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Federal Award Number: S425U210028
Federal Award Date: 3/24/2021
Federal Award Agency: US Department of Education
CFDA Number and Title: 84.425U American Rescue Plan - Elementary and
Secondary Schools Emergency Relief Fund (ARP-ESSER)
Vendor Number: 0000759924

Project #: 223-21-1079
Agency: Franklin Towne Charter Elementary School

**AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY
SCHOOL EMERGENCY RELIEF (ARP-ESSER) AGREEMENT**

This agreement ("Agreement") is made by and between the Commonwealth of Pennsylvania ("Commonwealth"), through its Pennsylvania Department of Education ("Department"), and Franklin Towne Charter Elementary School located at 4259 Richmond Street, Philadelphia, PA 19137, ("Grantee").

The Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq. and has been awarded funds by the US Department of Education for American Rescue Plan Act - Elementary and Secondary Emergency Relief (ARP-ESSER) programs under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2.

The parties, intending to be legally bound, agree as follows:

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$6,622,718.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee's Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department's Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties, intending to be legally bound, have signed this Agreement below:

FOR THE GRANTEE

Signature:  Date: 3/1/2022
Title: Joseph Venditti - CEO
Signature: _____ Date: _____
Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 3/24/2022
Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 4/6/2022
Department of Education
Office of General Counsel: _____ Date: _____
Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-49.0

Comptroller: Rick Zettlemoyer - Electronic Signature Date: 4/11/2022

Vendor Name: Franklin Towne Charter Elementary School
Address: 4259 Richmond Street, Philadelphia, PA 19137
Fed ID #: 264634765
Vendor #: 0000759924

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)	Federal	223-21-1079	84.425U	\$6,622,718.00	\$6,622,718.00

Grantee agrees to comply with the following terms and conditions:

1. The development and execution of the program outlined in this Agreement and subsequent reimbursement for such program by the Department will be in accordance with this Agreement's provisions as finally approved by the Department and shall comply with all applicable provisions of federal, state and local laws, the official regulations pertaining thereto, program guidelines and instructions issued by the Pennsylvania Department of Education.
2. Grantee will comply with all reporting requirements in relation to program and fiscal components of the ARP-ESSER program as defined by the Department and/or federal governing agencies.
3. Grantee will maintain documentation of expenditures, procurement and activities carried out through this grant for a period of the current year plus six years in accordance with Department guidelines. Grantee will provide records to Department, monitors or federal awarding agency upon request.
4. Grantee will comply with all reporting requirements in relation to any waiver authorized under the ARP-ESSER and applied for and approved through the grantee agency. The Department will provide reporting requirements and due dates when available from the federal awarding agency.
5. Payment to Grantee under this Agreement is contingent upon appropriation and availability of funds to the Commonwealth.
6. Grantee will reserve at least 20% for learning loss mitigation, including through:
 - Afterschool, summer schools, extended day/year programs.
 - Targeted to ESEA subgroups, students experiencing homelessness, and children and youth in foster care.

General Federal Requirements:

1. Grantee shall use such fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
2. Grantee shall comply with the Uniform Grant Guidance – Subpart D (Post Federal Award Requirements) Standards for Financial and Programs, 2 CFR §200.300-§200.345, as applicable.
3. Grantee shall comply with the Uniform Grants Guidance -- Subpart D (Post Federal Award Requirements) methods of procurement to be followed, 2 CFR §200.320.
4. Grantee shall ensure that all written policies and procedures required by the Uniform Grants Guidance for the administration of federal grant dollars are created, approved, implemented and are available for review by monitors.
5. Grantee shall comply with the Uniform Grants Guidance – Subpart E (Cost Principles) 2 CFR §200.400-§200.417 and 2 CFR §200.420-§200.475, as applicable.
6. Grantee shall comply with the Uniform Grants Guidance – Subpart F – Audit Requirements, specifically sections 2 CFR §200.500-§200.512, as applicable.

Other Federal Requirements:

1. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, Grantee shall clearly state:
 1. the percentage of the total costs of the program or project that will be financed with federal money;
 2. the dollar amount of federal funds for the project or program; and
 3. the percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
2. Grantee shall ensure that its personnel, whose salaries and/or benefits are federally funded are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official business, or from using government supplied electronic equipment to text message or email when driving.

3. Insofar as any construction projects are funded with this Agreement, Grantee shall comply with all applicable federal and state legal requirements with respect to such construction projects, including, without limitation, the pre-approval requirements set forth in 2 CFR §200.439, the construction requirements set forth in 34 CFR §§ 75.600-75.617 (such as 34 CFR 75.609 (Safety and Health standards) and 75.616 (Energy Conservation)), and the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). The federal equal opportunity clause applicable to federally assisted construction contracts contained at 41 CFR § 60-1.4 is incorporated herein by reference.
4. Grantee acknowledges that this Agreement may be revised pursuant to ongoing guidance from the relevant federal or Commonwealth agency regarding requirements for the funds subject to this Agreement. Grantee agrees to abide by any such revisions upon written notification from Commonwealth of the revisions, which will automatically become a material part of this Agreement, without the necessity of either party executing any further instrument.

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
Academic Impact of Lost Instructional Time	Data was collected and analyzed from a variety of tools: Curriculum-based Assessments, Standards Based Benchmarks, PSSA, IEP Progress Monitoring, Classroom Diagnostic Tools, Receptive Listening Probe, ACCESS scores
Chronic Absenteeism	Absences and problems associated with absences were tracked using a variety of tools including PowerSchool SMS, Student Discipline Referrals, Student Assistance Program Reports, and Attendance Tracking. Teachers, counselors, and administrators worked one-on-one with students and families struggling with chronic absences, including one-to-one conferences, phone calls, and virtual meetings. The district worked with the probation and court systems to assist in managing chronic absences.
Student Engagement	Student engagement was tracked and report by teachers using the following tools: Student Assistance Program Reports, Student Discipline Referrals, Student Grades, PowerSchool SMS, Attendance Tracking, and Teacher Formative Assessments. Teachers responded to student engagement issues by varying content and delivery methods, as well as one-to-one communication with students and families struggling to engage in school.
Social-emotional Well-being	Social and emotional well-being is tracked using a variety of resources, predominantly through Second Steps assessments but also including: Behavior Assessment System for Children, Behavior Rating Inventory of Executive Functions, Scales for Assessing an Emotional Disturbance, Gilliam's Autism Rating Scale, Conners, Vineland Adaptive Behavior Scale, Student Assistance Program Reports, Attendance Tracking, and IEP Social/Emotional Goals Progress Reports. Staff used a variety of methods, in addition to these data collecting tools, to respond to student social/emotional concerns including individualized and therapy sessions, social/emotional curricula, and varied communications.
Other Indicators	

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
Students from low-income families	We will be using the following data points to help us evaluate and monitor student progress: • IEP Progress Report Monitoring • Report card grades • PSSA scores • Screening/Benchmarking (BAS/STAR360) • Student Assistance Program

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	Referrals • Student Discipline Infractions • Attendance Tracking
English learners	We will be using the following data points to help us evaluate and monitor student progress: • IEP Progress Report Monitoring • Report card grades • PSSA scores • Screening/Benchmarking (BAS/STAR360) • WIDA/ACCESS scores • Student Assistance Program Referrals • Student Discipline Infractions • Attendance Tracking
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	We will be using the following data points to help us evaluate and monitor student progress: • IEP Progress Report Monitoring • iReady benchmarking assessments • Report card grades • PSSA scores • Screening/Benchmarking (BAS/STAR360) • iReady benchmarking • Student Assistance Program Referrals • Student Discipline Infractions • Attendance Tracking

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	Our first strategy was to employ Microsoft Teams along with live-streaming in classes via Zoom. To support students at home, we worked with City of Philadelphia agencies and Comcast to distributed hotspots to anyone with limited or no internet access. This strategy allowed us to ensure that students were still present and engaged in class whether the individual was required to isolate/quarantine or the school was closed for disinfection/sanitation. MS Teams allowed us to limit the amount of lost instructional time. School was fully in-person throughout the year, but this strategy mitigated individual and group circumstances that impeded some from participating in person. This model was especially effective for students with short-term attendance needs.

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

☒ **Academic impact of lost instructional time**

- ☐ Chronic absenteeism
- ☒ Student engagement
- ☒ Social-emotional well-being
- ☐ Other impact

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The district maintained regular access to mental health services and resources both in-person and virtually. These services included virtual appointments with the school psychologist and guidance counselor. Mental health resources were sent home through school nurses and guidance, and emotional support sessions with highly qualified teachers. For many of our students, the hotspots and one-to-one student laptops provided were their lifeline to regular communication with their teachers and support services. To ease student concerns about food scarcity, the district also provided free lunch and breakfast to students, whether enrolled virtually or physically, throughout the school year and summer. The school used our internal, "Towne Connections" program to help provide support to our neediest families. The goal of the Towne Connections program is to develop and grow

	Strategy Description
	funds which are made available to struggling members of the FTC community. The FTC community includes students, alumni, staff and family members. Many of our members face economic struggles which have been intensified by job loss, death of a family member and/or poor health. Towne Connections funds are available to alleviate the struggle to pay for food, medical and funeral expenses and basic necessities. Additionally, funds may be used in a wish capacity, seeking to enhance a Towne community member's overall educational experience.

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 utilized screening/benchmarking data garnered from intervention programs that are standards aligned and norm-referenced to deliver intervention and remediation program to subgroup populations. Upon screening, students in need of intervention receive additional programming to address areas of deficit identified with cyclical benchmarking to assess progress and possibly no longer a need for intervention or lack thereof, in which case additional interventions may be implemented.

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.)

Our first step to ensure proper planning, development and communication regarding our use of ESSER funding was to form an ESSER Planning Committee. The Franklin Towne Charter Elementary School administrative team first met to discuss the process for the use of the ESSER III funding. The ESSER III advisory committee was then formed specifically for the purpose of discussing the use of this funding. This committee includes representation from Franklin Towne families, regular education teachers, special education teachers, community partners, guidance counselors, school psychologist, Board of Director representatives, and school administrators. Presentations from this committee are provided to the public at our school's annual Open House, which is open to the general public as well as at Back-to-School-Night events that are open to the Franklin Towne parents and guardians. Members of the committee will continue to provide status updates at each of these events for duration of the funding term.

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)**

The committee structure noted above will continue to be used throughout the term of the grants. The committee will meet periodically to review the plan, progress on the plan, outcomes, and recommend changes to the plan based upon the results of programs implemented. Additionally, the discussions of the committee will be brought back to the Board of Directors for review and approval at public meetings. All Board of Director meetings are open to the public. As with any agenda item, the public may give comments and input to the plans following the board approved format.

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)**

The school's executive administrators will meet as a team to put parameters together for the committee to use when designing our planning and program development timeline during the early winter that the RFP was released. This plan will include both specific timelines and approaches that will address the development, approval process, and communication approach. Utilizing the suggestions and guidelines from the resources provided, our committee will take the following initial steps: 1. The committee will take the time to meet and review all other previous ESSER set-asides to ensure that we were not replicating areas outlined and addressed in previous applications. 2. Next, the team will discuss the parameters of the current RFP in order to ensure proper direction and compliance. 3. Once a complete review of previous applications and the current RFP has been conducted, the committee will establish opportunities to meet with students and families to both fact-gather and discuss the impact caused by COVID at varying levels (grade, subject, and individual student). 4. Once this information is gathered, discussed and analyzed the data will be used to identify specific populations of students with the greatest impact. 5. Focus subgroups will then be established to hold discussions on high-quality interventions to address the educational and social-emotional needs of our student/community population. 6. The committee will then formulate an articulated plan to present to our Board of Directors for feedback. In addition, we will publicize the publication of this plan via our school messenger system. The plan will be posted on our forward-facing website. This will both inform our entire school population, while at the same time provide an opportunity to gather open feedback for possible revisions. 7. Once this 30-day public comment period is finished, the committee will gather all the feedback provided and utilize it to help evaluate any need for change. 8. Once a plan has been finalized this plan will be provided to the Board of Directors for final approval.

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.

A - Franklin Towne will implement evidence-based interventions, including, but not limited to:

STAR360, IXL, DreamBox, LLI (Leveled Literacy Intervention), iReady, BRI (Basic Reading Inventory), Wilson Reading and Savaas Summer Impact Program, all of which are programs that contain vehicles by which students are assessed and provide benchmarking data to determine student progress and program effectiveness. B - We serve a growing population of students in poverty and students identified as special education. For students identified as needing special education, ESSER funds will provide evidenced-based programming to support these students including the software listed above. C - Franklin Towne is committed to in-person learning to the greatest extent possible, while offering virtual and hybrid opportunities as needed. Utilizing both PowerSchool and MS Teams SIS we will be able to monitor and evaluate students with excessive/extended absences and low assessment scores, especially in our subgroups. The LEA will use ESSER III funds to purchase ViewSonic Interactive Panels for all instructional space thus allowing teachers greater ease in synchronously instructing students both in the classroom and those at home. The LEA is committed to in-person instruction for most students for the majority of the school year, with special consideration to students who are economically disadvantaged and students with IEPs.

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

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

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

A - Franklin Towne will utilize ESSER funds to sustain academic services to students by providing the technology necessary for education to occur, with highly qualified staff, whether in-person, virtual, or hybrid. Franklin Towne is taking a pragmatic approach when considering programs that have a one-time cost versus on-going costs, to ensure sustainability. Students will be provided free breakfast and lunch, year-round. Students participating in virtual education also have free breakfast and lunch made available for pick-up. In the event of closure, students who are unable to participate virtually, due to individual circumstances, receive paper copies of content, assignments, and resources. When needed, the LEA delivers resources directly to students' homes. Grant funds will ensure that social/emotional/mental health needs continue to be met by supporting our students through our Guidance Department and/or through our Director for Pupil Services and department. Our goal is to ensure no interruption to student services or access to education, regardless of the status of COVID in our community. We will also use ESSER funds to recruit and retain teachers, particularly necessary when teacher attendance is impacted by

quarantine; this will allow continuity of education. B – Absences, and problems associated with absences, have been and will continue to be tracked using a variety of tools including PowerSchool SMS, Student Discipline Referrals, Student Assistance Program Reports, and Attendance Tracking. Teachers, counselors, and administrators will work one-on-one with students and families struggling with chronic absences, including one-to-one conferences, phone calls, and virtual meetings. We will also continue to work with the probation and court systems to assist in managing chronic absences. C – Franklin Towne will monitor the latest recommendations from PDE, PADOH, CDC and PDPH. We plan to review the District Health and Safety Plan at least every six months, and update the District Health and Safety Plan as needed. The Health and Safety Plan will be presented to the Board for approval when changes are necessary. Facilities and practices will be adapted to the extent possible to ensure that appropriate prevention and mitigation processes are followed. In addition to practicing standard preventative measures such as handwashing, cleaning practices, and the use of PPE when required, the District will continue to encourage the vaccination of students and staff. The District will continue to practice standard mitigation efforts to reduce close contacts to the extent practicable.

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)

Not Applicable

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)
20 Percent Reservation	6,622,718	20%	1,324,544

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:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	We will be using the following data points to help us evaluate and monitor student progress: • IEP Progress Report Monitoring • Screening/Benchmarking data • Report card grades • PSSA scores • Student Assistance Program Referrals • Student Discipline Infractions • Attendance Tracking
Opportunity to learn measures (see help text)	A continued evaluation of students' attendance, grades, matriculation and retention data will take place for the duration of the funding. In addition, school-wide literacy benchmarking and PSSA data will be evaluated to ensure students who are in need of accelerated reading and math interventions, will be served effectively. This data will be disaggregated at the student-level.
Jobs created and retained (by number of FTEs and position type) (see help text)	There are no new positions being funded by ESSER III
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The majority of the 20% set-aside funds from this grant will be utilized to engage all students using technology and to ensure students, who are in need of receiving tiered interventions, have access to a robust intervention program in both literacy and mathematics.

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 LEA¹. 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.

¹Calculations 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

\$6,622,718.00

Allocation

\$6,622,718.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$140,405.00	Fund ELA teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$94,092.00	Fund ELA teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$265,365.00	Fund Math teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$196,538.00	Fund Math teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$177,196.00	Fund Science teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$76,113.00	Fund Science teachers

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$194,698.00	Fund Social Studies teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$100,924.00	Fund Social Studies teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$188,970.00	Fund Kindergarten Specials Teachers such as Music & Spanish
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$118,090.00	Fund Kindergarten Specials Teachers such as Music & Spanish
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$37,000.00	Fund Building Substitute
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$16,807.00	Fund Building Substitute
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,531,903.00	Fund Teacher Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$982,350.00	Fund Teacher Benefits
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$441,819.00	fund special education teachers

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$151,285.00	fund special education teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$834,299.00	Curriculum and benchmarking software in core subjects - math, ela, reading, and science to streamline learning needs
		\$5,547,854.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$6,622,718.00

Allocation

\$6,622,718.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$115,940.00	Fund Technology Support staff
2200 - Staff Support Services	200 - Benefits	\$65,471.00	Fund Technology Support staff
2600 - Operation and Maintenance	100 - Salaries	\$186,611.00	fund janitorial staff
2600 - Operation and Maintenance	200 - Benefits	\$135,429.00	fund janitorial staff
2600 - Operation and Maintenance	100 - Salaries	\$62,562.00	fund security guards
2600 - Operation and Maintenance	200 - Benefits	\$19,550.00	fund security guards
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$293,200.00	projectors for classrooms, improving tech lab computers, restocking iPads & accessories & charging carts
2200 - Staff Support Services	600 - Supplies	\$110,000.00	teacher desktops

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$64,233.00	internet infrastructure access points
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$21,868.00	professional development reading and math programs
		\$1,074,864.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$2,535,537.00	\$1,584,914.00	\$0.00	\$0.00	\$0.00	\$834,299.00	\$0.00	\$4,954,750.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$441,819.00	\$151,285.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$593,104.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$293,200.00	\$0.00	\$293,200.00
2200 Staff Support Services	\$115,940.00	\$65,471.00	\$21,868.00	\$0.00	\$0.00	\$174,233.00	\$0.00	\$377,512.00
2300 SUPPORT								

	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
SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$249,173.00	\$154,979.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$404,152.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$3,342,469.00	\$1,956,649.00	\$21,868.00	\$0.00	\$0.00	\$1,301,732.00	\$0.00	\$6,622,718.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$6,622,718.00

Payment Terms, Responsibilities and Contact Information

1. **PROJECT OFFICER:** The person designated to act for the Commonwealth in managing this contract is:

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

- a. All grants are placed on a system of scheduled payments to provide operating funds during the period of the Agreement. Monthly payments are determined by dividing the approved amount by the number of months during the term of the Agreement. Payments will be initiated by the Comptroller's Office after arrival of each fully executed Agreement.
- b. Grantee shall implement a cash management system that will ensure that only the minimum amount of cash required to effectively operate the program is requested and/or kept on hand. Failure to implement and maintain such a system can result in the Grantee being suspended until an adequate cash management system has been implemented.
- c. During the life of this Agreement, unless otherwise provided in Program Guidelines, Grantee shall submit the following financial reports to the Comptroller's Office or the Department:
 1. Reconciliation of Cash on Hand Quarterly Report PDE Form No. 2030, and
 2. Final Expenditure Report.
- d. Grantee will conform to all policies and guidelines cited in the Department's individual program Policies and Procedures and/or instructions associated with the Reconciliation of Cash on Hand Quarterly Report, and Final Expenditure Report concerning the financial reports described in Paragraph 2(c), above.
- e. The Department reserves the right to disapprove any expenditures by the Grantee that are not in accordance with this Agreement.

3. **REPORTING:**

Grantee shall submit any required program and or fiscal reports that are designated by the Department and/or federal awarding agencies for the purpose of determining program outcomes and compliance. Due dates and reporting requirements will be announced by the Department.

Any unexpended funds remaining at the end of the grant period must be returned to the Department of Education.

4. **FUNDING LEVEL: THE TOTAL COST TO THE COMMONWEALTH UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT SET FORTH IN THE AGREEMENT.**

Payment of that amount is contingent upon the availability of Program funds and appropriations sufficient to pay the total costs. Any funds provided to the Grantee under this Agreement may only be used in accordance with this Agreement.

- a. **FUNDING INCREASE** – If the Commonwealth determines that additional Federal or State program funds are available for use under this Agreement, the Commonwealth may at its sole discretion increase the approved program cost. Such increases will be made in accordance with paragraph 5 ("Funding Adjustments").

- b. **DECREASE** – The Commonwealth reserves the right, at its sole discretion, to reduce the total cost of this Agreement when the Federal or State funds appropriated by the U.S. Congress and/or State Legislature are less than anticipated by the Commonwealth after Execution of this Agreement hereunder; **or** the funds appropriated are later unavailable due to a reduction or reservation in the appropriation. Such decreases will be made in accordance with paragraph 5 (“Funding Adjustments”).
- c. **UNEXPENDED FUNDS** – Grantee understands and agrees that funds which remain unexpended at the end of the term of the Agreement or upon termination of the Agreement shall be returned to the Commonwealth within sixty (60) days of the project’s ending date or termination date along with the submission of the Final Completion Report and/or Final Expenditure Report, depending on the applicable program requirements.
- d. **WITHHOLDING OF FUNDING** – Without limitation of any other remedies to which it is entitled hereunder or at law, the Commonwealth shall have the right to withhold the funding granted under this Agreement, in whole or in part, for any of the following reasons, without limitation:
 - 1. failure of Grantee to fulfill in a timely and proper manner its obligations hereunder;
 - 2. violation of laws, regulations or policies applicable to the grant or to the implementation of the project funded under this Agreement; and
 - 3. misuse of funds, mismanagement, criminal activity or malfeasance in the implementation of this Agreement.

5. FUNDING ADJUSTMENTS:

Funding Adjustments may be made for the following reasons and in the following manner:

- a. **Funding Increase:**
 - 1. The Commonwealth shall notify the Grantee in writing of any funding increases under this Agreement.
 - 2. Upon receipt of this notice the Grantee shall revise and submit to the Commonwealth a revised Program Summary Budget and if necessary, any revised pages of the Narrative which shall reflect the increase of funds.
 - 3. Funding increases will take effect upon Commonwealth’s receipt and approval of the revised documents, which shall be incorporated in and made part of this Agreement.
- b. **Funding Decrease:**
 - 1. The Commonwealth shall notify the Grantee in writing of any funding decreases.
 - 2. Funding decreases will be effective upon receipt by the Grantee of the Commonwealth's funding decrease notice.
 - 3. Funding decrease notices shall be incorporated in and made part of this Agreement.
- c. **Transfer of Funds Among Cost Categories and/or Object Codes:**

Any transfer of funds among cost functions and/or object codes must be made consistent with the applicable Program Guidelines.