal assessments to identify academic needs and monitor progress while analyzing assessment data in order to design targeted intervention and instruction.

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:**

Behavior

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>	Purchase and administration of the Pupil Attitudes toward Self and School survey to determine student reported levels of social emotional well-being. This data is collected biannually and analyzed to drive building level and student specific social-emotional learning action plans.

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	N/A

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.)

Administration will attain the Catasauqua Area School District mission and vision by demonstrating strategic/cultural leadership, systems leadership, leadership for learning, and professional and community leadership. More specifically, administration will articulate and support the district mission and vision by meaningfully engaging students and staff and promoting continuous student growth and supporting ongoing professional development. Additionally, administrators will promote student achievement in a positive, equitable and inclusive environment while ensuring the implementation of efficient processes and systems to manage efficiently, effectively and safely. Furthermore, CASD administration will ensure that all components of the district/building standards-aligned system will work together toward continuous improvement. Finally, through professional and community leadership efforts, administrators will engage the community, operate in a fair and equitable manner with professional integrity, and support continuous professional growth through a cycle of practice, inquiry and reflection. Meaningful consultation with stakeholders will occur both formally and informally. Formal opportunities for stakeholder engagement will include surveys and both virtual and in-person meetings. Community stakeholder continuity of learning surveys, teacher professional development surveys, and student feedback surveys will drive ARP ESSER funds usage. Additionally, School Board Meetings, School Board Committee Meetings, Comprehensive Planning Meetings, Parent-Teacher Forum and Home & School Meetings will provide opportunities for stakeholder comments and input related to proposed spending plans. Furthermore, the District will utilize PowerAnnouncement, Remind, Social Media, and the Catasauqua Area School District website to provide information and updates specific to the use of ARP ESSER funds.

#### **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)**

Community stakeholder continuity of learning surveys, teacher professional development surveys, and student feedback survey data will be incorporated into ARP ESSER LEA Plan for the use of funds. Additionally, public comments and input shared during School Board Meetings, School Board Committee Meetings, Comprehensive Planning Meetings will be taken into account in the development of the LEA ARP ESSER Plan. Both state assessment and local assessment data in conjunction with professional development survey data will provide insight into professional development needs specific to social-emotional and mental health needs, literacy training, and professional development to address learning loss. In addition, comments and feedback shared on the parent, teacher, and student surveys were utilized during LEA ARP ESSER Plan development.

#### **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)**

Catasauqua Area School District created the ARP ESSER Plan using stakeholder input and feedback from several sources: \*May 2020 Parent/Guardian Online Learning Feedback Survey\*February 2021 Parent/Guardian and Teacher First Semester Feedback Survey\*March 2021 Apple Learning Technologies Teacher Survey\*September 2021 Online Student Survey\*October 2021 Teacher Professional Development Survey\*October 2021 Pupil Attitudes to Self and School (PASS) Student Survey\*November 2021 PA Annual Youth Survey Administration\*November 2021 Academics Committee Meeting DiscussionAdditionally, state assessment and local data sources provided plan direction with regard to skill specific deficits and learning loss. The draft ARP ESSER plan was shared publicly at the public Academics Committee Meeting. The ARP ESSER grant funding application was then submitted in February 2022. Upon receiving PA Department of Education Approval, Catasauqua Area School District will make the District's plan for the use of ARP ESSER funds publicly available on the District website. Additionally, through the use of Remind, Google Translate and/or Language Line, the ARP ESSER Plan may be provided in a language that parents/caregivers can understand.

## **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.

Funds will be utilized to employ a Director of Academic Recovery and two Academic Coaches, purchase diagnostic assessments, and implement high dosage tutoring programs. The Director of Academic Recovery will work with Academic Coaches to coordinate the MTSS process which will provide tiered academic supports and interventions to students most disproportionately impacted. Diagnostic assessments will be administered at the beginning, middle, and end of each school year to help identify students' learning gaps. The results of the diagnostic assessments will then generate a personalized learning pathway to help address students' curricular areas of need. Students will have access to their personalized learning pathways after school and throughout the summer, and learning challenges will be implemented to motivate and engage students. High dosage tutoring will be offered to students most disproportionately impacted both during the school day and after school. Using the results of the diagnostic assessments as a guide, the District will make every effort to deliver planned instruction, intervention, and enrichment and implement high dosage tutoring using methods that are reasonable, appropriate, in good faith and in the best interest of our students. Scheduled data meetings will promote the ongoing review of academic data evaluation of the implementation of tiered interventions by classroom teachers and Academic Coaches and high dosage tutoring efforts.

#### **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.

Continuity of Services: Funds to employ daily building substitutes will promote continuity of learning within school buildings. Additionally, funds will be utilized to employ instructional aides dedicated to supporting the District's 1:1 iPad implementation in which K-12 students use iPads as a learning tool to inspire creativity and engage in powerful, hands-on learning experiences. Furthermore, school psychologists and teachers will be paid to dedicate additional time to reviewing, analyzing, and responding to academic and social-emotional learning data. Access to Instruction: Funds will be utilized to employ School Resource Officers who will assist with promoting positive home-school relationships and will work with administration and teachers in conducting home visits to students who are habitually truant and/or experiencing challenges due to the pandemic. Mitigation Strategies: Funds will be utilized to support enhanced custodial

services to promote increased cleaning and sanitization of buildings and classrooms. Additional funds will be used toward a nurse aide to assist in preparing, preventing, and responding to COVID-19. Facilities Improvements: Funds will be used to take care of needed facilities improvements to keep schools open and safe and to support and enhance in-person learning to address learning loss as a result of the pandemic.

**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)**

Administration has reviewed the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER funds. Catasauqua Area School District interventions are supported by Tier 1, 2, 3, and 4 evidence.

**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>	4,200,501	20%	840,100

**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>	Teachers identified curriculum topics not addressed due to pandemic educational disruptions and shared this information with the teachers in the next grade level. Additionally, teachers use focus standards and essential content to guide their instruction and address learning gaps. Value-added reporting specific to CASD's local assessments provides information that will assist in assessing the academic growth of groups of students. The data may be used to: * Discuss whether the curriculum, instructional strategies, and assessments are aligned and meet the needs of students* Capitalize on effective instructional practices* Set academic goals for an LEA/district and school, and monitor the effectiveness of action plans* Provide opportunities for professional reflection and dialogue* Target and differentiate professional learning opportunities
<b>Opportunity to learn measures (see help text)</b>	Opportunity to learn measures include feedback provided via student, parent, and teacher feedback surveys as well as classroom observation data, data collected during informal discussions and teacher and student access to 1:1 technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	The LEA was able to hire 2- FT Academic Coaches; 1- FT Director of Academic Recovery; 6- Building Substitutes; custodial supervisor; retain 2- Technology Assistants; retain 2 SROs; retain 1 Nurse's Aide; custodians
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The LEA will utilize high dosage tutoring as a strategy to target academic growth and to promote social, emotional wellness and connectedness. Additionally, students will spend time using online academic programs to address learning gaps by working in personalized learning pathways to address content area skill specific deficits identified by a diagnostic assessment

**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**

\$4,200,501.00

**Allocation**

\$4,200,501.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$57,327.00	Salaries for one high school teacher to provide support for students at risk of learning loss (Year 1) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$164,072.00	Salaries for two Academic Coaches to Support a multi-tiered system of supports (MTSS) approach to instruction and intervention. (Year 1) LEARNING LOSS
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$34,973.00	Benefits for one high school teacher to provide support for students at risk of learning loss (Year 1) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$126,786.00	Benefits for two Academic Coaches to Support a multi-tiered system of supports (MTSS) approach to instruction and

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Function	Object	Amount	Description
			intervention. (Year 1) LEARNING LOSS
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$61,475.00	Salaries for one high school teacher to provide support for students at risk of learning loss (Year 2) LEARNING LOSS
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$38,235.00	Benefits for one high school teacher to provide support for students at risk of learning loss (Year 2) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$171,238.00	Salaries for two Academic Coaches to Support a multi-tiered system of supports (MTSS) approach to instruction and intervention. (Year 2) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$134,894.00	Benefits for two Academic Coaches to Support a multi-tiered system of supports (MTSS) approach to instruction and intervention. (Year 2) LEARNING LOSS
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$32,000.00	Tutoring salaries for After School Program (Year 1) LEARNING LOSS
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$13,629.00	Tutoring benefits for After School Program (Year 1) LEARNING LOSS

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$17,000.00	Curriculum resources to address online and traditional students to maintain equitable education for all students (Year 1) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$52,606.00	Curriculum resources to address online and traditional students to maintain equitable education for all students (Year 2) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$49,400.00	Elementary support teachers' salaries to provide class coverage and support teachers out due to COVID related illnesses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$21,040.00	Elementary support teachers' benefits to provide class coverage and support teachers out due to COVID related illnesses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$49,400.00	Middle School support teachers' salaries to provide class coverage and support teachers out due to COVID related illnesses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$21,040.00	Middle School support teachers' benefits to provide class coverage and support teachers out due to COVID related illnesses

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$49,400.00	High School support teachers' salaries to provide class coverage and support teachers out due to COVID related illnesses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$21,040.00	High School support teachers' salaries to provide class coverage and support teachers out due to COVID related illnesses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$61,475.00	Kindergarten teacher salary to support keeping class sizes low due to COVID restrictions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$38,235.00	Kindergarten teacher benefits to support keeping class sizes low due to COVID restrictions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$64,446.00	Second Grade teacher salary to support keeping class sizes low due to COVID restrictions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$39,510.00	Kindergarten teacher benefits to support keeping class sizes low due to COVID restrictions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$63,823.00	Fourth grade teacher salary to support keeping class sizes low due to COVID restrictions

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$39,242.00	Fourth grade teacher benefits to support keeping class sizes low due to COVID restrictions
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$32,000.00	Tutoring salaries for After School Program (Year 2) LEARNING LOSS
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$13,629.00	Tutoring benefits for After School Program (Year 2) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$45,000.00	Additional Curriculum resources to address online and traditional students to maintain equitable education for all students (Year 2) LEARNING LOSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$49,400.00	Elementary support teachers' salaries to provide class coverage and support teachers out due to COVID related illnesses (Year 2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$21,040.00	Elementary support teachers' benefits to provide class coverage and support teachers out due to COVID related illnesses (Year 2)
			Middle school support

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$49,400.00	teachers' salaries to provide class coverage and support teachers out due to COVID related illnesses (Year 2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$21,040.00	Middle school support teachers' benefits to provide class coverage and support teachers out due to COVID related illnesses (Year 2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$49,400.00	High school support teachers' salaries to provide class coverage and support teachers out due to COVID related illnesses (Year 2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$21,040.00	High school support teachers' benefits to provide class coverage and support teachers out due to COVID related illnesses (Year 2)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$4,925.00	Support services salaries for academic retention (HA Year 1 & 2)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,114.00	Support services benefits for academic retention (HA Year 1 & 2)
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$13,753.00	HS Support services salaries for academic retention (AS Year 1 &



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Function	Object	Amount	Description
SECONDARY			2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$5,880.00	HS Support services benefits for academic retention (AS Year 1 & 2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$73,072.00	Sixth Grade Teacher salaries to support keeping class sizes low due to COVID restrictions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$62,063.00	Sixth Grade Teacher benefits to support keeping class sizes low due to COVID restrictions
		<b>\$1,886,042.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$4,200,501.00

**Allocation**

\$4,200,501.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$32,893.00	Salaries to provide additional health services to students and staff and to maintain PDE and CDC guidelines and data (Year 1)
2400 - Health Support Services	200 - Benefits	\$41,126.00	Benefits to provide additional health services to students and staff and to maintain PDE and CDC guidelines and data (Year 1)
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$150,000.00	Security supports and traffic control due to extra parent drop off
2600 - Operation and Maintenance	100 - Salaries	\$44,935.00	Extra custodial staff salaries to sanitize tables, chairs and maintain building facilities to CDC guidelines (Year 1)
			Extra custodial staff benefits to sanitize

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Function	Object	Amount	Description
2600 - Operation and Maintenance	200 - Benefits	\$25,667.00	tables, chairs and maintain building facilities to CDC guidelines (Year 1)
2500 - Business Support Services	100 - Salaries	\$70,267.00	Salaries for a custodial supervisor to oversee building facilities to CDC guidelines (Year 1)
2500 - Business Support Services	200 - Benefits	\$36,996.00	Benefits for a custodial supervisor to oversee building facilities to CDC guidelines (Year 1)
2600 - Operation and Maintenance	400 - Purchased Property Services	\$29,595.00	Lockers undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
2600 - Operation and Maintenance	400 - Purchased Property Services	\$31,200.00	Window sealing projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
2700 - Student Transportation	700 - Property	\$70,879.00	Additional mini bus for transporting students to maintain CDC guidance

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Function	Object	Amount	Description
2600 - Operation and Maintenance	400 - Purchased Property Services	\$44,793.00	Curtains- maintain code, not flame retardent
2600 - Operation and Maintenance	600 - Supplies	\$50,000.00	Cleaning supplies (wipes, disinfectant, masks, etc) for building/district
2600 - Operation and Maintenance	400 - Purchased Property Services	\$4,871.00	Middle school classroom conversion to maintain CDC guidelines
2200 - Staff Support Services	100 - Salaries	\$47,360.00	Additional technology support salaries for increased technology infrastructure and online resources (Year 1)
2200 - Staff Support Services	200 - Benefits	\$20,172.00	Additional technology support benefits for increased technology infrastructure and online resources (Year 1)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$27,284.00	Mental health and support services salaries (Elementary GC Year 1 & 2)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$11,653.00	Mental health and support services salaries (Elementary GC Year 1 & 2)
2200 - Staff Support Services	100 - Salaries	\$25,512.00	Mental health and support services salaries (Year 1 & 2 SK)

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	200 - Benefits	\$10,907.00	Mental health and support services benefits (Year 1 & 2 SK)
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$40,720.00	Mental health and support guidance salaries (Year 1 & 2 DM & Gerhard)
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$17,409.00	Mental health and support guidance benefits (Year 1 & 2 DM & Gerhard)
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$184,941.00	1:1 technology lease for all students to have equitable access (Year 1)
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$184,942.00	1:1 technology lease for all students to have equitable access (Year 2)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$122,500.00	Director of Academic Recovery salary LEARNING LOSS
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$83,275.00	Director of Academic Recovery benefits LEARNING LOSS
2400 - Health Support Services	100 - Salaries	\$30,000.00	Salaries to provide additional health services to students and staff and to maintain PDE and CDC guidelines and data (Year 2)
			Benefits to provide additional health

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2400 - Health Support Services	200 - Benefits	\$43,299.00	services to students and staff and to maintain PDE and CDC guidelines and data (Year 2)
2600 - Operation and Maintenance	100 - Salaries	\$67,168.00	Salaries for a custodial supervisor to oversee building facilities to CDC guidelines (Year 2)
2600 - Operation and Maintenance	200 - Benefits	\$41,063.00	Benefits for a custodial supervisor to oversee building facilities to CDC guidelines (Year 2)
2200 - Staff Support Services	100 - Salaries	\$49,444.00	Additional technology support salaries for increased technology infrastructure and online resources (Year 2)
2200 - Staff Support Services	200 - Benefits	\$21,216.00	Additional technology support benefits for increased technology infrastructure and online resources (Year 2)
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$180,000.00	Mental Health Supports Services for K-12 students
2200 - Staff Support Services	700 - Property	\$119,109.00	Educational technology hardware for equitable access
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$40,083.00	Mental health and support services salaries (Middle GC Year 1 & 2)

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$17,137.00	Mental health and support services benefits (Middle GC Year 1 & 2)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$40,296.00	Mental health and support services salaries (High GC Year 1 & 2)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$9,278.00	Mental health and support services benefits (High GC Year 1 & 2)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$20,626.00	Mental health and support services salaries (JH GC Year 1 & 2)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$8,818.00	Mental health and support services benefits (JH GC Year 1 & 2)
2600 - Operation and Maintenance	400 - Purchased Property Services	\$95,000.00	Water Line Replacement Project
3200 - Student Activities	700 - Property	\$5,025.00	refrigeration unit purchase
2600 - Operation and Maintenance	400 - Purchased Property Services	\$12,000.00	Water Treatment System Project
2600 - Operation and Maintenance	700 - Property	\$105,000.00	Technology Server Upgrade Project
		<b>\$2,314,459.00</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>	\$908,279.00	\$572,850.00	\$0.00	\$0.00	\$0.00	\$114,606.00	\$0.00	\$1,595,735.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$123,727.00	\$75,322.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$199,049.00
<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>	\$64,000.00	\$27,258.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$91,258.00
<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>	\$250,789.00	\$130,161.00	\$180,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$560,950.00
<b>2200 Staff Support Services</b>	\$122,316.00	\$52,295.00	\$0.00	\$0.00	\$0.00	\$0.00	\$119,109.00	\$293,720.00



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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$40,720.00	\$17,409.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,129.00
<b>2400 Health Support Services</b>	\$62,893.00	\$84,425.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$147,318.00
<b>2500 Business Support Services</b>	\$70,267.00	\$36,996.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$107,263.00
<b>2600 Operation and Maintenance</b>	\$112,103.00	\$66,730.00	\$150,000.00	\$217,459.00	\$0.00	\$50,000.00	\$105,000.00	\$701,292.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,879.00	\$70,879.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,025.00	\$5,025.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$1,755,094.00</b>	<b>\$1,063,446.00</b>	<b>\$330,000.00</b>	<b>\$217,459.00</b>	<b>\$0.00</b>	<b>\$164,606.00</b>	<b>\$300,013.00</b>	<b>\$3,830,618.00</b>
	<b>Approved Indirect Cost/Operational Rate: 0.0000</b>							<b>\$369,883.00</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
							Final	\$4,200,501.00